

# Graduate School

*2012 - 2013 Catalog*

The College of  
New Rochelle

New Rochelle, New York 10805

The College of New Rochelle is accredited by the Middle States Association of Colleges and Schools, Commission of Higher Education, Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606, and chartered by the Regents of the University of the State of New York.

The College of New Rochelle does not discriminate on the basis of sex, race, color, national or ethnic origin, age, sexual orientation, or disability in the educational programs which it conducts or in its employment policies, practices, and procedures. (While the undergraduate School of Arts and Sciences, a traditional and continuous single-sex program, will continue to restrict admission to women, as permitted under Federal law, the Graduate School admits both men and women.) The College of New Rochelle complies with all pertinent State and Federal regulations concerning affirmative action, non-discrimination, and equal employment opportunity.

Course Schedules for academic years beyond 2011-2012 are tentative. The Schools reserve the right to cancel courses for which there is insufficient enrollment or because of other special circumstances. The current edition of the catalog supersedes all previous editions.

Information contained herein is correct at the date of publication. However, The College of New Rochelle reserves the right to alter its academic policies, procedures, course offerings, and fees. For verification, please consult the appropriate administrative or departmental office.

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# Academic Calendar



## Graduate School 2012-2013

### FALL SEMESTER 2012

#### September

3 (Mon) Labor Day – all schools – no classes

5 (Wed) Fall semester begins

#### October

8 (Mon) Columbus Day no classes

12 (Thu) Academic Convocation - no classes

#### November

20 (Tues) Thanksgiving recess begins after last class

26 (Mon) Classes resume after Thanksgiving recess

#### December

21 (Fri) Last day of fall semester

### SPRING SEMESTER 2013

#### January

2-18 Intersession

21 (Mon) Martin Luther King, Jr. Day – no classes

22 (Mon) Spring semester begins

#### February

18 (Mon) Presidents' Day – no classes

#### March

23 (Sat) Spring break begins after last class

#### April

1 (Mon) Classes resume after Spring Break/Easter weekend

#### May

13 (Mon) Last day of spring semester

22 (Wed) COMMENCEMENT

27 (Mon) Memorial Day – no classes

28 (Tue) Summer Session I begins

*NOTE: Extension calendars may differ from the on-campus calendar. .*

# General Information



## The College of New Rochelle

One of the oldest colleges in Westchester County, The College of New Rochelle was founded in 1904 by Mother Irene Gill, O.S.U., as the first Catholic college for women in New York State. The College established The Graduate School in 1969, the School of New Resources (for adult learners) in 1972, and the School of Nursing in 1976. The School of Arts and Sciences continues the tradition of enrolling only women; the other three schools admit both women and men.

The principal campus of The College of New Rochelle is located on 20 acres in the southeastern corner of Westchester County, New York, one mile west of Long Island Sound and 16 miles north of mid-Manhattan. There are 20 major buildings, including Leland Castle, a National Historic Site and the first home of the College; a 150,000-volume library; a chapel; four residence halls; a dining hall; a science building; and an educational art and technology center.

The Mooney Center is a vital educational environment which enables a dynamic mix of people — students, alumnae/i, faculty, and business and professional women and men — to participate in a full lifelong learning process. Facilities include the H.W. Taylor Institute for Entrepreneurial Studies, the sophisticated Romita Auditorium, a TV studio, a model classroom, the Mooney Center Gallery and Bridge Gallery, fine arts, graphic arts, journalism, and computer facilities, where CNR faculty, staff, and students enjoy a contemporary climate in which to address practical, personal, and ethical issues of concern in today's high-tech world. The Mooney Center both symbolizes and concretely reaffirms the College's strongest traditions in ways which fully incorporate the demands for expertise required in today's information age.

Promoting a holistic approach to health and wellness for The College of New Rochelle and its greater community, The Wellness Center is a multi-dimensional facility intended for use by students, staff and faculty, alumnae/i and neighborhood members where individuals support one another in the pursuit of their fitness goals. Classes from all four schools are scheduled in The Wellness Center, and programs focus on the promotion of recreation and good health and provide opportunities for improving physical fitness through the use of the Center's state-of-the-art equipment.

The Center features a fitness & weight room, a 6-lane, 25-yard swimming pool with spectator seating for 100, a 1,000 seat gymnasium/auditorium, an indoor jogging track overlooking the gymnasium, locker room facilities, a trainer/holistic modality room, a holistic meditation room and dance studio, a technologically equipped seminar room, conference room and classrooms, and an outdoor contemplation garden. The center is also home

to the Blue Angels Intercollegiate Athletics teams and the Physical Education Department.

In step with our holistic wellness philosophy, students and members are further encouraged to develop a higher awareness of the body, mind, and spirit to promote natural balance and manifest abundant well-being. To support this effort, The Wellness Center offers classes including group fitness, water fitness, yoga, belly-dancing, and meditation. The Center also sponsors fitness assessments, personal training and workshops on topics including nutrition and stress management.

The College of New Rochelle offers a variety of co-curricular programs, symposia, special events, film screenings, and social activities throughout the year. Of special note is the Castle Gallery, which presents four exhibitions and a number of educational programs each year.

The College of New Rochelle is chartered by the Regents of the State of New York and is accredited by the Middle States Association of Colleges and Schools (3624 Market Street, Philadelphia, PA 19104, (215) 662-5606). The School of Nursing is accredited by the National League for Nursing Accreditation Commission.

## **Mission Statement**

The College of New Rochelle, founded in 1904 by the Ursuline Order, is an independent College which is Catholic in origin and heritage. Its primary purpose is the intellectual development of persons through the maintenance of the highest standards of academic excellence and educational growth.

From this tradition, the College derives its dedication to the education of women and men in the liberal arts and in professional studies. Building on its original commitment to women, the College also reaches out to those who have not previously had access to higher education; it places particular emphasis on the concept of lifelong learning.

The College is committed to a respect and concern for each individual. It seeks to challenge students to achieve the full development of their individual talents and a greater understanding of themselves. It encourages the examination of values through the creative and responsible use of reason. The College strives to articulate its academic tradition and religious heritage in ways that are consonant with the best contemporary understandings of both. It provides opportunities for spiritual growth in a context of freedom and ecumenism.

Finally, with justice as its guiding principle, the College tries to respond to the needs of society through its educational programs and service activities and through fostering the concept of education for service.

# Academic Resources



## Gill Library

Gill Library, named in honor of Mother Irene Gill, O.S.U., the founder of the College, houses one of the largest collections in Westchester County. This collection, which contains print as well as non-print resources, numbers over 150,000 volumes. The Library has full-text access to several thousand print or online periodicals.

In addition to the circulation of materials, the Library offers the following services to the College Community: library instruction to groups and to individuals who request it, interlibrary borrowing of materials, reference and research assistance, document delivery, numerous online databases, and wireless Internet access.

Gill Library uses the Innovative Interfaces system for its online public access catalog and for other automated library functions.

Several collections of rare and unusual works include the Thomas More, James Joyce and Ursuline Collections. Other resources of note include: RefWorks, ERes, OpenURL linking and federated searching.

Gill Library is a member of the Association of College and Research Libraries, the Metropolitan New York Library Council, the SUNY OCLC computer-based network of libraries and the Westchester Academic Library Directors' Organization (WALDO).

### Regular Library Hours (Fall and Spring Semesters)

|                 |                  |
|-----------------|------------------|
| Monday-Thursday | 9 a.m. - 11 p.m. |
| Friday          | 9 a.m. - 5 p.m.  |
| Saturday        | 10 a.m. - 6 p.m. |
| Sunday          | 1 p.m. - 11 p.m. |

### Summer Session Hours

|                 |                  |
|-----------------|------------------|
| Monday-Thursday | 9 a.m. - 8 p.m.  |
| Friday          | 9 a.m. - 5 p.m.  |
| Saturday        | 10 a.m. - 6 p.m. |
| Sunday          | Closed           |

*Special hours for Summer Session III, examination periods, intersession, and holidays are posted in advance.*

Gill Library is a member of the Association of College and Research Libraries, the Metropolitan New York Library Council, the computer-based network of libraries and the Westchester Academic Library Directors' Organization (WALDO).

## **Academic Computing Services**

Academic Computing Services, located in the Mooney Center, contains the equipment and resources necessary to help faculty and students integrate contemporary technology into the Graduate School curriculum. Computer-related facilities in the Mooney Center include networked computer classrooms, a Macintosh networked computer classroom for graphic and communication arts, a multimedia facility, a Faculty Resource Room, and a fully-equipped computer networked laboratory.

The Computer Laboratory is designed for individual student use and consists of self-contained networked work stations, including a selection of every type of computer and software used on campus, letter quality and laser printers. This facility is open seven days a week.

The Faculty Resource Room is designed for faculty development and training. It contains a selection of computers equipped with multimedia functions.

## **Media and Photographic Services**

Located in the Mooney Center, Media and Photographic Services' facilities are designed to meet the needs of the faculty, administration, and the students in the use of audiovisual media for learning and instruction.

Media Services provide audiovisual support services for the faculty and students, for classroom instruction and authorized campus activities. Available to these groups are document cameras for use with overhead transparencies and computer images. Audio equipment includes cassette recorders, CD players and portable public address systems. Videotape players are available in 1/2" VHS formats. Laser disk players are also available.

Media Services also provide duplication of audio and video tapes (subject to copyright regulations). Video recordings using Hi8 camcorders and digital video cameras may be done in classrooms and other campus locations, as well as in the TV studio. Media Services also facilitate teleconferencing through satellite.

Advance consultation with the staff regarding production materials and instruction in using equipment is recommended when planning programs, projects, productions and special events.

Photographic Services is responsible for coordination of the campus photography lab facilities used in the academic program and for College support purposes. It also offers resource information regarding the selection and use of photographic materials and equipment.

## **The Television Studio**

The Television Studio is designed for educational use in classroom projects, interactive analysis, staff training and development, including special programs. Students work

on exercises designed to teach the use of the studio camera, lighting, the character generator and the editing system. Students, especially those who major in communication, receive hands on experience with the equipment. Housed within the studio is a satellite unit which enables the College to receive satellite programs and teleconferences that can be viewed in several areas on campus. The Television Studio is available for faculty and student productions.

## **The Center for Academic Excellence**

The Center for Academic Excellence, located at 33 Leland Ave., houses a network of formal and informal programs utilized by students. It is open to students from all schools of the College. Tutoring is available in writing, mathematics, science and other subject areas.

Students may also elect to undertake self-tutorial programs, working on their own with computers as a medium for word processing and utilizing self-paced programs in mathematics and other disciplines.

**Staffing and Philosophy:** Full-time senior staff, professional and peer tutors and tutors for students with special needs are available, in a comfortable atmosphere, to supplement traditional methods of instruction with the methodology of collaborative learning. This collaboration is based on the belief that students can assume responsibility for their own learning and that such learning should be accommodated to a student's individual needs.

The comprehensive program of academic support services permits students to achieve mastery while working at their own pace, at times most convenient to them. Students may be referred by individual faculty members, call for an appointment or drop by to make an appointment.

The staff offers workshops on various topics, including grammar and mathematics skills development.

## **English as a Second Language**

The College of New Rochelle offers ESL sections of writing and reading for those students whose native language is other than English, and who need supplemental instruction in this area. Peer tutors are available to facilitate this process. Students should contact the Director of the Center for Academic Excellence for additional information.

# Information Resources General Policy

## Preface

“Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to work of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy and right to determine the form, manner and terms of publication and distribution.”

“Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.” (*EDUCOM Statement on software and intellectual rights*)

## Policy

The College of New Rochelle is committed to providing the members of its community (undergraduates, graduate students, faculty and staff) access to local, national and international sources of information, and providing an atmosphere that encourages access to knowledge and sharing information.

To support this commitment, the College has developed the following policies for members of the College community who avail themselves of the facilities provided by the College. The College considers access to the facilities a privilege and not a right.

### **The College expects all users to:**

1. Adhere to all general College policies and procedures including, but not limited to, policies on proper use of information resources, information technology and networks; acquisition, use and disposal of College-owned computer equipment; use of video and telecommunications equipment; all publications including web pages; ethical and legal use of software; and technical and legal use of administrative data.
2. Respect privacy by not seeking, copying or modifying information belonging to or about others, nor sharing sensitive personal information without explicit authorization to do so. Copyright infringement or libelous statement is strictly prohibited.
3. Respect the rights of other users by following policies of schedule, access and any policies particular to the facility being used, e.g., library, computer lab, computer classrooms, science lab, etc. Frivolous use of the facility will result in sanctions.
4. Respect the intended educational purposes of systems for electronic exchange, such as e-mail, Internet, World Wide Web, and avoid misuses that would interfere with the efficient and proper flow of information, would intimidate or harass other users, or would violate the privacy of other users. Use for commercial pur-

poses or financial gain is prohibited.

Finally, the College provides resources, including technological equipment and support, for the educational purposes of its community. Violations of these policies will be dealt with in the same manner as violations of other College policies and may result in disciplinary review. By such a review, the full range of disciplinary sanctions is available, including the loss of computer use privileges and dismissal from the College. In addition, violations of some of the above policies may constitute a criminal offense.

# Student Services



The College recognizes the importance of all aspects of a student's life in the process of education. As a result, it has developed structures that reflect the spirit of cooperation and mutual concern which mark the relationship of faculty, staff, and students. Through its governing bodies and policies, the College endeavors to foster an atmosphere of growth and a supportive experience which enables students to attain intellectual and emotional maturity, and to contribute to the living and learning experiences of those around them.

Responsibility for all non-academic aspects of college life rests with the Vice President for Student Services. The Vice President heads the Student Services Division, which includes Student Development (including Residence Life, Commuter Life and International Students), Campus Ministry, Counseling and Career Services, Health Services, and Intercollegiate Athletics. In addition, Student Services administers the College Calendar and oversees The Wellness Center.

Each Student Services unit serves the four schools in ways supportive of their goals and mission. Since each school has its own educational model that best serves its student population, the division of Student Services uses the educational model of that particular school as the structure for providing services and programs for students. A full, traditional-service delivery model is provided to undergraduate students in the School of Arts & Sciences.

The rights and responsibilities of students in matters not pertaining to academic policy fall under the jurisdiction of this office. Students are responsible for compliance with all policies and regulations contained in this catalog, in the *Student Handbook*, the *Residence Life Handbook* and in official CNR communications.

For current information regarding programs and services, please check our website at <http://www.cnr.edu/studentlife/studentlifemain>.

## Wellness Center

### **[www.cnr.edu/athletics](http://www.cnr.edu/athletics)**

The College is a Division III member of the National Collegiate Athletic Association, which establishes the rules and regulations for participation and competition. We are also affiliated with the Association of Division III Independents, and locally, with the Hudson Valley Women's Athletic Conference. The Intercollegiate Athletics Program, based out of the Wellness Center, is conducted by the Director of the Wellness Center and Athletics in conjunction with the assistant director, program directors, team coaches and the Student-Athlete Advisory Committee. Intercollegiate competition is held in basketball, cross-country, softball, swimming, tennis, and volleyball. The department also sponsors a cheerleading team and a club soccer program as well as intramural athletics.

## **Campus Ministry**

**[www.cnr.edu/studentlife/campusministry](http://www.cnr.edu/studentlife/campusministry)**

Campus Ministry is committed to the faith development of the CNR family as the foundation for service to others and the establishment of peace through justice. Rooted in our Catholic intellectual traditions, liturgical celebrations, and social justice teachings, we branch out to embrace the richness of our culturally diverse and multifaith college community. Campus Ministry provides worship and spiritual development programs, community service outreach, and peace and justice offerings. Seekers and servers from all the four schools of the College are welcomed by a Campus Ministry team consisting of the director, assistant director, chaplain, chapel choir, chapel choir director, Gospel choir director and assistant director, and student peer ministers.

The many offerings of Campus Ministry allow students to explore ways to foster their faith life. Community service opportunities are offered both on and off campus. A service trip to a location of extreme need takes place each year. In order to link faith with justice, students can take part in the CNR Pax Christi Chapter, Peacebuilders. Campus Ministry walks with students on their spiritual journey, offering RCIA preparation, spiritual direction, liturgy, and overnight retreats. Our liturgical ministries allow students to serve in the Chapel Choir and Gospel Choir, as lectors, and as Eucharistic Ministers.

**Campus Ministry at CNR affirms the equality of all people and is committed to inclusion and collaboration.**

## **Counseling and Career Services**

**[www.cnr.edu/studentlife/counselingandcareerservices](http://www.cnr.edu/studentlife/counselingandcareerservices)**

Counseling and Career Services coordinates career counseling services for all schools of the College. The office maintains a career resource library, job vacancy listings, and offers a variety of workshops and programs.

Counselors are available to assist students and alumnae/i with all aspects of career planning, including employer identification, resume preparation, and interview skills. Late afternoon or early evening appointments are available.

Counseling and Career Services offers a credentials file service, whereby recommendations are maintained and sent to prospective employers. There is a small charge for setting up the file and a small fee for each folder sent out. Counseling regarding personal concerns is available to all SAS and SON students.

## **Students with Disabilities**

In addition, The College of New Rochelle provides the coordination of services for students with disabilities through the Counseling and Career Services Office.

To be eligible for services, a student must: register with our office, provide a completed transaction form for the semester of requested services as well as current documentation regarding the specific disability; and schedule an appointment for an interview. A student must register every semester — August 1 for Fall and December 1 for

Spring. The student must also indicate, in writing, support services needed for successful academic participation, as well as any special equipment and/or skills possessed by the student. The Counseling and Career Services Office will make recommendations for reasonable accommodations and support services for each student.

## **Health Services**

### **[www.cnr.edu/healthservices](http://www.cnr.edu/healthservices)**

The Health Services Office, located on the main campus, is staffed with registered professional nurses, nurse practitioners and physicians, Monday through Friday. Emphasis is placed on preventive health care, health promotion and holistic health and wellness.

Students are required to submit a Health Assessment Form at the time of their enrollment. Once the form is completed, students will receive a health clearance and are eligible to receive routine health care. The Health Services Office Staff provides the clinical services required to complete the Health Assessment Form. All students returning from a leave of absence of one semester or longer are required to update their Health Assessment Form.

Services include but are not limited to: treatment for minor illnesses, health screening, laboratory work, immunizations, allergy injections, as well as the provision of educational health programs. If medication is prescribed, it may be purchased on site for a nominal fee. In addition to primary care, the staff assists in the management of chronic and long term illnesses. Walk-in's are welcomed and will be accommodated on a first-come basis; however, appointments are encouraged to avoid waiting time.

Health Services' Holistic Clinical Nurse Specialist offers an array of holistic healing modalities that include Therapeutic Touch, Meditation and Imagery, Massage and Reflexology. These modalities are integrated with routine clinical care and promote and nurture health of body, mind and spirit and enhance the healing process.

Emergency services are available for all members of the College community. When hospitalization is indicated, students will be transported to Sound Shore Medical Center at their own expense. It is strongly recommended all students be enrolled in a health insurance program. Student insurance information and packets are available at the Health Services Office.

New York State Public Health Law 2165 mandates all students born on or after January 1, 1957 must demonstrate proof of immunity against measles, mumps, and rubella before attending classes. Measles, mumps, and rubella vaccine administration is available by appointment. (See General Regulations section of this catalog).

New York State Public Health Law 2167, requires all students regardless of age, to provide a response in writing about Meningococcal disease and vaccine. (See General Regulation section of this catalog).

All health information is confidential and may be released only with the student's expressed written consent.

## **Student Development**

**[www.cnr.edu/studentlife/studentlifemain](http://www.cnr.edu/studentlife/studentlifemain)**

The Office of Student Development (OSD) is guided by the philosophy that education occurs both inside and outside of the classroom. The staff strive to promote an overall sense of community by providing students with opportunities to develop increased responsibility for their actions. By creating an environment that offers support and building on a foundation of sensitivity towards individuals' needs and differences, Student Development assists students in making life choices that better prepare them to contribute to society.

## **International Students**

Students with student visas obtained through the Registrar's Office, are subject to certain regulations while at the College. They are urged to introduce themselves to the Office of Student Development to ensure that their general concerns, interests, and housing needs are met. OSD will help facilitate a successful transition to The College of New Rochelle and the community-at-large.

# Graduate School



The Graduate School, founded in 1969, offers 24 master's degree programs and 12 post-master's certificate programs across three academic divisions: Art & Communication Studies, Education, and Human Services. The master of science in education degree is awarded in the fields of early childhood education, childhood education, gifted education, literacy education, special education, and Teaching English To Students of Other Languages (TESOL). The master of science degree is awarded in the fields of studio art, art therapy, art therapy/counseling, career development, guidance and counseling, gerontology, school psychology, communication studies and mental health counseling. The master of arts degree is awarded in art education. The College of New Rochelle advanced certificates and advanced diplomas are offered in selected professional areas.

The Graduate School has a full-time and adjunct faculty of approximately 100 and an enrollment of approximately 900 students. The majority of graduate courses are offered on the New Rochelle campus. However, some of the graduate programs are offered at off-site locations, such as teacher's centers throughout Westchester, Rockland, and Nassau Counties.

The Graduate School was developed in response to the needs of working professionals who had completed their undergraduate degrees and who wished to pursue advanced degrees. The expertise of the School's full-time professors is complemented by adjunct professors who are employed in the professional fields that they teach. The School is sensitive to the working and parenting responsibilities of its student body, and seeks to provide convenient access to graduate education. For this reason, in addition to evening courses, there are also weekend and summer session courses.

Over 12,000 women and men have completed their graduate degrees at the College and have entered or returned to professions as teachers, artists, graphic designers, writers, therapists, counselors, or communications specialists. Our programs have offered many students the opportunity to make desired career changes and have confirmed in others the career goals they had previously set.

## **Aims of the Graduate School**

The aims of the Graduate School are shaped by the nature of the College and its Mission Statement. In keeping with these aims, the Graduate School provides educational programs that instruct students with the theoretical foundations, research data, methods and materials of the disciplines, as well as with the contemporary expressions of practical knowledge and field-based education. In addition to expertise we seek to incul-

cate the values that will provide a better quality of life for those they serve.

Since the best educational approaches value the individuality and hopes of the students, the Graduate School strives for a proper balance between a student's particular needs and the norms for professional education. Accordingly, a priority is placed on a personalized approach to education. This student-oriented approach is complemented by the School's commitment to career guidance and to fostering lifelong learning.

The Graduate School is at the service of the wider community in addition to its serving of students. Our Graduate School provides assistance of a varied nature to children and adults within our larger community. It furthers the knowledge of the professions and the general public through the research, publications, and presentations of its faculty and staff. Furthermore, our faculty and staff collaborate with other institutions which serve the public in similar ways.

Our programs prepare individuals for a variety of professions, including careers in the helping professions. As described in the Mission Statement, this recognition of the rights and needs of all citizens is the basis of social justice which brought these helping professions into existence.

## **Application to the Graduate School**

The Graduate School of The College of New Rochelle strongly supports and encourages ongoing education and ongoing professional development. Students are welcome to enroll in many of the courses offered to continue their own professional development. Each division, though, may have certain courses that are restricted to matriculated students only.

In order to take any graduate course for credit, even if one does not intend to pursue a degree or a certificate from The College of New Rochelle, a student must be officially admitted into the Graduate School. In order to pursue a degree or certificate, a student must matriculate.

To apply to the Graduate School, the applicant must submit a completed application form to the Office of Graduate Admissions. The following application materials are required for those seeking matriculation into a degree or certificate program:

1. Application form;
2. Official transcripts from all institutions of higher learning that one has attended;
3. Two letters of recommendation;
4. A personal interview;
5. A writing sample;
6. Proof of immunization. (See Student Services and General Regulations.)
7. A \$35 application fee.

These documents will not be returned to the student.

The Graduate School requires proof that the student holds a bachelor's degree from an accredited undergraduate institution. The applicant must have maintained at least a B (3.0) average in one's major field and had an overall grade point average of at least B-

(2.7). An applicant whose undergraduate index was less than 2.7 may, in some circumstances, be admitted on probation. Admission to The Graduate School as a non-matriculant carries no commitment for later admission into a degree or certificate program.

Applicants for matriculation should consult the various program descriptions in this catalog for information regarding further application requirements specific to that program.

Non-matriculated students should meet at least once a semester with the Assistant Dean for Academic Administration to review and assess their educational goals and objectives. Such a meeting is required of non-matriculated students who have accumulated 12 credits before they may be approved for additional course work upon review of the Dean.

### **Additional Admission Requirements for Applicants for Degree Programs Leading to Initial Teacher Certification**

For applicants of degree programs leading to initial certification as a teacher, the New York State Education Department requires the following undergraduate prerequisites:

1. 30 credits in a Liberal Arts major
2. 6 credits in Mathematical Processes: coursework in such areas as algebra, geometry, calculus, number theory, statistics, or probability.
3. 6 credits in Scientific Processes: coursework in such areas as biology, chemistry, astronomy, earth science, or physics;
4. 6 credits in Historical & Social Science Concepts: coursework in such areas as history, anthropology, economics, psychology, sociology, or political science;
5. 3 credits in Written Expression: coursework in English or composition;
6. 3 credits in a Language other than English (including American Sign Language);
7. Artistic Expression: coursework in such areas as art, dance, music or theater;
8. Humanities: coursework in such areas as literature, religion (but not theology), philosophy, or cultural anthropology;
9. Communication: coursework in such areas as communication, English, written or literary analysis, or composition;
10. Information Retrieval: coursework in such areas as library studies, research, computer literacy, or educational technology.

Applicants who have deficiencies in the above listed undergraduate prerequisites may be admitted to the Graduate School with the requirement that all deficiencies be completed before the achievement of 12 graduate credits. Students who do not complete their outstanding deficiencies before completion of 12 credits in their graduate program will not be admitted to candidacy. Denial of candidacy will affect future course registration.

## **International Students**

Over and above the requirements for admission, international applicants whose native language is other than English are required to submit either TOEFL (Test of English as a Foreign Language) or International English Language Testing System (IELTS) scores. Information on TOEFL testing centers throughout the world and corresponding fees can be obtained from TOEFL, P.O. Box 6151, Princeton, NJ 08541.

In addition, official transcripts are required from all colleges attended. Transcripts from institutions outside of the United States must be officially translated **and** evaluated. For evaluation services, we require:

World Education Services (WES)

Web address: [www.wes.org](http://www.wes.org)

Email: [info@wes.org](mailto:info@wes.org)

Postal address: Bowling Green Station, P.O. Box 5087, New York, NY 10274

New York office phone: 212 966 6311

New York office fax: 212 739 6100

These documents must be submitted before an official decision about admission can be made.

## **Transfer Credits**

Graduate coursework completed at other institutions may be considered for transfer to The College of New Rochelle during the admission process. The Dean must approve all coursework for transfer. The coursework may be approved if it is graduate level from an accredited institution, is equivalent to a course offered in the applicants program, with a grade of B or higher, taken within the last five years, and not counted toward another graduate degree or certificate program. The number of transfer credits is limited to a maximum of 20% of the total program credits. Following admission all subsequent coursework must be completed at The College of New Rochelle (excluding undergraduate prerequisites).

## **Waivers**

A course may be waived when, in the judgment of the Dean or faculty advisor, a student's previous educational experience suffices for that particular course. Waiver of course work is different from transferred credits. Another course of equal credits, and chosen in consultation with the Dean or faculty advisor, must be substituted for the waived course. A waiver form, completed by the Division Office and signed by the Dean will be submitted to the Registrar. Students must obtain approval of the substituted course prior to registration.

## **Changing from Non-Matriculated to Matriculated Status**

Students who have accumulated non-matriculated credits in the Graduate School and wish to transfer to matriculated status may request to do so by writing to the Dean for review.

Upon review of the students' record, the Dean will respond to the request in writing. No student is considered matriculated until such notice has been sent.

## **Divisions and Programs**

Graduate School Admissions

Office of Admission

4 Hemlock Place

914-654-5309

914-654-5256

### **Graduate School Administration**

Dean: Dr. Marie Ribarich

Chidwick 202A

914-654-5320

Assistant to the Dean: Angela Ruta

Chidwick 202A

914-654-5412

Associate Dean: Wendi Vescio

Chidwick 103

914-654-5561

### **Division of Art and Communication Studies**

Master's Degree Programs:

Art Therapy

Art Therapy/Counseling

Communication Studies

Advanced Certificate Programs:

Communication Studies

### **Division of Education**

Master Degree Programs:

Art Education

Childhood Education (Grades 1-6)

Childhood Education and Childhood Special Education

Alternative Certification:

Childhood Education / Childhood Special Education (Transitional B)

Early Childhood Education and Early Childhood Special Education

Alternative Certification:

Early Childhood Education / Early Childhood Special Education

(Transitional B)

Early Childhood Education (Birth-Grade 2)

School Building Leader and School District Leader

School Building Leader

School District Leader

Literacy Education

- Birth-Grade 6
- Grades 5-12
- Dual Birth-Grade 6, Grades 5-12

Special Education: Childhood Education (Grades 1-6)

Special Education: Early Childhood Education (Birth-Grade 2)

Teaching English to Speakers of Other Languages (TESOL)

### **Advanced Certificate Programs:**

Bilingual Education

- Pupil Personnel Services
- ITI

Gifted Education

Teaching English to Speakers of Other Languages

### **Advanced Diploma Programs:**

School Building Leader

School District Leader

School District Leader (Transitional D)

### **Division of Human Services**

Master Degree Programs:

Career Development

Gerontology

Guidance and Counseling

Mental Health Counseling

School Psychology

### **Advanced Certificate Programs:**

Career Development

Gerontology

Guidance and Counseling

Long Term Care Administration  
Thanatology

Graduate Scholarships and Assistantships  
Chidwick 103  
914-654-5561

Financial Aid  
Administration G1  
914-654-5224

Registrar's Office  
Administration G1  
914-654-5213

Bursar's Office  
Administration G1  
914-654-5220

Graduate Transcripts  
Administration G1  
914-654-5216

# Financial Information



## Expenses

The following charges are applicable to the various graduate programs. The application fee must accompany the application form. Tuition and other fees may be charged on VISA and MasterCard accounts during the in-person registration period.

|   |         |
|---|---------|
| <b>Graduate School Tuition per Credit</b> | \$874   |
| <b>Residence Hall Fee per Semester</b>    | \$5,565 |

The Residence Hall fee entitles students to a double room equipped with basic cable, wiring for Internet access, telephone service and a Resident Food Card worth \$1,325 towards food. Graduate student housing is limited; to check availability please call the Office of Student Development and Programs. Please note that if a single room is available, the cost is \$6,165.

A damage deposit of \$100 is required of all resident students. Residence Halls are officially closed during the Thanksgiving recess, from the end of Fall semester examinations through New Year's Day, and from Holy Thursday through Easter Sunday. During other vacation periods, on-campus accommodations may be available for an additional charge.

The Resident Food Card entitles students to \$1,325 in food-related purchases during the semester; Resident Food Card balances may not be carried forward at the end of a semester.

## Fees 2012-2013

### General

|                                   |       |
|-----------------------------------|-------|
| 9 or more credits                 | \$375 |
| Below 9 credits                   | 300   |
| Application Fee, non-refundable   | 35    |
| New York State Certification Fee* |       |
| with College recommendation       | 50    |
| if student applies individually   | 100   |
| *paid to New York State           |       |
| Transcript Fee (each)             | 4     |
| Graduation Fee                    | 200   |
| Diploma Mailing Fee               | 5     |
| Change of Program Fee             | 25    |
| Returned Check Fee                | 25    |
| Thesis Continuation Fee*          | 874   |

### \*Thesis Continuation Fee

Students who do not complete the thesis during the first semester of registration for the course must pay a thesis continuation fee for each regular Fall and Spring semester thereafter until the thesis is completed. Special permission from the Dean is required to

continue work on thesis with a faculty member during the Summer.

## **Employee Tuition Reimbursement**

If your employer provides tuition reimbursement, you may be eligible for tuition deferral in any of the seven academic terms. To qualify each term your employer must provide the Bursar with a letter stating payment will be made directly to the College and the percentage or dollar amount of payment for which you are eligible. You must at the time of registration, pay the difference between the cost of tuition and fees and your employer's contribution. You may be required to sign a form authorizing the College to submit your grades directly to the employer. The student will be held financially liable in the event that their employer fails to fulfill the financial obligation to the College.

## **Official Bursar Receipts**

Any student who wishes to receive an Official Bursar Receipt may request one after the Add/Drop period of the semester. The Bursar's office must be given at least 48 hours notice to prepare the required document(s) and all requests must be made in writing. Official receipts will only be given for semesters taken during the current calendar year.

## **Payment**

All payments made to the College must be made in the form of cash, check or money order. Tuition and fees may also be charged to Visa or MasterCard accounts.

## **Deferred Payment Plan (DPP)**

Students may make arrangements for deferred payments when they deliver their transaction forms to the registrar. A deposit of 25% for each three-credit course and a non-refundable service fee of \$45 are due at the time of registration. All applicable fees must also be paid at the time of registration. The remaining balance is due in equal installments as follows:

|                 |  |
|-----------------|--|
| Fall semester   | October 15, November 15, and December 15 |
| Spring semester | February 15, March 15, and April 15      |

Deferred payment is available only for Fall and Spring semesters. Fees may be charged on VISA or MasterCard.

## **Delinquent Accounts**

Students who have not met all their financial obligations to the College will not be issued a transcript, certificate, or diploma until all such payments have been made.

## Default

Students who are in default of any federal student loans are not eligible to receive any financial aid or an employee tuition waiver. When in default, in order to register for a class the student must pay all tuition and fees at time of registration.

## Withdrawal Schedules / Refunds

### Fall and Spring Semesters Only

Partial refunds of tuition, room and board are made to students who withdraw early from the Fall or Spring semester. In order to qualify for a refund, the students must withdraw through their Division Office using a dated and signed transaction form. If tuition, room and board have been paid in full, the refund percentages are:

|                                      |      |
|--------------------------------------|------|
| Before the first day of the semester | 100% |
| Within the first week                | 80%  |
| Within the second week               | 50%  |
| Within the third week                | 20%  |
| After third week                     | 0%   |

### Intersession, Weekend Courses (five weeks or less) and Summer Institutes

|                                      |      |
|--------------------------------------|------|
| Before the first day of the semester | 100% |
| Before first class meets             | 80%  |
| Before second class meets            | 20%  |
| Before third class meets             | 0%   |

### Summer I, II & III Terms

|                                      |      |
|--------------------------------------|------|
| Before the first day of the semester | 100% |
| Before first class meets             | 80%  |
| Before second class meets            | 20%  |
| Before third class meets             | 0%   |

Upon withdrawal from a course, students who receive Financial Aid may have to return some aid to the Federal and State governments, which may result in a balance owed to the College. Please consult with the Financial Aid Office before withdrawing from a course for further details on the impact of withdrawal on your financial aid. Students who register for a course, never attend, or do not complete the official withdrawal process will be 100% financially liable for the course.

Please see Withdrawal from Courses and the Grading Policy in the next session of the catalog for information as it relates to withdrawals and grading implications.

# Academic Information



## Academic Terms

The Graduate School has seven academic terms within a 12-month period for its courses on the main campus: Fall semester, January Intersession, Spring semester, Summer Session I, Summer Session II, Summer Session III and August Institutes. Courses off campus, especially at the School's partnership sites, may follow slightly different schedules.

## Office Hours

Normal hours of operation for the Graduate School are 10:00 am-7:00 pm, Monday through Thursday and 8:30 am-4:30 pm on Fridays. During January Intersession, August Institutes, school breaks and when classes are not in session, the Graduate School office hours are 10:00 am-6:00 pm Monday through Thursday and 8:30 am-4:30 pm on Fridays. Please note all offices are closed the week between Christmas and New Year's Day.

## Advisement

Upon acceptance into the Graduate School, students are required to meet with the Assistant Dean for academic Administration for an initial orientation advisement session. A full-time faculty member will be assigned to each student and will function as the student's advisor for all subsequent semesters. The advising process provides an opportunity for the student to discuss with their advisor program certification and licensing requirements, and career plans. It is required that students contact their advisors each semester to schedule an appointment for advisement. For all students, the Assistant Dean and Dean remain available for consultation and advice.

## Registration

All students must meet with their advisors prior to registration. Information about the upcoming term's courses, the dates for registration, and the times for registration are available on the College's website and are also available upon request from the Division and Dean's offices. Before taking any course, students must complete the registration process. They first meet with their advisor and obtain a signed transaction form listing the course(s) they plan to take. *Once an advisor has signed the form, it may not be changed without the signature of the advisor, Dean or Assistant Dean.* Students must then deliver this form to the Registrar's Office, and pay the tuition (or secure their loan). Students

will receive a yellow copy of their transaction form and a copy of their course schedule. They may then take this form to the Security Office to obtain (or update) their student ID card. They should also bring their ID card to the front desk of Gill Library and register for use of on-line services. A valid student ID card is required to use the Computer Lab.

Full-time students are permitted to register for 9 credits during the Fall and Spring terms, and part-time students may register for up to 6 credits. Under special circumstances and with the Dean's signature, a full-time student may register for more than 9 credits. During the shorter academic terms (Intersession, Summer I, Summer II, August Institutes), students should have a conversation with their advisor regarding the maximum credits recommended to be taken.

*Students are strongly advised to register as soon as possible in order to avoid being closed out of a course or having a course cancelled due to lack of initial enrollment.*

## **Maintaining Matriculated Status**

Students are responsible for completing 20% of their program each year. Students are bound by the guidelines/regulations in the catalog in the semester of entrance. Failure to maintain this minimum progression results in academic probation which could then lead to dismissal if not addressed in a timely fashion. **Students are required to inform the Dean in writing and request a leave of absence if they are unable to complete 20% of their program in any given academic year. (See section for Leave of Absence)**

## **Admission to Candidacy**

After formal acceptance and matriculation into a program, the next benchmark in seeking a master's degree, advanced diploma, or certificate is admission to candidacy. Students must have achieved a minimum cumulative grade index of B (3.0). In addition, the Dean and faculty of the program will judge the suitability of the student for further progress towards the degree and for suitability for the chosen professional field. Suitability for the field is determined in part by professional performance, as indicated by: (a) demonstrating suitable behavior in academic and professional settings; (b) demonstrating appropriate interpersonal skills; (c) demonstrating appropriate dispositions required for the profession; and (d) demonstrating personal maturity and ethical behavior.

Teacher education programs have the additional requirement of proof of a passing score on the NYSTCE LAST exam as a prerequisite for candidacy. In addition, prior to admission to candidacy, students in the teacher education programs must have completed all undergraduate prerequisite deficiencies with a grade of "C" or better for undergraduate coursework or "B" or better for graduate coursework.

Students will be notified in writing of their admission to candidacy. Students not admitted to candidacy may be asked to withdraw from the program. During the student's course of study, there may be subsequent occasions for evaluation of suitability. Faculty will review each student's progress prior to placement in and during field-based experiences, such as practica, student teaching, and internships.

## **Leave of Absence**

A student who wishes to withdraw temporarily from the Graduate School may request a leave of absence for up to one year. While on leave, the student remains enrolled in the School, although not registered for courses. A student must make a formal request of a leave of absence in writing to the Dean stating the length of time requested. In the event that the student does not return at the time stipulated, the leave becomes an administrative withdrawal and the student will be required to request reinstatement into the Graduate School. The Dean will review the request and the student's academic record and respond in writing to the request. If this request is made after five years of non-attendance, the student will be required to reapply for admission.

## **Filing the Application for Graduation**

In order to graduate in January, May, or August, degree requirements must be completed by the end of the Fall semester, the Spring semester, or the Summer terms, respectively. Every candidate for graduation must file an application by November 1 for January graduation, by March 1 for May graduation, and by June 30 for August graduation. Students who seek New York State certification in their field must apply online at the New York State Education Department's website at [www.highered.nysed.gov/tcert](http://www.highered.nysed.gov/tcert).

## **Graduation Requirements**

Students are allowed five years to complete all credit requirements for their certificate, degree, or advanced diploma. Students who do not complete their degree requirements in five years must obtain approval from the Dean for a time extension. Credits taken more than five years prior to the expected date of graduation must be evaluated by the Dean.

The master's degree requires the satisfactory completion of a culminating experience, which may be a comprehensive examination, a research project or thesis, a detailed practicum, student teaching, or internship or a combination, depending upon the program. For all programs, students must have a cumulative average of B (3.0) in their coursework. All candidates for the M.S. in Education and the M.A. in Art Education must show mastery, at the acceptable level, of all competencies required for the degree and for appropriate certification from the State of New York.

**To participate in commencement exercises, graduate students must complete all the degree requirements prior to the date of commencement, submit a completed Graduation packet at an exit interview scheduled by the Division office, and pay the graduation fee.**

## **Certification Workshop Series**

New York State requires the completion of a two-hour seminar in Identifying and Reporting Suspected Child Abuse and Maltreatment and in Violence Prevention in those degree programs leading to teacher certification and certain other professional licenses. For teacher education programs leading to initial certification, additional workshops are required. These seminars and the Certification Workshop Series are now provided for degree-seeking students as an approved part of the curriculum in each program leading to teacher certification and for certain professional licenses. Consult your Division Office, your advisor, and the website for details about these workshops.

## **New York State Teacher Certification Examinations**

“New York State Teacher Certification Examinations (NYSTCE) address New York Education Law and Commissioner’s Regulations, which require prospective New York State educators to pass designated tests as a requirement for receiving state certification.”\* The primary tests involved with teacher education programs are: the LAST, the ATS-W and the Content Specialty Tests (CSTs) by program area.

If you have questions regarding the test(s) required for a specific certification, please feel free to contact your advisor for assistance. In addition, the New York State Education Department can be reached using the following contact information: Website: <http://www.nysed.gov>; Telephone: (518)474-3901.

If you have questions regarding test registration, administration procedures, admission tickets to the exams and/or score reports, please contact the NYSTCE using the following contact information: Website: [www.nystce.nesinc.com](http://www.nystce.nesinc.com) ; Telephone: (413)256-2882. \*New York State Teacher Certification Examinations™, 2006-2007 Legislation Bulletin

## **Fingerprinting**

New York State requires fingerprint supported criminal history background checks for applicants for certification and all prospective employees of school districts, charter schools and BOCES. If you have a criminal history, the State will determine whether there is any basis for possible denial of certification. The following College of New Rochelle graduate degree programs require fingerprinting as part of the New York State certification requirements:

All Teacher Education programs

All Educational Leadership programs  
Guidance and Counseling  
School Psychology

New York State has streamlined the fingerprinting process by posting both the application and much of the information pertaining to fingerprinting online through the TEACH website at [www.NYSED.gov](http://www.NYSED.gov). The College of New Rochelle office of Safety and Security offers fingerprinting services periodically throughout the Fall and Spring semesters. Please call your program division or visit the State website at [www.highered.nysed.gov/tcert/ospra](http://www.highered.nysed.gov/tcert/ospra) for further details.

If you plan to student teach or do field work in the NYC Public Schools it is necessary to be fingerprinted at the NYC Board of Education Office, 65 Court Street, 3rd Floor, Brooklyn. They can be reached at 718-935-4537 for further information.

## **Course Audit**

To audit a Graduate School course, a student must have the permission of the Dean and the course professor. The tuition will be one half of the current tuition rate per credit. An audit registration may not be changed for credit once a course has begun. For registration procedures, contact the division offices.

## **Other Course Information**

Students should be advised that a scheduled course may be canceled if the course is under-enrolled. If a course is due to be closed because of over enrollment, enrollment preference will be given to matriculated students over nonmatriculated students.

No more than six credits may be taken as independent study. An independent study course can either be for one student or for a small group of students. Approval for independent study course work must be obtained from the Dean.

Students who begin a graduate course by auditing or taking it for in-service credits may not, subsequent to the beginning of the course, register retroactively for graduate credits.

Please note that students may only pursue one masters degree at a time. There are some cases, where a student can pursue a degree and a related certificate simultaneously.

## **Inter-School Registration**

Any inter-school registration at The College of New Rochelle must be approved by both the Dean of the school in which the student is matriculated and the Dean of the school in which the student wishes to take credits that semester. Credits being taken by a student outside of the school in which she/he is matriculated will be billed at the rate of her/his "home" school.

## Attendance

Students are expected to attend all sessions of courses and complete all assigned work. Whenever unusual circumstances make regular attendance impossible, the student should consult with the instructor to make special arrangements. All such arrangements must be in writing and have the written approval of the Dean.

Attendance is monitored in compliance with Federal regulations. A student who has missed two consecutive weeks of classes and has not contacted the instructor may be withdrawn from the course and the financial aid returned to the funding source.

## Academic Integrity

The Graduate School seeks to prepare students for professional roles within their fields. Congruent to the mission of the College, the Graduate School holds students to high standards of ethical and professional practice. The knowledge of and adherence to standards of professional ethics and practice is an integral part of professional preparation at The College of New Rochelle.

Faculty members and students have an obligation to maintain high standards of academic integrity established by the Graduate School. Any alleged violations will be addressed by the faculty member with the student.

Academic honesty is expected of every student and is required to maintain high ethical standards. Cheating, forgery, alteration or misuse of College documents, records, or identification or any other unethical behavior may result in serious academic penalties, including dismissal.

### I. Professional Standards and Ethics

Students are expected to uphold standards of professional behavior in their course work, internships, practica, student teaching, research projects, and other field-based experiences.

Students should be familiar with and follow the written code of standards and ethics accepted by the professional group in their respective disciplines, including standards of confidentiality and professional practice. In addition, students should understand and conform to proper research methods, ethical methods of research, and ethical goals of research.

### II. Violations of the Standards of Integrity include:

- A. Plagiarism:** Taking and submitting as your own, without proper citation or credit, another person's words or ideas, obtained from books, papers, periodicals, tables, videotapes, audio recordings, Internet messages, or other ideas or words received through the computer.
- B. Cheating/Improper Examination Procedures:** Using any unauthorized aid during an examination or test. This includes, but is not limited to, writing the

answers down prior to the exam for use during the exam, copying another person's work, or obtaining copies of the exam prior to taking the test.

- C. Misuse of Academic Materials:** Damaging, stealing, fabricating information or copying without proper permission any book, periodical, video tape, audio recording, computer program, tools for academic work, display, or written paper whether published or unpublished.
- D. Secondary Submission of Work:** Submitting a paper or other project that has already been used for any other class, or buying or using another person's work.
- E. Fabrication of Data:** Creating or using false data or non-existent data in case studies, term projects and research efforts.
- F. See also Student Code of Conduct in *Student Handbook*.**

### III. Student Responsibility

Students are responsible for knowledge of proper ethics and standards. Ignorance will not be accepted as an excuse for any infraction of these guidelines.

### IV. Process

1. At the time of admission, this statement of academic integrity will be reviewed and signed by each student.
2. Faculty members are responsible for identifying suspected violations of academic integrity.
3. If the evidence is persuasive, faculty members should directly confront the student with their suspicion.
4. If the student admits violation, the faculty member will apply a suitable sanction. Depending on the gravity of the case, this can include a grade of F on the assignment or course, and/or referral to the writing center, counseling or attendance in a designated seminar on academic integrity.<sup>a</sup> This agreement will be written, signed by both parties, and deposited with the Assistant Dean. The Assistant Dean has the responsibility of informing the Academic Review committee <sup>b</sup> if there has been a prior offense.
5. In cases where the student denies a violation, the faculty member will bring the matter to the attention of the Assistant Dean who will convene the student in an effort to resolve the issue.
6. In the absence of an admission of guilt, the faculty member may make a formal charge. To do this, the faculty member will present the documentation to the Assistant Dean and the Academic Review Committee. The student will have the opportunity to make a written response to the charge. The Review Committee will hold a formal hearing within two weeks of receiving the formal charge, following the procedures detailed below.
7. The Academic Review Committee will hear the evidence and make a recommendation to the Dean.

8. The Dean can accept, reject, or modify the recommendations of the committee.
9. The student may appeal to the Senior Vice President for Academic Affairs. The decision of the Senior Vice President for Academic Affairs is final.

<sup>a</sup> *The student retains the right to file a grade grievance.*

<sup>b</sup> *The Academic Review Committee consists of four faculty members and one alternates elected by the full-time faculty to hear grade grievances and purported violations of academic integrity.*

## **Student Rights and Procedures for Academic Review Committee Hearing Panel**

### **Student Rights**

All students involved have the right to:

1. a closed hearing;
2. have an advisor present if the office of the Dean is notified at least two (2) business days in advance of the hearing;
3. have witnesses present if the office of the Dean is notified at least two (2) business days in advance of the hearing; and
4. confidentiality.

### **Procedures for Academic Review Committee Hearing Panel**

#### **A. Role of the Chairperson**

The Chairperson of the hearing panel is responsible for maintaining an orderly hearing process. Only those persons recognized by the Chair may speak at the hearing. The Chair has the right to exclude persons from the hearing who are disruptive, or to postpone the hearing because of disruptive behavior.

#### **B. General Guidelines for Hearing Panel**

1. The Chair will inform the accused student of the hearing guidelines and that the hearing will be recorded by a note taker or tape recorded.
2. The Chair will ask each panel member to introduce himself/herself and to relate his/her College affiliation.
3. The Chair will read the incident or infraction report. This may be followed by panel questions.
4. The person filing the report may make a statement, call witnesses, and add any pertinent information. This may be followed by panel questions.
5. Other persons involved in filing the report may make a statement and add any pertinent information. This may be followed by panel questions.
6. The accused student may make a statement, respond to the information presented, call witnesses, and ask questions of the person filing the report and/or the other persons involved. This may be followed by panel questions.
7. The person filing the report makes a summary and final statement.

8. The accused student makes a summary and final statement.
9. The Chair concludes the hearing and explains the remaining procedures.
10. The hearing panel deliberates in a closed session. The Chairperson makes a recommendation to the Dean in writing within two (2) business days of concluding the hearing.
11. The Dean can accept, reject, or modify the recommendations of the committee and will send the student the written decision within two (2) business days of receiving the committee's recommendation.
12. The student may appeal to the Senior Vice President for Academic Affairs in writing within three (3) business days of receiving the Dean's decision. The decision of the Senior Vice President for Academic Affairs is final.

## **Higher Education Reauthorization Act, Complaint Procedure**

The 1992 Higher Education Reauthorization Act sets out the following complaint procedure:

Any person who believes he or she has been aggrieved by an institution on or after March 8, 1993 may file a written complaint with the New York State Department of Education within three years of the alleged incidents.

For all types of complaints, the first course of action must be to try to resolve the complaint with the administration of the college or university involved. If all grievance procedures within the institution have been exhausted, a written appeal may be sent for review by the Office of Higher Education at the following addresses:

- Complaints concerning programs in fields leading to professional licensure (e.g., nursing) should be directed to the Office of the Professions, Professional Education Program Review, Education Building, 2 West, Albany, NY 12234.
- All other complaints should be sent to the New York State Education Department Office of College and University Evaluation, Education Building, 5 North Mezzanine, 89 Washington Avenue, Albany, NY 12234.

## **Dismissal**

All students are obliged to comply with the established requirements of the Graduate School and of their respective programs. It is expected that they will also conduct themselves with due regard for the rights of others and observe the usual standards of integrity with regard to the preparation of papers, reports, etc., and the taking of examinations. Failure to comply with requirements and regulations may lead to dismissal.

## Academic Progress and Pursuit

The academic progress and pursuit standards of the Graduate School are guidelines for maintaining satisfactory academic status during the time a student is matriculated.

**Progress** refers to the maintenance of a minimum cumulative grade point average. A student must have attained and, thereafter, continue to maintain a minimum cumulative average of 3.0. This is also the requirement for candidacy, as previously explained.

**Pursuit** refers to the minimum percentage of credits one must complete in a given academic year in pursuit of one's certificate, degree, or professional diploma. Since there is a five-year limit to complete one's program, a student must complete 20 percent of the credit requirements within an academic year. Students who do not complete their degree requirements in five years will be required to have their graduate credits evaluated before continuing their work.

Students who take a leave of absence and return after five years must reapply for admission and have their graduate credits evaluated by an the Dean before being permitted to continue their studies.

The typical matters that trigger violations of progress and pursuit criteria are: failing a course, not addressing incomplete grades in a timely manner (which become failures after a period of six weeks), and unofficially withdrawing from a course. A violation of progress and/or pursuit requirements leads to a notice of academic probation. If the probation is not rectified during the semester following notification, academic dismissal ensues.

A student receiving a low grade or a failing grade for a course can choose to retake the course, but a particular course may be retaken only once. The new grade supersedes the former grade in the student's transcript record, with a notation (R) that the former course was retaken. The cumulative grade point average is calculated on the basis of the new grade. This is a way for students to rectify a low grade that placed them on probation.

All students on probation require the signature of the Assistant Dean for academic Administration to register for courses. Probation carries a particular caveat: not maintaining good academic status jeopardizes eligibility for financial aid.

## Grades and the Quality-Point Scale

The following symbols are used for grades and are assigned quality points on the following scale:

|    |                 |    |                 |    |                         |
|----|-----------------|----|-----------------|----|-------------------------|
| A  | 4.00 qual. pts. | C  | 2.00 qual. pts. | R  | Repeat for higher grade |
| A- | 3.70            | C- | 1.70            | AU | Audit, no credit        |
| B+ | 3.30            | F  | 0.00            | W  | Official Withdrawal     |
| B  | 3.00            | IF | 0.00            | WX | Unofficial Withdrawal   |
| B- | 2.70            | P  | Pass            |    |                         |
| C+ | 2.30            | F  | Fail            |    |                         |

**A** signifies outstanding work in the course. **B** signifies solid and credible graduate-level performance. **C** represents passing work but of an unsatisfactory level for graduate degree seeking students. The plus/minus notations allow professors to add more nuanced evaluations to these basic significations. All student work falling below a **C-** level is considered failing. When a course is repeated successfully, an **R** grade may be assigned next to the original grade. When an **R** is assigned, the original grade will remain on the transcript but will no longer be calculated as part of the cumulative GPA. The newly obtained grade is final as such a course can only be repeated once. The **P/F** grade in a course is possible only with approval of the Dean before the second class session.

## **Withdrawal from Courses and the Grading Policy**

A student wishing to withdraw from a course after having registered for it, even if the course has yet to commence, must discuss the withdrawal with the Assistant Dean and submit an official signed transaction form to the office of the Registrar and Bursar. Both the student and the Assistant Dean must sign and date the form. An official withdrawal results in a **W** being entered on the student's transcript. The **W** is not computed in the cumulative index, and it cannot subsequently be changed into a letter grade. The possibility of receiving a reimbursement depends upon when the student officially withdraws from a course. See Withdrawal Schedules/Refunds section of the catalog.

If a student does not officially withdraw from a course and never attends, the student will remain 100% financially liable for the course, and will receive a **WX** on their transcript. If a student does not officially withdraw from a course and simply stops attending prior to the 60% completion date of the course, the student will receive a **WX**. The student will not be graded and it will not impact the overall GPA. Please see the Withdrawal Schedules/Refunds section to determine financial liability.

Withdrawal from a course after 60% of the course is completed is not allowed. If a student stops attending after the 60% completion date of the course, the student will be graded accordingly. The student will be fully liable for the cost of the course.

## **Incomplete Grades**

An incomplete grade (**I**) will be given to a student whose coursework has been satisfactory but is nevertheless incomplete on the last day of the course due to illness or to another reason judged serious and extenuating by the professor of the course. When this happens, an Incomplete Grade Contract must be completed, indicating the nature of the work to be submitted and the date by which it is to be submitted to the professor. This extension period is normally six weeks but can be otherwise if the professor so judges. The contract must be signed by the student, the professor, and the Dean; copies must be attached to the grade roster by the instructor and filed with the Office of the Registrar and with the Division Office. The professor retains a copy and the final copy is

filed in the student's folder.

When the contract is completed by the agreed date, the professor determines a course grade for the student and submits it to the Registrar. At that point the **I** grade is replaced by the new letter grade. Failure to file a revised grade shortly after the contracted date will result in the Registrar imposing a grade of **IF** for the student in that course. A grade of **IF** is calculated as an **F** in the student's GPA.

An **I** grade received by the Registrar without an incomplete contract form will be recorded as an **IN** grade (incomplete/no contract) for one month after the end of the semester. After that point, the **IN** becomes **IF** and the latter is calculated as an **F** on the student's cumulative GPA. The **IF** remains in place until a change-of-grade form has been processed, or until an incomplete contract is filed.

## **Grade Grievance Procedure**

If a student is convinced that his or her grade is unjust, the student has a right to contest the process by which the grade was determined.

### **Policy**

Students have a right to discuss and/or seek clarification of a grade from an instructor. Students wishing to initiate the informal process for a grade grievance must do so no later than 30 days after receiving their grade report.

### **Definitions of Grade Grievance**

A grade grievance is a dispute over a grade due to:

1. Alleged violation(s) of the grading policy as stated in the Graduate School Catalog;
2. Alleged violation(s) of stated grading policy in a course syllabus
3. Alleged violations of due process, that is
  - a. grading criteria were not distributed to students
  - b. grading criteria were not applied uniformly to all students

### **Grade Grievance Process**

The following process must be observed when a student wishes to appeal a grade. The student must first initiate the **Informal Process** within 30 days of receiving their grade report.

### **Informal Process**

1. A student wishing to raise a question about a grade must first meet with the instructor to discuss the matter.
2. If the student is dissatisfied with the instructor's response, the student must then

meet with the Assistant Dean of Academic Administration to discuss the situation.

3. The Assistant Dean will arrange a meeting with the faculty member to discuss the matter and potential suggestions for resolution.
4. The faculty member will make a decision and communicate his/her decision in writing to the Assistant Dean and the student within one week of the meeting.
5. If the matter remains unresolved, the student may initiate the formal process of disputing the grade according to the grievance procedure guidelines below.

### **Formal Process**

1. The student filing the grievance must submit a written statement addressed to the Academic Review Committee along with a grade appeal form (available in the Division's office). The grievance must be filed no later than 30 days after the receipt of the faculty member's decision. The statement must document the nature of the grievance, must include all relevant documentation including syllabus, papers, exams, etc., and should be forwarded to the Dean's office. The Dean's office will forward all materials to the Academic Review Committee.
2. The Academic Review Committee will notify the involved faculty member and the Assistant Dean that a grievance has been filed and a copy of the student's statement will be provided. The faculty member and the Assistant Dean will be asked to submit written responses to the committee. The Academic Review Committee may ask for additional information from all parties prior to their deliberations to help acquaint itself with the circumstances of the grievance (e.g. supporting papers, grading criteria, syllabus, etc.) and may, if the Review Committee deems it appropriate, schedule a formal hearing.
3. The Academic Review Committee will review the materials received and the chair will make their recommendation in a written report to the Dean within 30 days after the written appeal is filed.
4. The Dean will consider the committee's recommendation and make a final decision within two weeks of receiving the committee's recommendation. The Dean will send the final decision to the student in writing.

### **Change of Program**

A student who wishes to change from one division to another or change programs within a division after the completion of 12 credits must have an official change form signed by the Assistant Dean and the Dean. A copy must be filed with the Office of the Registrar. A fee of \$25 is charged for a change of program.

### **Transcripts**

An official transcript bears the seal of the College and can be given to a student or

mailed directly to an appropriate third party or agency designated by the individual student. An unofficial transcript is given to a student upon request and is marked student copy; it does not bear the seal of the College. Transcript requests should be signed and forwarded in writing to the Office of the Registrar by mail or in person with the appropriate fee enclosed (see Financial Information). No transcripts will be issued for students whose financial obligations to the College have not been paid in full. Transcripts of records submitted to the College from other institutions are not released by the Registrar or the Division office.

## **Religious Observance**

The College of New Rochelle subscribes to the guidelines on student and religious observance adopted in September 1986 by the Commission on Independent Colleges and Universities. It is the intent of the College to reasonably accommodate the individual student's religious obligations and practices without penalty when they may conflict with academic responsibilities. This reasonable accommodation is based on the good faith effort of the faculty and administration and on due notice by the student to the faculty or administration of the anticipated religious observance.

Accordingly,

1. The College will provide to each student who is absent from school because of his or her religious obligations and practices an equivalent opportunity to make up any examination, study, or work requirements which may have been missed because of such absence on any particular day or days.
2. The College requires the student who will be absent because of his or her religious obligations and practices to notify the instructor in writing. This should be done prior to the absence, but in no case later than the 15th day after the first day of each scheduled class in the semester.
3. The College agrees to exercise the fullest measure of good faith, and agrees that no adverse or prejudicial effects should result to any student who avails himself or herself of the institution's guidelines on religious observances.

# Programs of Study



The Graduate School offers programs of study leading to the following degrees, all of which are registered by the New York State Education Department. Hegis code numbers are assigned by the New York State Education Department.

| <b>Hegis Code</b> | <b>Program Title</b>   | <b>Degree Awarded</b>          |
|-------------------|--|--------------------------------|
| 0889.50           | Alternative Certification: Childhood Education/<br>Childhood Special Education (Trans B)   | M.S. Ed.                       |
| 0889.50           | Alternative Certification: Early Childhood/<br>Early Childhood Special Education (Trans B) | M.S. Ed.                       |
| 0831.00           | Art "K-12" Education   | M.A.                           |
| 1099              | Art Therapy  | M.S.                           |
| 1099              | Art Therapy/Counseling   | M.S.                           |
| 1508              | Bilingual Education  | Advanced Certificate           |
| 2104.10           | Career Development   | M.S., Advanced Certificate     |
| 0802              | Childhood Education  | M.S. Ed.                       |
| 0808              | Childhood Education & Childhood<br>Special Education                                       | M.S. Ed.                       |
| 0808              | Childhood Special Education  | M.S. Ed.                       |
| 0601              | Communication Studies  | M.S., Advanced Certificate     |
| 0811.00           | Gifted Education   | M.S. Ed., Advanced Certificate |
| 0823.00           | Early Childhood Education  | M.S. Ed.                       |
| 0823.00           | Early Childhood Education & Early<br>Childhood Special Education                           | M.S. Ed.                       |
| 0808              | Early Childhood Special Education  | M.S. Ed.                       |
| 2299.10           | Gerontology  | M.S.                           |
| 0826.01           | Guidance & Counseling  | M.S., Advanced Certificate     |
| 0830.00           | Literacy Education   | M.S. Ed.                       |
| 5218              | Long Term Care Administration  | Certificate                    |
| 0833.00           | Math for Elementary School Teachers  | Advanced Certificate           |
| 2104.10           | Mental Health Counseling   | M.S.                           |
| 1203.10           | Nursing  | M.S.                           |
| 0828              | School Building Leader   | M.S., Advanced Certificate     |
| 0827              | School Building Leader & School<br>District Leader   | M.S.                           |
| 0827              | School District Leader   | M.S., Advanced Diploma         |
| 0899.54           | School District Leader (Trans D)   | Advanced Diploma               |
| 0826.02           | School Psychologist  | M.S.                           |
| 1002              | Studio Art   | M.S.                           |
| 1508              | Teaching English to Speakers of<br>Other Languages (TESOL)                                 | M.S. Ed.                       |
| 2299              | Thanatology  | Advanced Certificate           |

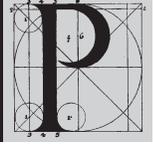
# Course Designations



500-600 level — graduate courses  
700 level — master's thesis, practica/internship  
800 level — independent study  
900 level — special topics

|     |                                      |
|-----|--------------------------------------|
| AHS | Art History                          |
| ART | Art                                  |
| AED | Art Education                        |
| ATH | Art Therapy                          |
| CLD | Career Development                   |
| CMA | Communication Studies                |
| ECE | Early Childhood Education            |
| EDL | Educational Leadership               |
| EDU | Childhood Education                  |
| GED | Gifted Education                     |
| GRT | Gerontology                          |
| GSC | Guidance and Counseling              |
| LIT | Literacy Education                   |
| MME | Multilingual/Multicultural Education |
| NUR | Nursing                              |
| PSY | Psychology                           |
| SED | Special Education                    |

# Division of Art & Communication Studies



Art Therapy

Art Therapy/Counseling

Communication Studies

Studio Art

# Art Therapy Art Therapy/Counseling



*Division Office: Chidwick Hall 103, 914-654-5561, [gradartcomm@cnr.edu](mailto:gradartcomm@cnr.edu)*

*Program Director: Patricia St. John, Ed.D., Chapel G2, 654-5280, [pstjohn@cnr.edu](mailto:pstjohn@cnr.edu)*

*Faculty Advisor, Robert Wolf, M.P.S.*

- **Master of Science Degree in Art Therapy – 51 credits**
- **Master of Science Degree in Art Therapy/Counseling – 60 credits**

The emphasis of the Graduate Program in Art Therapy and the Graduate Program in Art Therapy/Counseling is on the integration of depth-psychology theory and the aesthetic experience. It is the underlying goal of the program to stimulate the development of the student as both artist and therapist. Broadly, the objective is to train students to professionally use the art therapy process in clinical practice. Through specific courses where integration is emphasized, the program provides a linkage between studio art experience and depth-oriented psychological theory (psychoanalysis, ego psychology and object relations). Required courses are taken sequentially prior to the Practicum semesters. Artistic process, creative experience and art therapy theory are studied simultaneously.

Thus, the program provides a psychoanalytic framework with a focus on ego psychology and object relations theory. It is from this vantage point that the artistic process is explored. With required classes as a foundation, students elect additional classes which are designed to explore theoretical and methodological aspects of art therapy for use with diverse populations.

Art therapy students are expected to be artists actively involved in their creative development. A vital component of the program, therefore, is an emphasis on Studio Art and the integration of theoretical material covered in the other components of their training with the studio art experience. Two optional specializations in studio art/art therapy are available to students: photography/phototherapy and sculpture/art therapy. Studio course work in many other areas is also offered. Optional specializations in Child Art Therapy and Art Therapy and Thanatology allow students to hone their skills in those fields.

Both the Master of Science in Art Therapy (51-credit degree) and the Master of Science in Art Therapy/Counseling (60-credit degree) are approved by the New York State Department of Education and by the American Art Therapy Association. The programs are designed for qualified students seeking the professional training necessary to pursue careers as art therapists and for licensing as Creative Arts Therapists (LCAT) in New York State. Students are prepared to work in a wide variety of settings: psychiatric hospitals, residential schools for handicapped children, institutions for the blind and deaf, drug and alcohol rehabilitation centers, day treatment centers, outpatient programs

for victims of abuse or loss, hospital units for pediatric oncology, surgery, and neurological impairment, public and private schools, facilities for senior citizens and geriatric centers.

The 60-credit Master of Science in Art Therapy/Counseling is designed to address licensing requirements in states that require the word “counseling” in the art therapy degree title as well as additional course work. In this program, the additional course work is designed to meet many of the academic requirements specified for licensure by some states. However, because each state sets its own licensure requirements, students who apply for licensing outside of New York State are responsible for becoming familiar with the licensing requirements of that state and for enrolling in the academic courses and internships required by that state.

## **Registration, Board Certification, and Licensing**

After completion of this program plus 1,000 hours of supervised employment in the field of art therapy, students are eligible to apply to the Art Therapy Credentials Board (ATCB) for the credential Registered Art Therapist (ATR). An application is available from the ATCB: [www.atcb.org](http://www.atcb.org).

After obtaining the ATR, art therapists may apply to the ATCB to take the Board Certification Exam. After earning a passing score on the exam, art therapists receive the credential “Board Certified” (ATR-BC).

Graduates of the program who obtain employment in New York State must apply for a limited permit to practice art therapy. After completion of 1500 hours of supervised employment in the field of art therapy, graduates are eligible to apply to New York State Education Department for licensure as Creative Arts Therapists (LCAT). Information and forms for the limited permit and licensure can be found on the website: [www.op.nysed.gov](http://www.op.nysed.gov).

Graduates of the program who obtain employment in other states are responsible for contacting the state licensing office and becoming familiar with licensing policies and procedures for that state.

## **Identification & Reporting of Child Abuse and Maltreatment Workshop**

New York State Department of Education requires all students who are applying for licensure to have completed a two-hour seminar on Identification and Reporting of Child Abuse and Maltreatment. The seminar must be taken within the context of a course or as an independently scheduled, approved seminar. The seminar is given each Fall, Spring and Summer semester at no cost. Students must register in the Division of Education.

## **Admission**

### **Prerequisites**

1. Bachelor's degree from an accredited college or university, cumulative index of B (3.0) in the major field and B- (2.7) overall (undergraduate majors in studio art, art education, art and psychology, etc., are encouraged to apply);
2. 18 semester credits in studio art, such as drawing, figure drawing, two- and three-dimensional design, painting, sculpture, ceramics, etc.;
3. 12 semester credits in psychology: introduction to or general psychology, developmental, abnormal, and personality;
4. Paid or volunteer experience in a clinical setting with special populations, preferably using art.

No more than three (3) credits in prerequisite deficiencies are allowed. They must be completed by the end of the first year of enrollment in the program. The course may be completed on campus, through a special arrangement with the School of Arts and Sciences' Art Department and the Psychology Department or off campus at any accredited college or university.

### **Admission to the Programs**

In addition to the Graduate School application materials listed on page 17 students applying to the Art Therapy or Art Therapy / Counseling programs must also submit the following:

1. Portfolio evaluation — submit ten (10) pieces of exemplary recent artwork. The selection should include drawing, figure drawing, painting and sculpture. Photos, or CDs may be sent with the application or brought to the interview;
2. Resume or curriculum vita;

When all application materials have been received in the program office, the prospective student will be notified to schedule an interview. Students who, due to distance, cannot come to the campus for the interview, should schedule a telephone interview;

### **Code of Ethics**

The faculty members for the Art Therapy Program accept the Codes of Ethics of the American Art Therapy Association, the American Psychological Association, the Art Therapy Credentials Board, and the American Counseling Association as the standards of professional practice. Accordingly, candidates accepted for the degree program are expected to respect the values inherent in the Codes. In particular, violations of the right to privacy will not be tolerated.

### **Admission to Candidacy**

Degree-seeking students will be reviewed for candidacy after the completion of all prerequisites, ATH 501 Intro to Art Therapy, Ethics and Fieldwork, ATH 529 Human Development, ATH 612 Psychopathology for Art Therapists, ATH 615 Practicum, and prior to taking ATH 700 Internship I. Candidacy status will be granted to those who have attained a minimum grade of B (3.0) in each course and who have been judged suitable for continuation in either program by the Dean, faculty and field work supervisors. Students who are not accepted to candidacy may be asked to withdraw from the program.

## **Fieldwork, Practicum, and Internship**

Full-time and part-time students take Fieldwork, Practicum, and Internship during the course of either program. Most placements require the student to attend during daytime work hours. Therefore, students, particularly those who work full-time, need to plan accordingly. ATH 501 Introduction to Art Therapy requires students to spend at least 8 hours per week, for 10 weeks, at a Fieldwork placement with an Art Therapist. ATH 615 Practicum requires students to spend at least 8 hours per week, for 15 weeks, at a Practicum placement with a licensed, registered Art Therapist. Students are encouraged to select different placements for each experience. ATH 700 Internship I and ATH 701 Internship II are taken in the second year of the program and also require on-site supervision by a licensed, registered art therapist. The site must be different from fieldwork and practicum placements. For ATH 700 Internship I and ATH 701 Internship II, students spend 20 hours per week for 30 weeks at the internship placement under the supervision of a licensed, registered art therapist (ATR). Prerequisites for Practicum are a minimum grade of B (3.0) in each required course, a 3.0 Index, and the completion of ATH 501. Prerequisites for Internship I are a minimum grade of B (3.0) in each required course, a 3.0 Index, and the completion of ATH 501, 612, 615, with at least 24 credits in the program. Prior to selecting placements students set up an appointment with the Placement Coordinator who provides them with possible placements for each course. Placement searches should be conducted as early as possible prior to semester in which the field-based course is scheduled. Placements are located thoroughly the Tri-State area.

## **Acceptance into Internship**

Students who plan to take Internship must apply for Acceptance into Internship by May 1st in the semester prior to Fall Internship. Eligible students will complete a verification form that confirms Admission to Candidacy, completion, or satisfactory progress in 24 credits in the program, including Introduction to Art Therapy, Practicum, and Psychopathology for Art Therapists. In addition, students must be recommended for

Internship by two fieldwork on-site supervisors, art therapy faculty, and the Practicum/ Internship Coordinator. Applications for Acceptance into Internship are available in the Division Office.

## **Internship Orientation Meeting**

Students who plan to register for Internship must attend an Orientation to Internship meeting during the previous spring semester. Date and time will be announced by the Program Director. Students must also meet individually with the Coordinator prior to seeking and establishing a placement. All placements must be approved by the Program Director.

## **Graduation Requirements- M.S. in Art Therapy**

1. 51 credits of graduate study, as follows:

|  | <b>Credits</b> |
|--|----------------|
| ATH 501 Introduction to Art Therapy, Ethics, and Fieldwork | 3              |
| ATH 529 Human Development                                  | 3              |
| ATH 612 Psychopathology for Art Therapists                 | 3              |
| ATH 614 Art Therapy with Groups                            | 3              |
| ATH 615 Practicum  | 3              |
| ATH 650 Research Methodology                               | 3              |
| ATH 700 Internship I                                       | 3              |
| ATH 701 Internship II                                      | 3              |
| ATH 715 Thesis   | 3              |
| ART 554 Psychology of Art Materials                        | 3              |
| <b>or</b>  |                |
| ART 676 Creative Modalities                                | 3              |
| ART 507 Workshop in Imagery Transformation                 | 3              |
| Art Therapy Electives                                      | 9              |
| Studio Art Electives                                       | 6              |
| Psychology   | 3              |

2. Minimum cumulative GPA of 3.0 (B), no lower than B (3.0) in required courses;
3. Completion of all degree requirements within five years from the date of matriculation to candidacy. The program may be taken on a part-time or full-time basis. Courses are offered in the late afternoon and evenings during the Fall, Spring, Intersession, and two Summer Sessions. Most courses are offered only during the Fall and Spring semesters.

## Graduation Requirements – M.S. in Art Therapy/Counseling

### 1.60 credits in graduate study, as follows:

|           |  | <b>Credit</b> |
|-----------|--|---------------|
| ATH 501   | Introduction to Art Therapy, Ethics, and Fieldwork | 3             |
| ATH 529   | Human Development                                  | 3             |
| ATH 610   | Art Therapy Assessments                            | 3             |
| ATH 612   | Psychopathology for Art Therapists                 | 3             |
| ATH 614   | Art Therapy with Groups                            | 3             |
| ATH 615   | Practicum  | 3             |
| ATH 650   | Research Methodology                               | 3             |
| ATH 700   | Internship I                                       | 3             |
| ATH 701   | Internship II                                      | 3             |
| ATH 715   | Thesis   | 3             |
| ART 554   | Psychology of Art Materials                        | 3             |
| <b>or</b> |  |               |
| ART 676   | Creative Modalities                                | 3             |
| ART 507   | Workshop in Imagery Transformation                 | 3             |
| CLD 540   | Theories of Career Counseling                      | 3             |
| PSY 581   | Interviewing & Counseling                          | 3             |
| PSY 586   | Counseling the Culturally Diverse                  | 3             |
|           | Art Therapy Electives                              | 9             |
|           | Studio Art Electives                               | 6             |

2. Minimum cumulative GPA of 3.0 (B), no lower than B (3.0) in required courses;
3. Completion of all degree requirements within five years from the date of matriculation to candidacy. The program may be taken on part-time or full-time basis. Courses are offered in the late afternoon and evenings during the Fall, Spring, Intersession, and two Summer Sessions. Required courses are offered only during the Fall and Spring semesters.

## Courses

### Required Courses

**(A minimum grade of B (3.0) is required to pass all required courses)**

#### **ATH 501 Introduction to Art Therapy, Ethics & Fieldwork 3 cr.**

An overview of the history and growth of art therapy as a therapeutic discipline. Theoretical approaches from fields of psychology and counseling form the basis for art therapy practice. Discussion of ethical standards from AATA, ATCB, APA, and ACA within the context of fieldwork. An 8-hour per week (total=80 hours) fieldwork component introduces students to the field. Required of all art therapy majors. *Fall*

#### **ATH 529 Human Development 3 cr.**

This course covers the life span of human development, from birth and infancy to the elder years. Students understand the nature and the needs of individuals at all developmental levels. Through reading, oral reports, experientials, and projects, students link development to behaviors, problems, and the tasks of each life stage. Various theoretical and counseling approaches to understanding development are studied. This material is linked to developmental levels seen in art work, and the typical characteristics of various age groups. Required. *Fall*

#### **ATH 610 Art Therapy Assessment 3 cr.**

Selection, administration, rating, and interpretation of assessment tools, primarily designed by and for art therapists such as the Ulman, Kramer, the three Silver tests, The Bridge, Diagnostic Drawing Series, FEATS and others. Discussion of structured, semistructured, and non-structured procedures, observation techniques, use of pre- and post-testing. Students will be expected to master one assessment tool, and know about others. Students must be working with a client population. Required of Art Therapy/Counseling students. *Spring*

#### **ATH 612 Psychopathology for Art Therapists 3 cr.**

Using the Diagnostic and Statistical Manual (current edition), the study of the various major clinical syndromes, with emphasis on the use of art therapy techniques in working with clients who manifest these behaviors. Required of all art therapy majors. Prerequisite: ATH 501. *Spring*

#### **ATH 614 Art Therapy with Groups 3 cr.**

The role of the art therapist in the therapeutic process with groups. Requires concurrent enrollment in ATH 700. Required of all art therapy majors. Prerequisite: ATH 501. *fall*

**ATH 615 Practicum 3 cr.**

Emphasis on various clinical populations and the development of beginning level clinical art therapy skills via an 8 hour per week 15 week practicum for a total of 120 hours. Differentiation between counseling and art therapy theory and practice. On-site supervision (1/2 hour per week) by licensed, registered clinical practitioners and on-campus supervision by course instructor (2.5 hours per week). Placement in a mental health facility will prepare students for Internship I. Before being accepted into Practicum, students must meet with the Practicum Coordinator. Students must pass course work, practicum component, midterm and final practicum evaluations in order to pass the course. Prerequisite: ATH 501. *Spring*

**ATH 650 Research Methodology for Art Therapists 3 cr.**

Research methodology in art therapy with emphasis on quantitative research methods such as descriptive, correlational, causal-comparative, experimental, including single-subject design, and qualitative research designs; discussion of basic tools, materials, designs and statistical techniques used in research and program/treatment evaluation. Critical analysis of published research in art therapy and related fields. Development of a research proposal in art therapy required. Required of all art therapy majors. Prerequisite to ATH 715 Thesis. Prerequisite: completion of 24 credits in the program. *Fall*

**ATH 700 Internship I 3 cr.**

Intermediate development of art therapy skills. (Internship I and II are completed sequentially at the same site). On-site hours are completed at one placement. Students are required to perform 20 hours per week for a total of 300 hours of internship in a clinical art therapy setting while also participating in a weekly clinical seminar on the college campus. Ongoing supervision is provided by both the art therapy faculty (2.5 hours per week) and the licensed, registered on-site clinical personnel (one hour/week). Before selecting an internship placement, students must be approved for acceptance into Internship I, attend an Internship Orientation meeting, and meet individually with the Practicum/ Internship Coordinator. Readings and discussion about a wide variety of populations; clinical treatment using art therapy; writing treatment goals based on assessment; written papers and oral presentations. Attendance at one Grand Rounds, one Case Conference and two Team Meetings (or alternative). Midterm and Final Written Evaluations of on-site work. Required of all art therapy majors. Prerequisites: Completion of at least 24 credits in the program, including ATH 501, ATH 612, ATH 615, Admission to Candidacy, and acceptance into Internship I. *Fall*

**ATH 701 Internship II 3 cr.**

Advanced level art therapy practice at the same site as Internship I. Under the supervision of licensed, registered clinical practitioners, the student conducts an inservice workshop at the clinical setting, works independently, individually and in groups with

clients, recommends treatment goals, writes field notes, charts, and takes on other clinical responsibilities. The student attends one Grand Rounds, one Case Conference, and two Team Meetings (or alternative). Required attendance at weekly seminar on campus for supervision with the art therapy college supervisor (2.5 hours per week) and individual supervision with on-site supervisor (1 hour per week). Students must complete a minimum of 300 clock hours in Internship II. Written Midterm and Final Evaluations of on-site work. Prerequisite: ATH 700. Required of all art therapy students. *Spring*

**ATH 715 Thesis 3 cr.**

In-depth research project on an aspect of art therapy presented in a formal thesis paper, APA style, using the structure outlined in the thesis guidebook. Students plan, implement, interpret results, and present their research studies using thesis format. Prerequisite: ATH 650. Required of all art therapy students. *Spring*

**ART 507 Workshop in Imagery Transformation 3 cr.**

Auditory and visual stimuli will be used to promote design ideas and forms. Students will work first with drawing media and then transform their images into clay, wire, paper, and ultimately into stone. Required course for art therapy majors. *Spring*

**CLD 540 Theories of Career Counseling 3 cr.**

This course will explore current theories of career development and how they can be applied in working with clients. Students will develop a holistic understanding of career counseling by examining the economic, sociological, and psychological factors influencing vocational development. The course will examine current research in the field and identify areas for future research. Required for Art Therapy/Counseling students. Prerequisites: ATH 501 and ATH 615. *Fall, Spring & Summer*

**PSY 581 Interviewing & Counseling 3 cr.**

This course will provide experiential learning of interviewing and counseling skills, including active listening, attending, reflecting, questioning, summarizing, and confronting. Students conduct and critique weekly videotaped counseling sessions. Required for Art Therapy/Counseling students. Prerequisites: ATH 501, ATH 615, and CLD 540. *Fall, Spring & Summer*

**PSY 586 Counseling the Culturally Diverse 3 cr.**

This course will explore the application of counseling methods to diverse cultural groupings. Students will assess the fit between the culture of counseling and different cultural groupings and develop culturally sensitive interventions for a range of counseling issues and settings. Required for Art Therapy/Counseling students. *Fall, Spring, & Summer Institute*

## Select One:

### **ART 554 The Psychology of Art Materials 3 cr.**

Exploration of art materials and techniques. Emphasis on developing an awareness of material usage with a variety of populations. Required course for art therapy majors. *Fall, alternate years*

### **ART 676 Creative Modalities 3 cr.**

Workshop designed to explore the therapeutic use of various modalities, such as puppets, masks, hand built ceramic sculpture, videotape, etc. *Fall, alternate years*

### **ATH 513 Workshop in Expressive Therapies: Art, Drama, Dance, Music 3 cr.**

An introductory workshop providing an overview of the creative arts, music, movement, drama, and the visual arts presented within a theoretical and experiential framework. Emphasis on practical application in a variety of education and clinical settings. Guest lecturers will present. *Summer I*

### **ATH 515 Therapeutic Art in Special Education 3 cr.**

Interface between art therapy and therapeutic art for special populations in public and private schools. Methods of addressing special problems, diagnostic criteria, assessment procedures, and designing individual and group programs to address specific therapeutic goals. Reading, experientials, guest lecturers, site visits. *Summer*

### **ATH 517 Art Therapy and the Aging Process 3 cr.**

In-depth consideration of the practice of art therapy with the elderly. Comparison of the characteristics of the normal aging adult with those having conditions which include psychiatric or physical disabilities. Techniques and procedures applicable to institutional work will be covered, as well as issues surrounding the role of creativity in later life. Open to students in Art Therapy and Gerontology. *Summer, alternate years*

### **ATH 520 Art Therapy with Families 3 cr.**

Family theory systems and art therapy techniques used in clinical treatment of families. *Offered Spring alternate years*

### **ATH 523 Developmental Analysis of Artwork 3 cr.**

By knowing normal child developmental stages in pictorial and sculptural forms, we can recognize atypical development. Study of normal stages in drawings, paintings and sculpture; examination and analysis of artwork of atypical individuals. Speculation on the use of some of these forms by adult patients and in the work of artists. *Offered alternate years*

### **ATH 524 Art Therapy with Adolescents 3 cr.**

Demonstration of creative techniques utilizing workshop activities with adolescents.

Individual case studies will assist in the development of basic skills in the practical application and use of art therapy with this population. *Fall*

**ATH 525 Phototherapy 3 cr.**

Introduction to the use of phototherapy techniques and processes. The uses of phototherapy in mental health and the basic processes of digital technology are explored. Critiques of projects and discussions of the implementation with various populations will be conducted. Students are required to have the use of a digital camera, home computer & home editing software, a zip or flash drive for external storage, and digital photographic papers. Part of this course will be conducted on-line and students are required to register for access to the college's ANGEL Learning Management System. *Spring*

**ATH 527 Art Therapy with Children 3 cr.**

Study and demonstration of approaches of working with child populations within a theoretical and experiential framework. Discussion of work with a variety of populations in a range of settings such as inpatient, outpatient, individual, group, medical, school, long-and short-term treatment. Assessment of the child and the setting of treatment goals are studied for use within various treatment settings. Individual case studies will help develop basic skills in the practical application and use of art therapy with this population. *Fall, alternate years*

**ATH 528 Art Therapy with Adults 3 cr.**

Study and demonstration of approaches to working with adult populations within theoretical and experiential framework. Discussion of work with a variety of population such as acute, chronic, inpatient, outpatient, through individual, group, and long- and short-term treatment. Assessment of the patient and the setting of treatment goals will be studied for use within various treatment settings. *Summer, alternate years*

**ATH 619 Dream Seminar for Art Therapists 3 cr.**

Exploration of ways dreams may be utilized in clinical art therapy treatment. Theoretical readings will be integrated with clinical material presented by participants. *Fall*

**ATH 625 Phototherapy Workshop 3 cr.**

Further development of skills in digital photographic media in phototherapy with various populations. Critiques of projects and discussions of the implementation for use with various client populations will be conducted. Students are required to have the use of a digital camera, home computer & home editing software, a zip or flash drive for external storage, supply digital photographic papers. Part of this course will be conducted on-line and using the college's ANGEL Learning Management System. Prerequisite: graduate or undergraduate-level photography course or permission of instructor. Students are required to supply their own camera, film and paper.

Prerequisite: ATH 525. Requires concurrent enrollment in one of the following: ATH612, ATH617, ATH700. *Spring*

**ATH 800 Independent Study in Art Therapy 3 cr.**

Under a mentor, the student identifies a 120-hour project for an in-depth study, designs a plan to pursue the project, and completes it within one semester. The student meets with the mentor at least four times during the semester for critique and evaluation of progress. Independent Study projects are based on prior learning. Independent study presupposes skills and learning from prior course work, and requires advanced level of proficiency. Before registering for an Independent Study, the student discusses his/her plan with his/her faculty advisor. If the plan is acceptable, the student completes an Independent Study contract and prior to registration, submits it for approval by the Mentor, Program Coordinator and the Assistant Dean. No more than 6 cr. of Independent Study are allowed. *Cycled as needed*

**ATH 900 Special Topics in Art Therapy 1 3 cr.**

Addresses current needs of professionals in the field. Guest lecturers, various topics such as child abuse, family art therapy, eating disorders, research methodology, drug and alcohol abuse, professional ethics may be addressed.

**Non-Art Therapy Electives for M.S. in Art Therapy**

**Psychology Courses – 3 credits**

**Select one course from the following group:**

**Credits**

|         |                                    |   |
|---------|------------------------------------|---|
| PSY 581 | Interviewing and Counseling*       | 3 |
| PSY 586 | Counseling the Culturally Diverse* | 3 |
| PSY 588 | Family Process and Therapy I*      | 3 |

\*Listed under Division of Human Services

**Studio Art Courses – 6 credits**

See Master of Science in Studio Art.

**Optional Specialization in Studio Art/Art Therapy**

Art Therapy students interested in specializing in Studio Art/Art Therapy are encouraged to select one of the following course sequences.

**1. Specialization in Photography/Phototherapy—select 9 credits as follows:**

**Required Courses**

ATH 525 Phototherapy

ATH 625 Phototherapy Workshop

**Select One:**

ART 558 Photography I

ART 658 Photography II  
**or** Other Photography Course

**2. Specialization in Sculpture/Art Therapy – select any three from the following:**

- ART 507 Workshop in Imagery Transformation (required)
- ART 532 Sculpture I
- ART 534 Ceramic Sculpture
- ART 632 Sculpture in Wood
- ART 635 Sculpture Workshop
- ART 800 Independent Study—Sculpture

A Certificate of Specialization is awarded upon completion.

### **Optional Specialization in Child Art Therapy**

Art therapy students interested in specializing in Child Art Therapy take a sequence of three courses. A Certificate of Specialization is awarded upon completion.

#### **Required Courses**

|  | <b>Credits</b> |
|--|----------------|
| ATH 515 Therapeutic Art in Special Education | 3              |
| ATH 527 Art Therapy with Children            | 3              |

#### **Focus on child art therapy in at least one required course:**

|  |   |
|--|---|
| ATH 615 Practicum (must be with children)    | 3 |
| ATH 700 Internship I (must be with children) | 3 |

### **Optional Specialization in Art Therapy & Thanatology**

Art therapy students interested in specializing in Thanatology/Art Therapy take a sequence of courses. A Certificate of Specialization is awarded upon completion.

#### **Required Courses**

- ATH 501 Introduction to Art Therapy, Ethics, and Fieldwork
- PSY 581 Interviewing and Counseling
- GRT 614 Dying and Death
- GRT 615 Grief, Mourning and Bereavement

#### **Select two (2) of the following:**

- ATH 615 Practicum (must have Thanatology component)
- ATH 700 Internship I (must have Thanatology component)
- ATH 701 Internship II (must have Thanatology component)

# Communication Studies



Division Office: Chidwick Hall 103, 914-654-5561, [gradartcomm@cnr.edu](mailto:gradartcomm@cnr.edu)

Faculty Advisor: Teri Gamble, Ph.D.

## Master of Science Degree in Communication Studies—36 credits

The information age has created a perennial “revolution in communication,” and an ongoing communication challenge in all segments of society. The Communication Studies Program focuses on this ever-evolving discipline, and trains communication specialists and other professionals for business and service organizations of private and public sectors. The program prepares individuals to assume leadership positions in corporate communications, public relations, organizational communication, advertising, and other media related professions. The curriculum blends theory and practice to provide and refine the knowledge, skills and attitudes necessary for effective management of communication.

### Admission

General admission requirements for this program are the same as those for the Graduate School (see page 17)

## Degree Requirements for M.S. in Communication Studies – 36 Credits

### Core Courses – 12 Credits

|         |                                 | Credits |
|---------|---------------------------------|---------|
| CMA 601 | Theories of Communication       | 3       |
| CMA 604 | Applied Communications Research | 3       |
| CMA 605 | Communications Law and Ethics   | 3       |
| CMA 606 | Public Opinion and Persuasion   | 3       |

### Required Specialization Courses – 6 credits

(choose one from each pair)

|            |  | Credits |
|------------|--|---------|
| CMA 613    | Organizational Communication <b>or</b> | 3       |
| CMA 615    | Principles of Public Relations         | 3       |
| <b>and</b> |  |         |
| CMA 618    | Writing for Organizations <b>or</b>    | 3       |
| CMA 619    | Writing for the Media                  | 3       |

### **Elective Specialization Courses – 12 credits**

(choose 4 courses-alternatives from required specialization courses)

|  | <b>Credits</b> |
|--|----------------|
| CMA 613* Organizational Communication                          | 3              |
| CMA 615* Principles of Public Relations                        | 3              |
| CMA 618* Writing for Organizations                             | 3              |
| CMA 619* Writing for Media                                     | 3              |
| CMA 621 Communicating With Words and Image                     | 3              |
| CMA 623 Nonprofit Communication and Fund Raising               | 3              |
| CMA 624 Business and Professional Presentation                 | 3              |
| CMA 625 International Communication                            | 3              |
| CMA 627 Public Relations Campaigns                             | 3              |
| CMA 631 Public Relations Strategies in Marketing               | 3              |
| CMA 632 Training Methods in Corporate Communication            | 3              |
| CMA 635 Corporate Video Production I                           | 3              |
| CMA 637 Institutional Advertising                              | 3              |
| CMA 638 Health Communication                                   | 3              |
| CMA 639 Gender and Communication                               | 3              |
| CMA 640 Leadership and Team Building                           | 3              |
| CMA 644 Consultant as Entrepreneur                             | 3              |
| CMA 645 Intercultural Communication                            | 3              |
| CMA 647 Political Communication                                | 3              |
| CMA 649 Corporate Video Production II                          | 3              |
| CMA 650 Internship in Applied Managerial Communication         | 3 or 6         |
| CMA 656 Sales Communications                                   | 3              |
| CMA 657 Advertising: Media Planning and Buying                 | 3              |
| CMA 658 Social Psychology of Advertising and Consumer Behavior | 3              |
| CMA 900 Special Topics in Communication                        | 3              |

\*If not taken as a required specialization course

### **Culminating Experience – 6 credits**

|                                 |   |
|---------------------------------|---|
| CMA 980 Thesis Proposal Seminar | 3 |
| CMA 981 Thesis Project          | 3 |

**or**

Two Specialization Courses and the Comprehensive Examination

### **Thesis Option – 6 credits**

Six credits can be earned through the Master's Thesis Option. CMA 980 and CMA 981 are required for completion of the thesis. Students discuss thesis with their advisor prior to registering for CMA 980.

### **Specialization Courses – 6 credits & Comprehensive Exam**

Students who do not choose the Master's Thesis Option are required to take six (6) additional credits in elective specialization courses, approved by the faculty advisor.

They also must pass a Comprehensive Examination. Upon completion of 27 credits, the student registers for the Comprehensive Examination. Eligible students will have attained a 3.0 cumulative index, and have completed the four (4) Core Courses and required two-course Specialization Sequence. Students taking the exam may consult with their advisor regarding the format.

## **Admission to Candidacy**

Students will be evaluated for admission to candidacy upon completion of twelve credits toward the master's degree. Please see general candidacy guidelines at the beginning of the catalog.

## **Graduation Requirements**

1. Completion of program requirements (36 credits);
2. A minimum of 3.0 GPA (grade point average);
3. Acceptance of the written Master's Thesis or passing of a Comprehensive Examination;
4. All requirements must be completed within five years from the date of matriculation.

## **Advanced Certificate in Communication Studies - 18 credits**

The Advanced Certificate Program will provide an opportunity for advanced studies for those who already hold a graduate degree in communications from an accredited institution. It is designed to meet certain professional needs and to upgrade skills and knowledge within the field. Candidates must enroll for at least 18 credits in specialization courses to fulfill the requirements for the certificate. A cumulative index of at least 3.0 must be achieved. Students requesting admission into this program must submit the application materials detailed on page 18:

Students develop a plan of study in consultation with the faculty advisor. As a culminating requirement, students write a thesis or develop a project demonstrating proficiency in their chosen specialization.

## **Courses**

### **Required Courses – 12 credits**

#### **CMA 601 Theories of Communication 3 cr.**

A study of the theories, processes, systems, models, and effects of communication in general and mass communication in particular. *Fall*

**CMA 604 Applied Communications Research 3 cr.**

A survey of research methods used by professional communicators. Methodologies include survey, content analysis, case study, interview, focus group, opinion polls, and ratings; application of these methodologies to different media. *Spring*

**CMA 605 Communications Law and Ethics 3 cr.**

A study of the principles of communications law with special emphasis on the First Amendment issues, broadcasting and advertising regulations and copyright laws and ethical issues related to the formulation of policy decisions and competition, as well as legislation and self-regulation. *Fall*

**CMA 606 Public Opinion and Persuasion 3 cr.**

This course deals with the nature, role, and formation of public opinion, techniques of measuring public opinion, and the influence of persuasion and propaganda on the public opinion process. *Spring*

**Electives**

**CMA 613 Organizational Communication 3 cr.**

Theories and practices related to the management of communication processes in organizations. Focus on networks, decision-making, interaction formats, and communication audit. *Spring*

**CMA 615 Principles of Public Relations 3 cr.**

Study of the theory and practice of public relations, its functions in organizations and its role in society, the historical development of the field, and the concepts and theories related to public relations program planning and management. *Cycled as needed*

**CMA 618 Writing for Organizations 3 cr.**

A hands-on course in writing executive letters, annual reports, and copy for institutional advertising, brochures, house organs, and promotional literature. *Fall*

**CMA 619 Writing for the Media 3 cr.**

Training in writing scripts and copy for print, broadcast, and film media from a public relations perspective. The syntax of each medium will be explored and writing exercises and assignments will be provided. *Spring*

**CMA 623 Non-Profit Communication and Fund Raising 3 cr.**

The analysis of the communication needs of non-profit organizations in areas such as health care, education, and public service, and the means of implementing those needs with focus on the techniques of eliciting public support and fund raising. *Cycled as needed*

**CMA 624 Business and Professional Presentations 3 cr.**

A course in public speaking and speech writing in the context of organizational communication and public relations. Audience analysis, message selection, and delivery with the use of audiovisual aids, techniques of handling the media through press conferences, briefings and meetings. *Cycled as needed*

**CMA 625 International Communication 3 cr.**

A survey of the communications systems of leading nations of the world and of the social, economic, and political factors that influence them; critical examination of problems such as international communication flow and the world information order; study of their impact on the operations of international and multi-national corporations and agencies. *Cycled as needed*

**CMA 627 Public Relations Campaigns 3 cr.**

The planning, preparation, execution, and control of public relations campaigns including the presentation of the campaign for approval, the use of research and the coordination of the various elements, including message selection, choice of appropriate media technologies, design strategies, budgeting, and follow-up structures. Prerequisite: CMA 615. *Cycled as needed*

**CMA 631 Public Relations Strategies and Marketing 3 cr.**

Students will explore the role of public opinion relations in the integrated marketing communication mix. They will learn how to construct a public relations plan, which requires them to analyze and interpret public opinion and plans of an organization. Students will develop programs of action and communication to achieve public understanding, establish objectives, and describe evaluation techniques for measuring the impact of the public relations efforts. The marketing orientation is explored in a strategic framework. Corporate marketing planning stages are covered with consideration given to the short-long range in a global, interfunctional context. *Cycled as needed*

**CMA 632 Training Methods in Corporate Communication 3 cr.**

The course provides the expertise in imparting communication training to the personnel of organizations. Areas of study include pre-training analysis, designing of training programs, selection of techniques, conducting of the programs, post-training evaluation, and feedback. *Cycled as needed*

**CMA 635 Corporate Video Production I 3 cr.**

A study of the use of video in organization, and basic training in the planning and production of programs for training, product promotion, executive speeches, employee education, and inhouse newscasts. *Summer*

**CMA 637 Institutional Advertising 3 cr.**

An overview of advertising with emphasis on its use by public relations communication professionals for the promotion of programs, services, and overall image building of organizations. *Spring*

**CMA 638 Health Communication 3 cr.**

Theories of health behavior and change and the role of communication in health, health care, and the promotion of a health lifestyle. Particular attention will be paid to current issues, moral and ethical dilemmas, the design of public health communication programs, and future challenges. *Cycled as needed*

**CMA 639 Gender & Communication 3 cr.**

Study of the interactive relationships between gender and communication in contemporary society. Focus on the creation and perpetuation of gendered roles, gendered verbal and nonverbal codes, and gendered behavior in business, media and education. *Cycled as needed*

**CMA 640 Leadership & Team Building 3 cr.**

Study of theory and research on leadership with special attention paid to the development of leadership skills and the mastery of team building strategies. *Cycled as needed*

**CMA 644 The Consultant as Entrepreneur 3 cr.**

Study of the business of consulting with particular attention paid to entrepreneurship, the business plan, marketing, ethics, and career paths. *Spring*

**CMA 645 Intercultural Communication 3 cr.**

This course will focus on the role of communication in cultures, especially in the context of mass media. Students will study cultural variance in the perception of individuals, social objects and events. They will also study the cultural factors that are subject to variance and learn to communicate across cultural boundaries in dealing with the business, diplomacy and humanitarian interactions. *Cycled as needed*

**CMA 647 Political Communication 3 cr.**

Examination of theoretical approaches to the study of political communication. Mass media strategies to accomplish political campaign objectives. Focus on the control of messages. *Cycled as needed*

**CMA 649 Corporate Video Production II 3 cr.**

This course will focus on developing video production that will be used in educational and organizational agencies. This course will involve field trips to various educational institutions and corporate headquarters to see how video is used as a tool of effective

communications. *Cycled as needed*

**CMA 650 Internship in Communication Studies 3 cr.**  
**(can be repeated once)**

Students perform 120 hours of internship in an applied/managerial communication setting while participating in a supervision seminar with the Internship Advisor. Scheduled meetings with Internship Advisor and Cooperating Mentor. Pass / Fail. *Fall and Spring*

**CMA 656 Sales Communication 3 cr.**

An exploration of techniques in sales communication. Focus on sales presentations with special attention paid. *Cycled as needed.*

**CMA 657 Advertising: Media Planning and Buying 3 cr.**

This course will examine how a media plan is developed, the terms are used to express media objectives, and effective media buying strategies. Analysis of criteria used to select particular media vehicles, schedule the appearance of advertisements and commercials, and measure the relative effectiveness of one medium over another. *Cycled as needed*

**CMA 658 Social Psychology of Advertising and Consumer Behavior 3 cr.**

A review of findings of the behavioral sciences including perception, personality, group behavior, psychological appeals, and advertising as persuasive communication. *Cycled as needed.*

**CMA 900 Special Topics in Communication 3 cr.**

A course designed to provide a seminar study opportunity in a specific area of interest to students or to explore current developments in organizational communication and public relations. Not more than two special topics permitted. *Cycled as needed*

**Culminating Experience – 6 credits**

**CMA 980 Thesis Proposal Seminar 3 cr.**

Directed research in a seminar format culminating in the submission of the written proposal for the master's thesis. Contact the Assistant Dean for permission and advisement. *Fall, Spring and Summer*

**CMA 981 Thesis 3 cr.**

Preparation of the master's thesis under the guidance of the mentor. Admission to this course is open only to those who have successfully completed the Thesis Proposal Seminar. Contact the Assistant Dean for permission and advisement. *Fall, Spring and Summer*

**CMA 982 Comprehensive Examination 0 cr.**

*Pass/Fail* (See information in section titled Specialization Courses and Comprehensive Exam.) *Fall and Spring*

# Division of Education



Art Education

Childhood Education (Grade 1-6)

Childhood Education and Childhood Special  
Education (Grade 1-6)

Early Childhood Education and  
Early Childhood Special Education (Birth-Grade 2)

Early Childhood Education (Birth-Grade 2)

Educational Leadership  
School Building Leader  
School District Leader

Gifted Education

Literacy Education

Multilingual/Multicultural Education  
TESOL  
Bilingual Education

Special Education  
Childhood Special Education (Grade 1-6)  
Early Childhood Special Education (Birth-Grade 2)

The Division of Education offers graduate programs that are designed for those who wish to enhance their professional expertise and/or complete requirements for initial and professional New York State Certification.

Specific graduate degrees and advanced certificates leading to the corresponding New York State certifications are included in the following pages. We are committed to addressing the individual goals and needs of our students. Our individual approach and small classes help to provide maximum attention to each student. Since many of our students work full time, most of our courses are offered in the late afternoons, evenings and weekends.

Students are urged to carefully read the requirements for their chosen program. Students must confer with their advisors on a regular basis to remain fully informed of course requirements and program changes.

It is the student's responsibility to meet all graduation and State certification requirements. All students applying for New York State initial teaching certification are required to take the Certification Workshop Series. Students applying for educational leadership certification are required to take the Violence Prevention Workshop and the Identification and Reporting of Child Abuse and Maltreatment if they have not already done so.

Students in the Education Division of the Graduate School, as well as those in the Education Department of the School of Arts & Sciences of the College, are required to take the New York State Teacher Certification Examinations for the teacher certification sought. During 2009-2010, students completed registered programs on the undergraduate and graduate levels. During this year, 100% of those who took the Assessment of Teaching Skills - Elementary subtest passed, and 100% of those who took the Liberal Arts & Sciences subtest passed. Statewide institutional pass rates were 100% and 99% respectively. Other specialty exam pass rates are as follows:

| <b>Test Field/Category</b> | <b>Institutional Pass Rate</b> | <b>Statewide Pass Rate</b> |
|----------------------------|--------------------------------|----------------------------|
| Multi Subject              | 91%                            | 94%                        |
| Visual Arts CST            | 93%                            | 93%                        |
| ESOL                       | --*                            | 97%                        |
| Literacy CST               | 100%                           | 99%                        |
| Students with Disabilities | 93%                            | 92%                        |

--\* indicates "Pass Rate" not shown because "Number Tested" is less than 10.

**GRADUATE SCHOOL**  
**DIVISION OF EDUCATION PROGRAMS 2011-2012**

| <b>Program</b>  | <b>Degree/Advanced Certificate</b> | <b>New York State Certification Effective 2004</b>  |
|---|------------------------------------|---|
| Art Education   | Master of Art                      | Initial Certification<br>Professional Certification   |
| Childhood Education   | Master of Science in Education     | Initial Certification<br>Professional Certification   |
| Childhood Special Education                                     | Master of Science in Education     | Professional Certification  |
| Gifted Education  | Master of Science in Education     | Professional Certification  |
| Gifted Education  | Advanced Certificate               | Extension   |
| Childhood Education and Childhood Special Education             | Master of Science in Education     | Initial/Professional Certification<br>(Dual Certification in Childhood Education 1-6 and Students with Disabilities 1-6)        |
| Early Childhood Education and Early Childhood Special Education | Master of Science in Education     | Initial/Professional Certification<br>(Dual Certification in Early Childhood Educations B-2 and Students with Disabilities B-2) |
| School Building Leader and School District Leader               | Master of Science                  | Initial/Professional Certification<br>Professional Certification School Building Leader and School District Leader              |
| Early Childhood Education                                       | Master of Science in Education     | Initial Certification<br>Professional Certification   |
| Early Childhood Special Education                               | Master of Science in Education     | Professional Certification  |
| Literacy Education  | Master of Science in Education     | Professional Certification<br>B-6 5-12<br>Dual B-6 and 5-12   |
| Math for Elementary School Teachers                             | Advanced Certificate               | No Certification  |
| Multilingual/Multicultural Education (Bilingual Ed)             | Advanced Certificate               | Extension (Bilingual)   |
| School Building Leader  | Master of Science                  | Initial/Professional Certification in School Building Leader  |
| School Building Leader  | Advanced Certificate               | Initial/Professional Certification in School Building Leader  |
| School District Leader  | Master of Science                  | Professional Certification in School District Leader  |
| School District Leader  | Advanced Diploma                   | Professional Certification in School District Leader  |
| School District Leader  | Advanced Diploma                   | Professional Certification in School District Leader; Transitional D.   |
| Teaching English to Speakers of Other Languages (TESOL)         | Master of Science in Education     | Initial/Professional Certification (TESOL) All Grades   |

# Art Education

*Division Office: Chidwick Hall 103, 914-654-5331, gradeducation@cnr.edu*

*Program Advisor: Patricia St. John, Ed.D.*

## **•Master of Art Degree in Art Education Leading to Initial Certification (Pre-K-12)– 36 credits**

The primary goal of the program in art education is to train competent art educators. The program focuses on proficiency in the theoretical subject matter, including philosophy and history of art education, the application of developmental theory, the nature of the creative process and the technical skills necessary to using art media. Our students are expected to have a firm grounding in the history of art, studio art, aesthetics, and art criticism. The art educator is expected to be a practitioner of these proficiencies in the classroom and in the daily life outside the classroom. The art educator is deeply committed to all aspects of art and the creative process, and equally committed to engendering enthusiasm for art and the creative process in young people.

Our art education program aims at the development of expressiveness through the visual arts and an understanding of the role the visual arts have played socially and historically. Our students are expected to develop a working knowledge of the philosophical and historical development of the profession, be competent to apply developmental theory to a diverse student population and able to incorporate a variety of learning styles.

Each program is approved by the New York State Department of Education, and it fulfills academic requirements for NYS Initial Certification in Art Pre-K-12. The Initial Certification program is designed for students who have a strong background in studio art (at least 36 credits) and who desire to enter the teaching profession.

## Admission Requirements

General admission requirements are the same as those for the Graduate School. (see page 17) In addition, applicants must:

1. Have completed a major in an area of arts and sciences, such as studio art/art education with a minimum of 30 credits in studio art and 6 credits in art history with a cumulative index of no lower than 2.7 overall and 3.0 in the major;
2. Have transcript evaluated for NYSED prerequisite requirements (Initial Certification only, see page 17).
3. Submit a portfolio of 10 pieces of artwork (CDs may be mailed to the division office or brought to the interview);

## Admission to Candidacy

Students will be reviewed for candidacy after the completion of twelve credits. A passing score on the NYSTCE LAST exam and completion of all undergraduate prerequisite deficiencies and suitability for the field by administration and faculty are also required in the Art Education, Initial Certification program for admission to candidacy. Please see general candidacy requirements at the beginning of the catalog. A student who has not been admitted to candidacy will not be permitted to enroll in student teaching.

## Graduation Requirements for M.A. in Art Education Leading to Initial Certification

| 1. <b>36 credits of graduate study as follows:</b> |   | <b>Credits</b> |
|--|---|----------------|
| AED 521  | History and Philosophy of Art Education               | 3              |
| AED 522  | Elementary Art Methods: Pre-K-6                       | 3              |
| AED 523  | Secondary Art Methods: 7 – 12                         | 3              |
| AED 525  | Student Teaching in Art: Pre-K-12                     | 6              |
| AHS 582  | History of Contemporary Art                           | 3              |
| AED 601  | Multicultural Art for Art Teachers                    | 3              |
| AED 602  | Art for Special Needs                                 | 3              |
| AED 603  | Computer Graphics and Technology in the Art Classroom | 3              |
| AED 651  | Research Methodology for Art Education                | 3              |
|  | Studio Art Elective                                   | 3              |
|  | Studio Art Elective                                   | 3              |

Certification Workshop series: Identification and Reporting of Child Abuse and Neglect, School Violence Prevention and Intervention, Substance Abuse Prevention and Awareness, Health and Safety Issue with Fire Safety and Arson Prevention and Child Abduction Prevention. NC

2. Minimum cumulative GPA of 3.0;
3. Evidence of having completed the five (5) New York State workshops

4. Completion of all degree requirements within five (5) years from the date of matriculation.
5. Although not required for graduation, fingerprinting and passing scores on the NYSTCE ATS-W and the CST (Visual Arts Content Specialty Test) are required for New York State Certification.

## **Teacher Certification Workshop Series-No Credit**

(Required of all students with no prior teaching certification)

The Certification Workshop Series is required for initial certification. No credit is given for this required workshop series. The sessions are divided into the following topics:

|  |         |
|--|---------|
| Identification & Reporting                                     |         |
| Child Abuse & Neglect (2 hours)                                | WCS 983 |
| School Violence Prevention and Intervention (2 hours)          | WCS 984 |
| Child Abduction Prevention                                     | WCS 985 |
| Substance Abuse Prevention and Awareness                       | WCS 986 |
| Health and Safety Issues with Fire Safety and Arson Prevention | WCS 987 |

## **Facilities**

Art Department facilities consist of specialized studios for drawing, painting, silk screen, graphic design, sculpture, photography, printmaking, ceramics, and computer graphics. Exhibit halls are located in the Mooney Center. Studios are available for students enrolled in courses using those studios, whenever classes are not in session and on non-holiday weekends. A model classroom is used to simulate the teaching environment.

## **General Course Requirements**

Students complete most of their degree programs by taking courses during the Fall and Spring semesters. Elective and some required courses are also offered during Inter-session, two Summer sessions and the August Graduate Institute. Students plan their programs accordingly with the assistance of his/her faculty advisor. Note that the degree *cannot* be completed by taking only summer coursework.

## **Student Teaching Orientation**

Students choosing the Initial Certification program must attend Orientation to Student Teaching before identifying student teaching placements. Students should contact the Program Advisor for time and place. Student teaching may be waived upon verification of 40 days of full time paid satisfactory art teaching experience in a public or private school. Students who qualify for the waiver must take 6 alternate credits selected with advisement from Art Education elective courses.

**Note:** The New York State Education Department regulations permit the waiver of

student teaching under the following conditions:

1. the student must submit a completed OT-11 form signed by the superintendent of the public school or director of the private school in which the student works;
2. the student must demonstrate that he/she has had 40 days of full-time experience as a teacher, 2 years of experience as a certified teaching assistant, or 40 days of full-time substitute teaching experience in the grade level and subject area of the certificate sought;
3. the College may require additional documentation from the school or school district to clarify the nature of the student's employment experience.

## **Certification Exams**

During the first 12 credits of the program, and prior to enrolling in AED 525 Student Teaching in Art Pre-K-12, students must provide evidence of having passed the LAST exam. Passing the ATS-W and the Content Speciality Exams are requirements for certification.

## **Courses**

### **AED 503 Seminar: Contemporary Issues in Art Education 3 cr.**

Students read and discuss issues of current concern to art educators. Topics vary and may include applications of computer graphics in the art classroom, implications of aesthetics and aesthetic development in art teaching and the art world, the commercialization of art, community relations and the role of art education in the community and social settings, bearing of student socioeconomic level and environmental factors that have an impact on learning, life-long learning, diverse populations, visual literacy and visual culture. Students research topics, present papers and conduct and participate in discussion within the seminar context. Required for professional certification. *Summer*

### **AED 521 History & Philosophy of Art Education 3 cr.**

Students research the history, philosophy and the role of art education in the schools and discuss the changing roles of teachers, parents, the community and others with regard to art education and the visual arts and the results of those interactions. Emphasis is placed on the impact of socioeconomic, cultural, and political factors on art education and the relationship between the art world and the art classroom. Various methods used to support student growth and learning in the visual arts are studied. Students read extensively from early leaders and contemporary writings and materials and apply the historical research method and use of primary sources in their papers, time lines, and oral presentations. A total of 20 hours of directed observation in k-12 art classrooms is required in a variety of settings. Required. *Summer*

### **AED 522 Elementary Art Methods: Pre-K-6 3 cr.**

The basis of this course is child development from pre-K to 6<sup>th</sup> grade as it relates to the teaching of art. Students learn human developmental processes and variations and the impact of socioeconomic and environmental factors on student learning. Learning processes, motivation and motivational dialogue, communication and classroom management are covered through demonstration, in-class practice, and 30 hours of directed observation of elementary art classrooms in a variety of settings. Language acquisition and literacy development are integrated with visual literacy applications. Visual art learning is related to general education. Technological methods are incorporated in methods of instructional planning for diverse learners, and assessment of learning and self-assessment are covered through a variety of assignments. A portfolio of lesson and unit plans is developed which incorporates the National and New York State Learning Standards for the Visual Arts. Required for Initial Certification. *Fall*

**AED 523 Secondary Art Methods: 7-12 3 cr.**

The basis of this course is adolescent development from grades 7 to 12 as it relates to the teaching of art. Students learn human developmental processes and variations and the impact of socioeconomic and environmental factors on student learning. Learning processes, motivation and motivational dialogue, communication and classroom management are covered through demonstration, in-class practice, and 30 hours of directed observation in secondary art classrooms in a variety of settings. Language acquisition and literacy development are integrated with visual literacy applications. Visual art learning is related to general education. Technological methods are incorporated in methods of instructional planning for diverse learners, and assessment of learning and self-assessment are covered through a variety of assignments. A portfolio of lesson and unit plans is developed which incorporates the National and New York State Learning Standards for the Visual Arts. Required for Initial Certification. *Spring*

**AED 525 Student Teaching in Art: Pre-K-12 6 cr.**

Students complete one semester of full-time student teaching under the supervision of certified, tenured art teachers in the public schools. Half the semester is completed in an elementary setting; half the semester is at the secondary level. Observation, assisting, gradually assuming classes, students complete at least one week of full-time teaching of all classes at each level. Students discuss and apply knowledge of developmental processes and variation for diverse learning needs. Factors that have an impact on learning processes, motivational dialogues, communication, and classroom management are emphasized. They extensively use technology in art teaching and demonstrate the ability to assess students and their own learning. They actively develop productive relationships within the context of the school and community and understand the roles and responsibilities of teachers, parents, administrators and others in the educational process. Instruction and evaluation include a weekly 2.5-hour seminar on campus, one introduction visit and at least two scheduled observations of teaching at each level and written evaluations. Students construct a professional portfolio which demonstrates

application of National and New York State Learning Standards in Visual Arts and prepare for job search. Prerequisites: AED 522 Elementary Art Methods: Pre-K-6, AED 523 Secondary Art Methods: 7-12, AED 601 Multicultural Art for Art Teachers, AED 602 Art for Special Needs admission to candidacy. Student Teaching is required for Initial Certification. *Fall, Spring*

**AED 601 Multicultural Art for Art Teachers 3 cr.**

An overview of art history in Asian, African, and other non-European cultures and study of contemporary artists from these cultural groups. This knowledge is applied to teaching art, art history, aesthetics and art criticism in grades Pre-K to 12, and thereby brings together content and pedagogy and NYS Learning Standards for the Visual Arts, especially standards 2, 3, and 4, as well as National Learning Standards for the Visual Arts. Students engage in curriculum development and instructional planning that incorporate technology and assessment to meet the learning styles of diverse students. A total of 10 hours of directed observation in elementary, middle and high school and related settings of application of multicultural content. Required for Initial Certification. Prerequisite: AED 522 or AED 523. *Summer I*

**AED 602 Art for Special Needs 3 cr.**

The full range of disabilities and special health-care needs of students are studied within the context of the effect those disabilities and needs have on learning behavior. Language development, verbal and visual literacy are studied and related to skills needed in learning: listening, speaking, reading, writing such as visual perception, fine and gross motor skills, etc. Through required 10 hours of directed observation and specific observation assignments, students develop skills in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to reach their highest levels of academic achievement and independence. Based on learner needs and the National and New York State Learning Standards for the Visual Arts, students design lessons and units related to curricula and assessments that are differentiated to enhance the learning of all students in the art classroom. Required. *Spring*

**AED 603 Computer Graphics & Technology in the Art Classroom 3 cr.**

Computer graphics on the Macintosh computer with adaptations to PC provide the context for learning a variety of software programs and their applications to the art classroom grades Pre-K to 12. Assistive and instructional technology is used for diverse student populations to acquire information, communicate and address verbal and visual literacy. Students engage in instructional planning and develop skill in designing and offering differentiated instruction that is designed to enhance learning and address the National and NYS Learning Standards for Visual Arts, especially standards 1 and 2. A studio-format is used to integrate content and pedagogy. Required for Initial Certification. *Summer*

**AED 604 Curriculum Design & Assessment in Art Education 3 cr.**

Students are introduced to various models of curriculum design and contemporary published curricula. These models are linked to philosophical orientations and readings from quantitative and qualitative research linked to instructional strategies that guide the selection of various courses, materials and methods of teaching. Students design a cohesive, sequential art curriculum for one level: elementary or secondary that incorporates National and New York State Standards for the Visual Arts. Simultaneously, assessment methods are selected, designed, and integrated. Readings from contemporary theory & practice provide a foundation for methods of assessment. Required for professional certification. *Summer II*

**AED 606 Aesthetic Development & Visual Culture 3 cr.**

Students study various theories of aesthetic development and how the level of development affects the visual understanding. The changing meaning of aesthetics and what is an “aesthetic object” is studied within an historical, cultural, political, and social context. The means we use to understand the meaning of visual artifacts is explored as part of the larger social world. Students read from the work of authors such as Parsons, Feldman, Mittler, Brody, Duncum, Freedman, Chalmers, Chapman, etc., as a means to understand the historical evolution from developing the “good eye” to one of “the curious eye” (Rogoff). This course is designed to bring together content and pedagogy for NYS Learning Standards for the Visual Arts #s 2, 3, and 4 and National Learning Standards for the Visual Arts. Prerequisite: AED 521. Elective. *Summer I*

**AED 651 Research Methodology for Art Education 3 cr.**

Research methodology in art education with emphasis on quantitative research designs such as descriptive, correlational, causal-comparative, experimental, including single-subject design and overview of qualitative research designs; discussion of basic tools, materials, designs and statistical techniques used in research and program/treatment evaluation. Critical analysis of published research in art education and related fields. Development of a research proposal in art education required. Required of all art education majors. *Fall*

**AED 681 The Art Museum as Educator 3 cr.**

An introduction to the role of the Museum Education Department and the duties of museum educators, including conducting group tours, preparing didactic material, organizing workshops, seminars and community outreach programs, and other aspects of exhibition interpretation. *Cycled as needed*

**AED 715 Thesis 3 cr.**

Students write a thesis using research methods and knowledge from previous courses and teaching experience. Students propose, plan, and carry out research that is linked to theory and practice of art instructional strategies. The written thesis follows research

project format, thesis guidebook, and APA style. Descriptive or inferential statistics are employed. Access to a personal computer is required. Prerequisite: AED 651 Research Methodology for Art Education. Required for professional certification. *Spring*

**AED 796 Art Museum Internship 3 to 6 cr.**

Field placement in selected museums. 120 to 240 hours per semester depending on number of credits. Cycled as needed.

**AED 900 Special Topics in Art Education 1 to 3 cr.**

This course addresses the current needs of professionals in the field. *Cycled as needed*

**AHS 582 History of Contemporary Art 3 cr.**

This course provides a depth study of the last 30 years of the visual arts: Abstract Expressionism to contemporary manifestation. The impact of culture, heritage, political and socioeconomic factors on major art movements and artists is explored through readings, papers, and critiques with emphasis on the changing aesthetic and the role of the art critic in shaping the field. This course provides content under National Learning Standards for the Visual Arts. NYS Learning Standards for the Visual Arts standards 2, 3, and 4, bringing together content and pedagogy. Required of all art education and studio art majors. *Fall*

**AHS 680 Art Museum Workshop Series 3 cr.**

Lecture and field visits. One class per week in preparation for the visit to the participating museum, one class at the museum each week. Lectures and tours of permanent collections, discussion of types of exhibitions, and planning of future exhibits. Integrates museum offerings with teaching curriculum. Students will be responsible for museum visit fees and transportation to museums in the New York Metropolitan area. *Summer*

# Childhood Education



*Division Office: Chidwick 103, 914-654-5331, [gradeducation@cnr.edu](mailto:gradeducation@cnr.edu)*

*Program Advisors: Kristen Berman, Ed.D., Candace Barriteau-Pahire, M.S.Ed., A.B.D.*

## **Master of Science Degree in Education**

### **• Childhood Education (Grades 1-6) Leading to Initial/ Professional Certification– 39 credits**

#### **Admission**

General admission requirements for the Childhood Education Program are the same as those for The Graduate School. For those applying to the master's program leading to professional New York State teaching certification a copy of the applicant's New York State teaching certificate or its equivalent is required.

#### **Admission to Candidacy**

Students will be reviewed for candidacy after the completion of twelve credits. Students will need to have passed the LAST examination and completed all undergraduate liberal arts deficiencies, and be considered suitable for their field of interest by the administration and faculty where applicable, before being admitted to candidacy. Please see general candidacy guidelines at the beginning of the catalog. A student who has not been admitted to Candidacy will not be permitted to enroll in Student Teaching or Practicum

#### **Degree Requirements**

Performance expectations for candidates are based on the New York State Teacher Education Standards and on the New York State Learning Standards. In addition, course objectives reflect the standards established by the professional organization for each educational discipline. Acquisition of knowledge, skills, and dispositions are assessed through exams, demonstrations, papers, products, self and peer reflections, and through observations of field-based experiences.

Performance benchmarks assure that candidates maintain high academic and professional standards. After the completion of 12 credits, a favorable review of student performance and suitability for the field results in admission to candidacy. The final benchmarks include satisfactory completion of all coursework, a cumulative grade point average of 3.0 (B), field experiences, student teaching (if required), and/or practicum.

## **Master of Science Degree in Education in Childhood Education Leading to Initial/Professional Certification– 39 credits**

This 39 credit program is designed to prepare graduate students with no former certification in education for their initial certification in Childhood Education. Applicants for the program must have bachelor's degree from an accredited college or university demonstrating 30 credits in a liberal arts major and six (6) credits each in mathematics, science, social studies, English language arts and three (3) credits in a foreign language. Coursework in artistic expression, communication, information retrieval, and humanities is also required by New York State regulations. All deficiencies will need to be satisfied prior to acceptance for candidacy. Grades of C or better for undergraduate course work and B or better for graduate course work are required. All courses are required in order to assure competencies according to the New York State Teaching Standards.

In accordance with the New York Teacher Education Standards, the program provides substantive coursework, supervised field experiences and in-depth reflective seminars. Requirements for graduation ensure that candidates demonstrate mastery of pedagogical knowledge, understandings, and skills appropriate for teaching childhood level students (1st through 6th grades).

The program offers challenging educational experiences to assure that students in the program achieve the highest standards of academic excellence. Courses in the program reflect a strong cognitive developmental perspective and focus on developing teachers who have an appreciation and respect for the full range of intellectual, social, emotional, physical, cultural, and spiritual differences among their colleagues and students. Candidates learn to view developmental differences and diversity as opportunities for enhancing the process of teaching and learning. A major priority of the program is nurturing the candidate's ability to synthesize children's developmental needs, strengths, and interests as while constructing effective and enriched educational experiences for students.

Because the program is committed to preparing candidates who are confident in using educational technology to help all children learn, developmentally appropriate practices for the use of technology are integrated into all courses and field experiences. Candidates learn to construct a media-rich environment for the purpose of instruction and assessment. Course assignments encourage the creative use of technology so that teachers can further support children's enthusiasm for learning.

Faculty serve as role models for candidates who are developing their own professional identities as teachers with professional codes of ethics. Through mentoring, advisement, and instruction, faculty share the dispositions of valuing children, seeking fairness and justice for all students, and creating a learning environment that encourages joy, intellectual exploration and discovery.

## Required Courses for M.S. in Childhood Education Leading to Initial/Professional Certification– 39 credits

|                         |  | <b>Credits</b> |
|-------------------------|--|----------------|
| EDU 512                 | Foundations of Education                                     | 3              |
| EDU 550                 | Child Development  | 3              |
| EDU 551                 | Cognition and Instruction                                    | 3              |
| EDU 519                 | Creative Arts for Teaching and Learning                      | 3              |
| <b>Core Courses</b>     |  |                |
| LIT 511                 | Teaching Writing in the Elementary Grades                    | 3              |
| LIT 502                 | Teaching Reading Comprehension                               | 3              |
| <b>or</b>               |  |                |
| LIT 503                 | Using Literature in the Classroom                            | 3              |
| EDU 513                 | Math, Science, and Technology in the Classroom               | 3              |
| EDU 514                 | Community as Curriculum: A Multicultural Perspective         | 3              |
| EDU 515                 | Differentiated Instruction in the Learning Environment       | 3              |
| GED 549                 | Introduction to Talent Development                           | 3              |
| GED 701                 | Curriculum Development for Enriched<br>Teaching and Learning | 3              |
| EDU 750                 | Action Research in Schools                                   | 3              |
|                         | Certification Workshop Series                                | NC             |
| <b>Student Teaching</b> |  |                |
| EDU 321                 | Student Teaching   | 3              |
| <b>or</b>               |  |                |
| EDU 912                 | Practicum in Academic Enrichment                             | 3              |

## Courses

### **EDU 321 Student Teaching 3 cr.**

Student teaching gives candidates experience in synthesizing and applying knowledge and skill from prior course work to actual classroom strategies. Under the supervision of a cooperating teacher and faculty supervisor, students will refine their skills in classroom management, curriculum development, and differentiated instruction. Candidates are expected to act professionally and display positive dispositions regarding their role.

**Student teaching is a full time commitment that comprises two placements per semester consisting of thirty days each.** These placements represent two different age groupings. Attendance at weekly seminars is also required. Prerequisites: Admission to Candidacy. *Fall & Spring*

**Note:** The New York State Education Department regulations permit the waiver of student teaching under the following conditions:

1. the student must submit a completed OT-11 form signed by the superintendent of the public school or director of the private school in which the student works;
2. the student must demonstrate that he/she has had 40 days of full-time experience as a teacher, 2 years of experience as a certified teaching assistant, or 40 days of full-time substitute teaching experience in the grade level and subject area of the certificate sought;
3. the College may require additional documentation from the school or school district to clarify the nature of the student's employment experience.

### **EDU 512 Foundations of Education 3 cr.**

This course will provide basic orientation to the role of education and to the rights and responsibilities of teachers. Current issues and problems will be explored using historical, philosophical, psychological, sociological and educational perspectives. Implications for practice will be discussed emphasizing effective school, family, and community relationships. Field experience required, 10 hours. *Fall, Spring & Summer*

### **EDU 513 Math, Science, and Technology in the Classroom 3 cr.**

This course will introduce students to the New York State Learning Standards in math, science, and technology. Candidates will learn the developmental sequence of understandings in mathematical reasoning and scientific thinking for children in grades 1-6, and how to use a constructivist approach to engage all learners in authentic inquiry in these disciplines. This course will include an overview of resources, instructional strategies and the integration of math, science, and technology. Field experience required, 10 hours. *Spring and Summer*

### **EDU 514 Community as Curriculum: A Multicultural Perspective 3 cr.**

The focus of the course is to help candidates acquire basic knowledge and skills in

social studies in accordance with the New York State Learning Standards for Social Studies. Using a multicultural framework, candidates will learn how to conduct authentic social studies inquiry. Integral to this process is the candidate's growing awareness of local, national, and global communities as a resource to learning. In addition, candidates will be able to use technology to enhance cultural perspectives and understandings. Field experience required, 10 hours. *Fall, Spring & Summer*

**EDU 515 Differentiated Instruction in the Learning Environment 3 cr.**

Based on the philosophy that individual differences should be honored, candidates will learn how to assess and address children's unique interests, learning preferences, and readiness. A particular focus will be on children with special needs, English language learners, children from disadvantaged socioeconomic backgrounds and gifted and talented students. The course emphasizes using a multiple intelligences approach and arts integration as ways to accommodate the needs of these diverse populations to improve literacy and achievement. Strategies for classroom management, motivation, and instruction that sustain children's interest will be provided. Field experience required, 10 hours. *Fall, Spring & Summer*

**EDU 519 Creative Arts for Teaching and Learning 3 cr.**

This course will provide experiences in a variety of art forms including performance and visual arts to develop an understanding of the value of teaching in and through the arts, as well as an appreciation of the arts as an integral part of a core curriculum. Candidates will actively engage in arts activities leading to the development of culminating arts events which can be applied to the classroom. Current research based practices in arts education and NYS Learning Standards will provide a foundation for these experiences. This class involves purchase of basic art supplies and will include movement and active participation. *Summer & Fall*

**EDU 550 Child Development 3 cr.**

Candidates will study the linguistic, cognitive, social, cultural, physical, and spiritual development of children from an ecological perspective. Through direct experience with children in schools, families, and communities, students will formulate case study reports. A seminar format will provide the opportunity for discussion and analysis of case studies and of societal issues that impact on development. Field experience required, 10 hours. *Fall, Spring & Summer*

**EDU 551 Cognition and Instruction 3 cr.**

The exploration of contemporary theories of learning and motivation is the focus of this course. Candidates will investigate learning theory from diverse perspectives such as behaviorism, social learning theory, and a variety of cognitive approaches. Theory into practice assignments will enable candidates to assess how learning occurs from a

variety of paradigms. Candidates will be required to develop lesson plans using theory based instructional strategies. Candidates will also develop classroom management strategies using principles of behaviorism. Field experience required, 10 hours. *Fall, Spring & Summer*

**EDU 750 Action Research in Schools 3 cr.**

Action research in schools focuses on the teacher as researcher. Candidates will examine the basic tools, materials, designs, and statistical techniques appropriate for action research. The ability to see problems, ask questions, and develop an inquiry-based approach to answer these questions will be emphasized. An additional focus will be on using action research and published research to promote improved classroom teaching and learning. Candidates will design and implement a mini action research project in their classrooms. Field experience required, 10 hours. *Fall, Spring & Summer*

**EDU 800 Independent Study in Childhood Education 3 cr.**

Study and investigation of an assigned topic under faculty guidance and supervision. Special permission of the student's advisor and the Assistant Dean is required. *Cycled as needed*

**EDU 900 Special Topics in Childhood Education 3 cr.**

This course addresses the current needs of professionals in the field. *Cycled as needed*

**EDU 912 Practicum in Academic Enrichment 3 cr.**

This 120-hour practicum is a highly specialized, cumulative experience that sets the stage for lifelong learning and professional development. Candidates are expected to demonstrate knowledge and skills in the area of enriched teaching and learning in the context of a cognitive, developmental and constructivist philosophy. Candidate performance will provide evidence of effective teaching, professional collaboration skills and knowledge of advanced opportunities for students that go beyond the New York State Learning Standards.

Specifically, candidates will develop and teach mini courses in an enrichment program designed for students who need academic enrichment to achieve mastery of basic skills. Candidates will also be required to apply differentiated opportunities and instructional strategies within a regular classroom setting.

Through accompanying seminars, candidates will reflect on the benefits of using enrichment activities to help all children reach their highest levels of achievement.

Prerequisite: Admission to Candidacy. *Spring*

**GED 549 Introduction to Talent Development (Formerly GED 550) 3 cr.**

This course will explore the history, philosophy and attitudes concerning the development of gifts and talents in children. Both inclusive and exclusive approaches to providing a continuum of services for talent development will be addressed. A major focus

will be on identifying the characteristics, interests, and talents and special gifts among all populations of children. Candidates will be expected to locate opportunities and resources for providing talent development both within and outside of the school. Skills in working with others as resource specialists will be emphasized. An in-depth case study of a child and field experience required, 10 hours. *Fall*

**GED 601 Development of Emotional Intelligence 3 cr.**

This course will focus on the interpersonal and intra-personal factors that can promote or impede self-actualization. Candidates will learn how to create an educational environment that promotes optimal social and emotional development. Issues such as perfectionism, underachievement, stress, relationships, competition and gender issues will be addressed. Activities and assignments will include field study, simulations, case studies, and self-analysis. Field experience required, 10 hours. *Fall*

**GED 611 Twice Exceptional Students: Gifted Students with Disabilities 3 cr.**

This course will explore the special needs of students who are both gifted or talented in some areas and challenged in others. The unique traits of twice exceptional children and their resulting needs will be explored. Skills in identification of and programming for twice exceptional students will be the major focus. Through readings, case studies, and field experiences, students will understand how to differentiate the curriculum for the twice exceptional population by using talent development strategies and compensation techniques. *Cycled as needed*

**GED 800 Creativity 3 cr.**

The major purpose of this introductory course is to study the theoretical and practical aspects of creativity, i.e. what it is and how do we develop it in children and in ourselves. This course provides a basic overview of major definitions, theories and research related to the study of creativity and the creative individual. Class members will learn various techniques for assessing and teaching creative thinking skills and for adapting existing curriculum to encourage creative thinking in students. Topics will also include a review of instruments for measuring creative thinking abilities, methods for enhancing personal creative abilities, and techniques for examining the creative process. Field experience required, 10 hours. *Spring*

**LIT 501 Introduction to Literacy Instruction 3 cr.**

This course provides basic knowledge of theories of literacy development and individual differences. Students will demonstrate proficiency in providing instruction integrating a variety of word recognition skills as part of guided reading lessons. They will also be introduced to related instructional strategies in comprehension and in writing that are used in a beginning literacy curriculum. This course will include field experiences. *Fall & Spring*

**LIT 502 Teaching Reading Comprehension 3 cr.**

This course provides basic knowledge of theories of cognition and learning and how they support instruction in comprehension strategies. Students will demonstrate proficiency in developing a literacy curriculum, including instruction in vocabulary skills, building comprehension and constructing meaning. This course will include field experiences. *Fall & Spring*

**LIT 503 Using Literature in the Classroom 3 cr.**

This course provides knowledge of literature for children and young adults in a variety of genres. Special emphasis will be given to multicultural literature. Students will demonstrate proficiency in organizing and enhancing literacy programs. They will also demonstrate proficiency in creating instructional environments that motivate their students to read widely and independently, respond to their reading creatively, and use literature as models for their writing. This course will include field experiences. *Fall, Spring, & Summer*

**LIT 511 Teaching Writing in the Elementary Grades 3 cr.**

This course provides an in-depth understanding of the writing process and a knowledge of the principles and practices of assessing writing performance. Students will demonstrate proficiency in developing a curriculum that integrates writing with listening, speaking and reading. They will also demonstrate proficiency in creating a classroom environment that fosters independent and creative writing. *Fall & Spring*

# Gifted Education

*Division Office: Chidwick 103, 914-654-5331, [gradededucation@cnr.edu](mailto:gradededucation@cnr.edu)*

*Program Advisor: Kristen Berman, Ed.D.*

## • **Advanced Certificate in Gifted Education Leading to Extension in Gifted Education – 18 Credits**

The advanced certificate program is designed for teachers who already possess an initial and/or permanent/professional certification at any level and who wish to receive both a New York State Extension in Gifted Education and a College of New Rochelle Advanced Certificate in Gifted Education. Course work is designed to promote expertise in talent development and enriched teaching and learning. Emphasis will be on helping classroom teachers assume a leadership role in differentiating instruction for all children as well as to develop and implement programs for children who are gifted and talented.

Program requirements include a sequence of coursework, field experience, a series of professional development activities and a practicum. Teachers are invited to collaborate with the faculty on professional activities within the field of gifted education.

Because this program is committed to preparing teachers to use educational technology to nurture the gifts and talents of students, all courses and field experiences will include experiences using technology. Teachers will learn to construct a media-rich environment for the purpose of instruction, inquiry, and creative productivity.

Performance expectations for candidates align with the New York State Teacher Education Standards for the gifted extension and with the New York State Learning Standards. In addition, course objectives reflect the standards established by the National Association for Gifted Children.

Performance benchmarks assure that teachers enrolled in this certificate program achieve high academic standards. Favorable review of student performance within course work, field experiences and professional development activity requirements permits students to enroll in the Practicum experience. Successful completion of the Practicum is the final benchmark for the certificate program.

## Required Courses Advanced Certificate in Gifted Education Certification Leading to Extension in Gifted Education – 18 Credits

|         |  | Credits |
|---------|--|---------|
| GED 515 | Differentiated Instruction in Learning Environment           | 3       |
| GED 549 | Introduction to Talent Development                           | 3       |
| GED 601 | Development of Emotional Intelligence                        | 3       |
| GED 701 | Curriculum Development for Enriched<br>Teaching and Learning | 3       |
| GED 800 | Creativity   | 3       |
| GED 912 | Practicum in Academic Enrichment                             | 3       |

### Courses

#### **GED 515 Differentiated Instruction in the Learning Environment 3 cr.**

Based on the philosophy that individual differences should be honored, candidates will learn how to assess and address the unique interests, learning preferences, and readiness to differentiate instruction for children in grades 1-6. A particular focus will be on children with special needs, English language learners, children from disadvantaged socio-economic backgrounds and gifted and talented students. The course emphasizes using a multiple intelligences approach and arts integration as ways to accommodate the needs of these diverse populations to improve literacy and achievement. Strategies for classroom management, motivation, and instruction that sustain children's interest will be provided. A field experience is required, 10 hours. *Fall, Spring & Summer*

#### **GED 549 Introduction to Talent Development 3 cr.**

This course will explore the history, philosophy and attitudes concerning the development of gifts and talents in children. Both inclusive and exclusive approaches to providing a continuum of services for talent development will be addressed. A major focus will be on identifying the characteristics, interests, and talents and special gifts among all populations of children. Candidates will be expected to locate opportunities and resources for providing talent development both within and outside of the school. Skills in working with others as a resource specialist will be emphasized. An in-depth case study of a child and field experience is required, 10 hours. *Fall*

#### **GED 601 Development of Emotional Intelligence 3 cr.**

This course will focus on the interpersonal and intra-personal factors that can promote or impede self-actualization. Candidates will learn how to create an educational environment that promotes optimal social and emotional development. Issues such as per-

fectionism, underachievement, stress, relationships, competition, and gender issues will be addressed. Activities and assignments will include film study, simulations, case studies, and self-analysis. Field experience is required, 10 hours. *Fall*

**GED 701 Curriculum Development for Enriched Teaching and Learning 3 cr.**

This course introduces curriculum models in gifted and talented education that extend traditional curriculum and provide for in-depth challenging educational experiences. Strategies and materials that teach, integrate, and assess critical and creative thinking, the use of authentic methods of inquiry and the development of original creative products will be emphasized. Students are expected to gain skill in providing demonstration lessons and enrichment materials to enhance curriculum in the regular classroom. Field experience is required, 10 hours. *Spring*

**GED 800 Creativity 3 cr.**

The major purpose of this introductory course is to study the theoretical and practical aspects of creativity, i.e., what is it and how do we develop it in ourselves and students. This course provides a basic overview of major definitions, theories and research related to the study of creativity and the creative individual. Class members will learn various techniques for assessing and teaching creative thinking skills and for adapting existing curriculum to encourage creative thinking in students. Topics will also include a review of instruments for measuring creative thinking abilities, methods for enhancing personal creative abilities, and techniques for examining the creative process. Field experience is required, 10 hours. *Spring*

**GED 850 Independent Study in Gifted and Talented Education 3 cr.**

Study and investigation of an approved topic under faculty supervision. Hours to be arranged. Special permission of the Assistant Dean is required. Recommended for students who have taught the gifted and talented for two or more years, in place of the Practicum. *Cycled as needed*

# Early Childhood Education

*Division Office: Chidwick 103, 914-654-5331, gradededucation@cnr.edu*

*Program Advisor: Candace Barriteau-Phaire, M.S.Ed., A.B.D.*

## **Master of Science Degree in Education**

### **• Early Childhood Education (Birth-Grade 2) Leading to Initial/ Professional Certification – 36-39 credits**

#### **Admission**

General admission requirements for the Early Childhood Program are the same as those for The Graduate School. A copy of the applicant's New York State teaching certificate or its equivalent is required for those applying to the master's program leading to professional New York State teaching certification.

#### **Admission to Candidacy**

Students in the Early Childhood Program will be reviewed for candidacy after the completion of twelve credits. Students will need to have passed the LAST exam and have completed all undergraduate liberal arts deficiencies where applicable before being admitted to candidacy. Please see general candidacy guidelines at the beginning of the catalog. Students not admitted to Candidacy will not be permitted to enroll in practicum or student teaching.

#### **Degree Requirements**

Performance expectations for candidates are based on the New York State Teacher Education Standards and on the New York State Learning Standards. In addition, course objectives reflect the standards established by the professional organization for each educational discipline. Acquisition of knowledge, skills, and dispositions are assessed through exams, demonstrations, papers, products, self and peer reflections, and through observations of field-based experiences.

Performance benchmarks assure that candidates maintain high academic and professional standards. After the completion of 12 credits, a favorable review of student performance and suitability for the field results in admission to candidacy. The final benchmarks include satisfactory completion of all coursework, a cumulative grade point average of 3.0 (B), field experiences, student teaching (if required), and practicum.

## **Master of Science Degree in Education in Early Childhood Education Leading to Initial Certification (36-39 credits)**

This program is designed to prepare graduate students for their initial and professional certifications in Early Childhood Education. Applicants must have a bachelor's degree from an accredited college or university demonstrating 30 credits in a liberal arts major and six (6) credits each in mathematics, science, social studies, English language arts, and three (3) credits in a foreign language. Coursework in artistic expression, communication, information, retrieval, and humanities is also required by New York State regulations. Any deficiencies will need to be satisfied prior to acceptance for candidacy. Grades of C or better for undergraduate coursework and B or better for graduate coursework are required. All courses are required in order to develop teaching competencies according to the New York State Teaching Standards. New York State regulations require that each course in this program includes field experience.

In accordance with the New York Teacher Education Standards, the program provides substantive coursework, supervised field experiences and in-depth reflective seminars. Requirements for graduation require that candidates demonstrate mastery of pedagogical knowledge, understandings, and skills appropriate for teaching in early childhood (birth through 2nd grade).

The program offers challenging educational experiences to assure that students in the program achieve the highest standards of academic excellence. Courses in the program reflect a strong cognitive developmental perspective and focus on developing teachers who have an appreciation and respect for the full range of intellectual, social, emotional, physical, cultural, and spiritual differences among their colleagues and students. Candidates learn to view developmental differences and diversity as opportunities for enhancing the process of teaching and learning. A major emphasis in this program is nurturing the candidate's ability to synthesize children's developmental needs, strengths, and interests while constructing effective educational experiences in the early childhood classroom.

The program is committed to preparing candidates who are confident in using educational technology to help all children learn. Developmentally appropriate practices for the use of technology are integrated into all courses and field experiences. Candidates learn to construct a media-rich environment for the purpose of instruction and assessment. Course assignments encourage the creative use of technology so that teachers can further support children's enthusiasm for learning.

Faculty serve as role models for candidates who are developing their own professional identities as teachers with professional codes of ethics. Through mentoring, advisement, and instruction, faculty share the dispositions of valuing children, seeking fairness and justice for all students, and creating a learning environment that encourages intellectual exploration and discovery.

### **Required Courses for M.S. in Education in Early Childhood**

## Education Leading to Initial/Professional Certification (36-39 Credits)

|                                       |   | <b>Credits</b> |
|---------------------------------------|---|----------------|
| EDU 512                               | Foundations of Education  | 3              |
| EDU 515                               | Differentiated Instruction of the Learning Environmet                             | 3              |
| EDU 550                               | Child Development   | 3              |
| EDU 551                               | Cognition and Instruction   | 3              |
| ECE 511                               | Curriculum Development in<br>Early Childhood Education                            | 3              |
| ECE 512                               | Observation and Assessment of Child<br>Behavior and Learning                      | 3              |
| ECE 517                               | Family Partnerships in School   | 3              |
| EDU 750                               | Action Research in Schools  | 3              |
| ECE 709                               | Practicum in Early Childhood Education  | 3              |
|                                       | Certification Workshop Series   | NC             |
| LIT 501                               | Introduction to Literacy Instruction  | 3              |
| LIT 503                               | Using Literature in the Classroom   | 3              |
| EDU 513                               | Math, Science, and Technology in the Classroom                                    | 3              |
| SED 519                               | Multicultural Creative Arts, Content and<br>Curriculum for Young Diverse Learners | 3              |
| <b>Student Teaching (if required)</b> |   | <b>Credits</b> |
| ECE 321                               | Student Teaching  | 3              |

## Courses

### **ECE 511 Curriculum Development in Early Childhood 3 cr.**

Basic principles and issues related to curriculum and instruction for *all* students with an emphasis on the early childhood grades will be studied. Candidates will be actively engaged in curriculum design and the creation of developmentally appropriate, thematic curriculum that is aligned to the New York State Learning Standards. This course will address the relationship between educational philosophy, curriculum content, practical teaching methods, and child development. In addition, theoretical perspectives regarding the importance of play processes in the classroom will be addressed. Candidates will learn to identify and adapt curriculum for children who are at risk or children with a disability. Field experience required. *Fall*

### **ECE 512 Observation and Assessment of Child Behavior and Learning 3 cr.**

This course will emphasize assessing the behavior and learning of children from diverse cultures and range of abilities through observation, recording, reflection, and interpretation. Study will include formal and informal assessment processes in alignment with NYS Learning Standards with a focus on how assessment informs instruction and cur-

riculum development. Field experience required. *Spring*

**SED 519 Multicultural Creative Arts, Content, and Curriculum for Young Diverse Learners 3 cr.**

Using a multicultural framework that builds awareness of local, national, and global communities as a resource for learning, students will learn the elements of curriculum design incorporating developmental sequences in various artistic media in visual and performing arts while aligning the arts into New York State Learning Standards for social studies, science, and language arts. Research validated methods using kinesthetic, musical, spatial, and interpersonal approaches will be presented for reaching a diverse population of learners including those with learning disabilities and behavioral disorders.

Prerequisites: EDU 551 and ECE 511. Field experience required. *Fall*

**ECE 709 Practicum in Early Childhood Education 3 cr.**

Graduate students will work as a collaborative team to create a developmentally appropriate and enriched children's summer program. Learning experiences include language and literature, music and movement, creative expressive arts, block building, dramatic play, woodworking, science, cooking and outdoor play. Students will engage in curriculum development and assessment for all children, child study, and self-reflective teaching. Prerequisite: Admission to candidacy. *Summer*

**ECE 800 Independent Study in Early Childhood 3 cr.**

Study and investigation of an assigned topic under faculty guidance and supervision. Special permission of the student's advisor and the Assistant Dean is required. *Cycled as needed*

**ECE 900 Special Topics in Early Childhood Education 3 cr.**

This course addresses the current needs of professionals in the field. *Cycled as needed*

**EDU 321 Student Teaching 3 cr.**

Student teaching gives candidates experience in synthesizing and applying knowledge and skills from prior course work to actual classroom strategies. Under the supervision of a cooperating teacher and faculty supervisor, students will refine their skills in classroom management, curriculum development, and differentiated instruction. Candidates are expected to act professionally and display positive dispositions regarding their role.

**Student teaching is a full-time commitment that comprises two placements per semester consisting of thirty days each.** These placements represent two different age groupings. Attendance at weekly seminars is also required. Prerequisite: Admission to candidacy. *Fall & Spring*

**Note:** The New York State Education Department regulations permit the waiver of student teaching under the following conditions:

1. the student must submit a completed OT-11 form signed by the superintendent

- of the public school or director of the private school in which the student works;
2. the student must demonstrate that he/she has had 40 days of full-time experience as a teacher, 2 years of experience as a certified teaching assistant, or 40 days of full-time substitute teaching experience in the grade level and subject area of the certificate sought;
  3. the College may require additional documentation from the school or school district to clarify the nature of the student's employment experience.

### **EDU 512 Foundations of Education 3 cr.**

This course will provide basic orientation to the role of education and to the rights and responsibilities of teachers. Current issues and problems will be explored using historical, philosophical, psychological, sociological and educational perspectives. Implications for practice will be discussed emphasizing effective school, family, and community relationships. Field experience required, 10 hours. *Fall, Spring & Summer*

### **EDU 513 Math, Science, & Technology in the Classroom 3 cr.**

This course will introduce students to the New York State Learning Standards in math, science, and technology. Candidates will learn the developmental sequence of understandings in mathematical reasoning and scientific thinking for children from birth to grade 2 and how to use a constructivist approach to engage learners in authentic inquiry in these disciplines. This course will include an overview of resources, instructional strategies for all children and the integration of math, science, and technology. Field experience required, 10 hours. *Fall, Spring & Summer*

### **EDU 550 Child Development 3 cr.**

Candidates will study the linguistic, cognitive, social, cultural, physical, and spiritual development of children from an ecological perspective. Through direct experience with children in schools, families, and communities, students will formulate case study reports. A seminar format will provide the opportunity for discussion and analysis of case studies and of societal issues that impact on development. Field experience required. *Fall, Spring & Summer*

### **EDU 551 Cognition and Instruction 3 cr.**

The exploration of contemporary theories of learning and motivation is the focus of this course. Candidates will investigate learning theory from diverse perspectives such as behaviorism, social learning theory, and a variety of cognitive approaches. Theory into practice assignments will enable candidates to assess how learning occurs from a variety of paradigms. Candidates will be required to develop lesson plans using theory-based instructional strategies. Candidates will also develop classroom management strategies using principles of behaviorism. Field experience required. *Fall, Spring & Summer*

**EDU 750 Action Research in Schools 3 cr.**

Action research in schools focuses on the teacher as researcher. Candidates will examine the basic tools, materials, designs, and statistical techniques appropriate for action research. The ability to see problems, ask questions, and develop an inquiry-based approach to answer these questions will be emphasized. An additional focus will be on using action research and published research to promote improved classroom teaching and learning. Candidates will design and implement a mini-action research project in their classrooms. Field experience required. *Fall, Spring & Summer*

**GED 601 Development of Emotional Intelligence 3 cr.**

This course will focus on the interpersonal and intra-personal factors that can promote or impede self-actualization. Candidates will learn how to create an educational environment that promotes optimal social and emotional development. Issues such as perfectionism, underachievement, stress, relationships, competition and gender issues will be addressed. Activities and assignments will include field study, simulations, case studies, and self-analysis. Field experience required, 10 hours. *Fall*

**GED 800 Creativity 3 cr.**

The major purpose of this introductory course is to study the theoretical and practical aspects of creativity, i.e. what it is and how do we develop it in children and in ourselves. This course provides a basic overview of major definitions, theories and research related to the study of creativity and the creative individual. Class members will learn various techniques for assessing and teaching creative thinking skills and for adapting existing curriculum to encourage creative thinking in students. Topics will also include a review of instruments for measuring creative thinking abilities, methods for enhancing personal creative abilities, and techniques for examining the creative process. Field experience required, 10 hours. *Spring*

**LIT 501 Introduction to Literacy Instruction 3 cr.**

This course provides basic knowledge of theories of literacy development and individual differences. Students will demonstrate proficiency in providing instruction integrating a variety of word recognition skills as part of guided reading lessons. They will also be introduced to related instructional strategies in comprehension and in writing that are used in a beginning literacy curriculum. This course will include field experiences. *Fall & Spring*

**LIT 503 Using Literature in the Classroom 3 cr.**

This course provides knowledge of literature for children and young adults in a variety of genres. Special emphasis will be given to multicultural literature. Students will demonstrate proficiency in organizing and enhancing literacy programs. They will also demonstrate proficiency in creating instructional environments that motivate their students to read widely

and independently, respond to their reading creatively, and use literature as models for their writing. This course will include field experiences. *Fall, Spring, & Summer*

### **Teacher Certification Workshop Series-No Credit**

(Required of all students with no prior teaching certification)

The Certification Workshop Series is required for initial certification. No credit is given for this required workshop series. The sessions are divided into the following topics:

|  |         |
|--|---------|
| Identification & Reporting Suspected                           |         |
| Child Abuse & Neglect(2 hours)                                 | WCS 983 |
| School Violence Prevention and Intervention (2 hours)          | WCS 984 |
| Child Abduction Prevention                                     | WCS 985 |
| Substance Abuse Prevention and Awareness                       | WCS 986 |
| Health and Safety Issues with Fire Safety and Arson Prevention | WCS 987 |

# Educational Leadership

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Program Advisors: Constance Iervoline, Ed.D., and Walter Sullivan, Ph.D.

- **Master of Science Degree in School Building Leader and School District Leader leading to Initial/Professional Certification as a School Building Leader and Professional Certification as a School District Leader – 39-42 credits**
- **Master of Science Degree in School Building Leader and School District Leader – non-certification – 39-42 credits**
- **Master of Science Degree in School Building Leader leading to Initial/Professional Certification as a School Building Leader – 30-33 credits**
- **Master of Science Degree in School District Leader leading to Professional Certification as a School District Leader – 30 credits**
- **Master of Science Degree in School District Leader – non certification program – 30 credits**
- **Advanced Certificate in School Building Leader leading to Initial/Professional Certification as a School building Leader – 18-21 credits**
- **Advanced Diploma in School District Leader leading to Professional Certification as a School District Leader – 12-15 credits**
- **Advanced Diploma in School District Leader (Alternative Certificate-Transitional D) leading to Professional Certification as a School District Leader – 30 credits**

The philosophy and goals of the programs in educational leadership are in concert with the “Mission Statement” of The College of New Rochelle and the “Aims of the Graduate School”. As such, these programs provide for the broad development of individual students with programs emphasizing high academic standards. The programs in educational leadership prepare school personnel to function as lead teachers, educational consultants, mentors, staff development specialists, department chairpersons, assistant principals, principals, pupil personnel directors, assistant superintendents, and superintendents. These programs seek to develop the necessary leadership qualities in students that will prepare them to be effective, motivational, and visionary school leaders of

tomorrow. These qualities include the following essential characteristics of leadership set forth by the New York State Education Department:

- Leaders know and understand what it means and what it takes to be a leader;
- Leaders have a vision for schools that they constantly share and promote;
- Leaders communicate clearly and effectively;
- Leaders collaborate and cooperate with others;
- Leaders persevere and take the “long view”;
- Leaders support, develop, and nurture staff;
- Leaders hold themselves and others responsible and accountable;
- Leaders never stop learning and honing their skills;
- Leaders have the courage to take informed risks.

These programs also envision school leaders to have social responsibilities that extend beyond their institution to a wider community. Knowledge and skills are acquired through traditional instructional techniques, as well as through the utilization of active learning experiences such as simulations, case studies, field work in varied schools and settings that include inter agency collaboration, and internships under practicing administrators. All program courses are aligned with the New York State Leadership Standards. The full-time and adjunct faculty includes current and former superintendents, assistant superintendents, school principals, and building and district administrators who are role models for our students.

Eight graduate program options are available in educational leadership:

- The Master of Science degree in School Building Leader and School District Leader is a 39-42 credit program leading to initial/ professional certification as a School Building Leaders and professional certification as a School District Leader. It is designed to prepare individuals for school building leadership roles such as principals and assistant principals and school district leadership roles such as superintendents and assistant superintendents.
- The Master of Science degree in School Building Leader and School District Leader – non-certification program is a 39-42 credit degree program for those not interested in applying for certification in New York State. It is designed to prepare individuals for school building leadership roles such as principals and assistant principals and school district leadership roles such as superintendents and assistant superintendents.
- The Master of Science degree in School Building Leader is a 30-33 credit program leading to initial/professional certification as a School Building Leader and

is designed to prepare individuals for school building leadership roles such as principals and assistant principals.

- The Master of Science degree in School District Leader is a 30 credit program for those who already hold a master's degree and leads to professional certification as a school district leader. It is designed to prepare individuals for school district leadership roles such as superintendents and assistant superintendents.
- The Master of Science degree in School District Leader – non-certification is a 30 credit program for those not interested in applying for certification in New York State. It is designed to prepare individuals for school district leadership roles such as superintendents and assistant superintendents.
- The Advanced Certificate in School Building Leadership is an 18-21 credit program leading to Initial/Professional Certification as a School building Leader for those who already hold a master's degree in teacher education, educational leadership, or pupil personnel services.
- The Advanced Diploma in School District Leadership is a 12-15 credit program leading to Professional Certification as a School District Leader for those who already have completed a master's degree and/or a total of 45-48 graduate credits in teacher education, educational leadership, or pupil personnel services.
- The Advanced Diploma program in School District Leader (Transitional D) is a 30 credit program for exceptionally qualified individuals from other fields who already hold a master's degree and are able to demonstrate the nine essential characteristics of effective leaders as a result of exemplary prior service for at least three years in a leadership position. This program leads to professional certification as School District Leader.

Programs of study are available for students who wish to earn both a Master's degree and a Certificate of Advanced Graduate Study, or both a Master's degree and an Advanced Diploma. Students applying for Educational Leadership Programs will need to complete the Identification and Reporting of Suspected Child Abuse and Maltreatment and the School Violence Prevention and Intervention Workshop if they have not already done so.

## **Master of Science Degree in School Building Leadership and School District Leadership leading to Initial/Professional Certification as a School Building Leader and Professional Certification as a School District Leader – 39-42 credits**

This Master of Science degree program focuses on assisting students to obtain knowledge of current theory, best practices, and issues involved in school building level and school district level leadership. The 39-42 credits required for the degree includes 3-6 credits of internship depending on the student's choice of full-time or part-time internship. The program leads to New York State initial/professional certification as School Building Leader and professional certification as School District Leader. In order to receive professional certification as School District Leader, students must have successfully completed three (3) years of classroom teaching service and/or educational leadership service and/or pupil personnel service experience in public or non-public schools grades PK-12 and a total of 60 graduate level credits.

### **Required Courses for M.S. in School Building Leader and School District Leader leading to Initial/Professional Certification as a School Building Leader and Professional Certification as a School District Leader – 39-42 credits**

|         |   | <b>Credits</b> |
|---------|---|----------------|
| EDL 602 | Principalship: Operational Models for Effective Schools       | 3              |
| EDL 604 | Curriculum & Instruction for School Leaders                   | 3              |
| EDL 606 | Enhancing Teaching & Learning through Supervision             | 3              |
| EDL 607 | Application of Technology for Instructional Leaders           | 3              |
| EDL 701 | Educational Leadership: Theory & Practice                     | 3              |
| EDL 703 | School Law  | 3              |
| EDL 705 | Financial & Facility Management for School Leaders            | 3              |
| EDL 708 | Human Resource Management                                     | 3              |
| EDL 710 | Research, Assessment, & Data Analysis                         | 3              |
| EDL 802 | Building Effective School Board & Community Relationships     | 3              |
| EDL 806 | Leader as Change Agent  | 3              |
| EDL 809 | Superintendency: Systems Management, Decision Making & Ethics | 3              |

### **Internship**

Students have a choice of completing the 400 hour internship on a part-time basis over two semesters (6 credits) or on a full-time basis in one semester (3 credits).

|         |  |   |
|---------|--|---|
| EDL 966 | Internship in School Building and School District Leadership ( <i>Full-time internship</i> ) | 3 |
| EDL 967 | Internship I in School Building and School District Leadership (Part-time internship)        | 3 |
| EDL 968 | Internship II in School Building and School District Leadership (Part-time internship)       | 3 |

### Admission for Matriculated Status

General admission requirements are the same as those for the Graduate School (see page 17). In addition, students applying for admission to the program with a matriculated status must also provide the following:

1. A resume from the candidate;
2. A master's degree in teacher education, educational leadership, or pupil personnel services Or successful completion of a minimum of twenty-one (21) graduate credits in teacher education, educational leadership service, or pupil personnel services from an accredited college or university;
3. A copy of a New York State professional or permanent teaching certificate or in the process of applying for and obtaining a professional or permanent teaching certificate;
4. Evidence of a minimum of three years' full-time, paid, approved teaching service and/or educational leadership service and/or pupil personnel service experience serving pupils within grades PK-12;
5. The required two letters of recommendation must be submitted by school administrators, college professors or other persons who have direct knowledge of the student's potential as a school leader and for success in the program. One recommendation must be from a school supervisor or administrator.

Those individuals with a provisional or initial Teaching Certificate seeking permanent or professional teacher certification as a result of having completed this degree should know that the New York State Department of Education will evaluate their eligibility on an individual basis and that they may not necessarily be granted a permanent or professional teaching certificate.

Please note: Only matriculated students are permitted to enroll in Internship courses, and only matriculated students who complete a master's degree program, an advanced certificate program or advanced diploma program will be eligible for recommendation by the College of New Rochelle for certification.

### Graduation Requirements

1. Completion of the specified 39-42 credits of coursework including internship;
2. A minimum cumulative GPA of 3.0 (B);
3. Admittance to candidacy;
4. Demonstration of professional suitability for the field;

5. Successful completion of the written and performance components of the New York State examinations. Please note successful completion of the exam in School Building Leadership is required for certification in School Building Leadership. In addition, successful completion of the School District Leadership examination is required for graduation and certification.
6. Completion of all requirements within five years from the date of matriculation;
7. Candidates for graduation who have not previously done so will need to take two 2-hour workshops in “School Violence Prevention and Intervention” and also in Identification and Reporting of Suspected Child Abuse and Maltreatment;
8. Although not required for graduation, fingerprinting will be required for New York State certification.

### **NYSED Examinations in School Building Leadership and School District Leadership**

Effective September 1, 2007 all applicants for certification as a School Building Leader and/or School District Leader will be required to take and pass an examination required by the New York State Education Department. Further details will be made available on the NYSED website at [www.nystce.nesinc.com](http://www.nystce.nesinc.com). Successful completion of the New York State Education Department’s examinations in School District Leadership is a requirement for this Master’s degree in School Building Leader and School District Leader. Successful completion of the examination in School Building Leadership is required for certification.

### **Master of Science Degree in School Building Leader and School District Leader – non-certification – 39-42 credits**

This Master of Science degree program focuses on assisting students to obtain knowledge of current theory, best practices, and issues involved in school building level and school district level leadership. The 39-42 credits required for the degree includes 3-6 credits of internship depending on the student’s choice of full-time or part-time internship. The program does not lead to New York State certification as a School Building Leader or as a School District Leader.

### **Required Courses for M.S. in School Building Leader and School District Leader – non-certification program -- 39-42 credits**

|         |   | <b>Credits</b> |
|---------|---|----------------|
| EDL 602 | Principalship: Operational Models for Effective Schools | 3              |
| EDL 604 | Curriculum & Instruction for School Leaders             | 3              |
| EDL 606 | Enhancing Teaching & Learning through Supervision       | 3              |

|         |  |   |
|---------|--|---|
| EDL 607 | Application of Technology for Instructional Leaders              | 3 |
| EDL 701 | Educational Leadership: Administrative Theory & Practice         | 3 |
| EDL 703 | School Law   | 3 |
| EDL 705 | Financial & Facility Management for School Leaders               | 3 |
| EDL 708 | Human Resource Management  | 3 |
| EDL 710 | Research, Assessment, & Data Analysis                            | 3 |
| EDL 802 | Building Effective School Board & Community Relationships        | 3 |
| EDL 806 | Leader as Change Agent   | 3 |
| EDL 809 | Superintendency: Systems Management, Decision Making<br>& Ethics | 3 |

## Internship

Students have a choice of completing the 400 hour internship on a part-time basis over two semesters (6 credits) or on a full-time basis in one semester (3 credits).

|         |  | <b>Credits</b> |
|---------|--|----------------|
| EDL 966 | Internship in School Building and School District<br>Leadership ( <i>Full-time internship</i> )    | 3              |
| EDL 967 | Internship I in School Building and School District<br>Leadership ( <i>Part-time internship</i> )  | 3              |
| EDL 968 | Internship II in School Building and School District<br>Leadership ( <i>Part-time internship</i> ) | 3              |

## Admission for Matriculated Status

General admission requirements are the same as those for the Graduate School (see page 17) In addition, students applying for admission to this program with a matriculated status must also provide the following:

1. A resume from the candidate;
2. A master's degree in teacher education, educational leadership, or pupil personnel services **or** successful completion of a minimum of twenty-one (21) graduate credits in teacher education, educational leadership, or pupil personnel services from an accredited college or university;
3. A copy of a New York State professional or permanent teaching certificate or a comparable certificate from another state or in the process of applying for and obtaining a New York State professional or permanent teaching certificate or a comparable certificate from another state;
4. Evidence of a minimum of three years' full-time, paid, approved teaching service and/or educational leadership service and/or pupil personnel service serving pupils within grades PK-12;
5. The two required letters of recommendation must be submitted by school administrators, college professors or other persons who have direct knowledge of the student's potential as a school leader and for success in the program.

One recommendation must be from a school supervisor or administrator.

**Please note:** Only matriculated students are permitted to enroll in Internship courses.

### **Graduation Requirements**

1. Completion of the specified 39-42 credits of coursework including internship;
2. A minimum cumulative GPA of 3.0 (B);
3. Admittance to candidacy;
4. Demonstration of professional suitability for the field;
5. Completion of all requirements within five years from the date of matriculation;
6. Successful completion of the written and performance components of the New York State examinations School District Leadership.

### **NYSED Examinations in School Building Leadership and School District Leadership**

Effective September 1, 2007 all applicants for certification as a School Building Leader and/or School District Leader will be required to take and pass an examination required by the New York State Education Department. Further details will be made available on the NYSED website at [www.nystce.nesinc.com](http://www.nystce.nesinc.com). Successful completion of the New York State Education Department's examinations in School District Leadership is a requirement for this Master's degree in School Building Leader and School District Leader. Successful completion of the examination in School Building Leadership is required for certification.

### **Master of Science Degree in School Building Leader leading to Initial/Professional Certification as a School Building Leader – 30-33 credits**

The Master of Science degree program focuses on assisting students to obtain knowledge of current theory, best practices and issues involved in building level leadership. Emphasis is placed on the promotion of necessary innovation through effective communication, research, collaboration, evaluation, and reflection. The 30-33 credits required for the Master of Science degree in educational leadership consists of 27 credits of core course requirements, and 3-6 credits of a supervised internship depending on whether the student chooses a full-time or part-time internship. The program leads to initial/professional New York State certification as School Building Leader.

### **Required Courses for M.S. in School Building Leader leading to Initial/Professional Certification as School Building Leader – 30-33 credits**

|         |   | <b>Credits</b> |
|---------|---|----------------|
| EDL 602 | The Principalship: Operational Models for Effective Schools | 3              |
| EDL 604 | Curriculum and Instruction for School Leaders               | 3              |
| EDL 606 | Enhancing Teaching and Learning through Supervision         | 3              |

|         |   |   |
|---------|---|---|
| EDL 607 | Application of Technology for Instructional Leaders | 3 |
| EDL 701 | Educational Leadership: Theory & Practice           | 3 |
| EDL 703 | School Law  | 3 |
| EDL 705 | Financial & Facility Management for School Leaders  | 3 |
| EDL 708 | Human Resource Management                           | 3 |
| EDL 710 | Research, Assessment and Data Analysis              | 3 |

## Internship

Students have a choice of completing the 400 hour internship on a part-time basis over two semesters (6 credits) or on a full-time basis in one semester (3 credits).

|         |  |   |
|---------|--|---|
| EDL 960 | Internship in School Building Leadership<br><i>(Full-time Internship)</i>    | 3 |
| EDL 961 | Internship I in School Building Leadership<br><i>(Part-time Internship)</i>  | 3 |
| EDL 962 | Internship II in School Building Leadership<br><i>(Part-time Internship)</i> | 3 |

## Admission for Matriculated Status

General admission requirements are the same as those for the Graduate School (see page 17): In addition, students applying for admission to this program with a matriculated status must also provide the following:

1. A resume from the candidate;
2. A master's degree in teacher education, educational leadership, or pupil personnel services **or** successful completion of a minimum of twenty-one (21) graduate credits in teacher education, educational leadership, or pupil personnel services from an accredited college or university;
3. A copy of a New York State professional or permanent teaching certificate or in the process of applying for and obtaining a New York State professional or permanent teaching certificate;
4. Evidence of a minimum of three years' full-time, paid, approved teaching service and/or educational leadership service and/or pupil personnel service experience serving pupils within grades PK-12;
5. The two required letters of recommendation must be submitted by school administrators, college professors or other persons who have direct knowledge of the student's potential as a school leader and for success in the program. One recommendation must be from a school supervisor or administrator;

Those individuals with a provisional or initial Teaching Certificate seeking permanent or professional teacher certification as a result of having completed this degree should know that the New York State Department of Education will evaluate their eligi-

bility on an individual basis and that they may not necessarily be granted a permanent or professional teaching certificate.

**Please note:** Only matriculated students are permitted to enroll in Internship courses, and only matriculated students who complete a master's degree program, an advanced certificate program or advanced diploma program will be eligible for recommendation by The College of New Rochelle for certification.

### **Graduation Requirements**

1. Completion of the specified 30-33 credits of coursework including internship;
2. A minimum cumulative GPA of 3.0 (B);
3. Admittance to candidacy;
4. Demonstration of professional suitability for the field;
5. Completion of all requirements within five years from the date of matriculation;
6. Candidates for graduation who have not previously done so will need to take two 2-hour workshops in "School Violence Prevention and Intervention" and also in Identification and Reporting of Suspected Child Abuse and Maltreatment.
7. Although not required for graduation, fingerprinting will be required for New York State certification.

### **NYSED Examination in School Building Leadership**

Effective September 1, 2007 all applicants for certification as a School Building Leader will be required to take and pass an examination required by the New York State Education Department. Further details will be made available on the NYSED website at [www.nystce.nesinc.com](http://www.nystce.nesinc.com). Successful completion of the New York State Education Department's examination in School Building Leadership is a requirement for certification in New York State as a School Building Leader.

### **Master of Science Degree in School District Leader leading to Professional Certification as a School District Leader – 30 credits**

This Master of Science degree program focuses on assisting students to obtain knowledge of current theory, best practices, and issues involved in district level leadership. The 30 credits required for the degree includes 3-6 credits of internship depending on the student's choice of full-time or part-time internship. The program leads to New York State professional certification as a School District Leader. In order to receive professional certification as School District Leader, students must have successfully completed three (3) years of classroom teaching service and/or educational leadership service and/or pupil personnel service experience in public or non-public schools grades PK-12.

## Required Courses for the Master of Science Degree in School District Leader leading to Professional Certification as a School District Leader – 30 credits

|         |  | Credits |
|---------|--|---------|
| EDL 701 | Educational Leadership: Theory & Practice  | 3       |
| EDL 703 | School Law   | 3       |
| EDL 705 | Financial & Facility Management for School Leaders   | 3       |
| EDL 708 | Human Resource Management  | 3       |
| EDL 710 | Research, Assessment, & Data Analysis  | 3       |
| EDL 802 | Building Effective School Board & Community Relationships  | 3       |
| EDL 806 | Leader as Change Agent   | 3       |
| EDL 607 | Application of Technology for Instructional Leaders<br><i>(for students taking the full-time internship)</i> | 3       |
| EDL 809 | Superintendency: Systems Management, Decision Making, & Ethics   | 3       |

### Internship

Students have a choice of completing the 400 hour internship on a part-time basis over two semesters (6 credits) or on a full-time basis in one semester (3 credits).

|         |   | Credits |
|---------|---|---------|
| EDL 963 | Internship in School District Leadership ( <i>Full-time internship</i> )    | 3       |
| EDL 964 | Internship I in School District Leadership ( <i>Full-time internship</i> )  | 3       |
| EDL 965 | Internship II in School District Leadership ( <i>Part-time internship</i> ) | 3       |

### Admission for Matriculated Status

General admission requirements are the same as those for the Graduate School (see page 17). In addition, students applying for admission to this program with a matriculated status must also provide the following:

1. A resume from the candidate;
2. A master's degree in teacher education, educational leadership, or pupil personnel services **or** successful completion of a minimum of thirty (30) graduate credits in teacher education, educational leadership, or pupil personnel services from an accredited college or university;
3. A copy of a New York State professional or permanent teaching certificate or in the process of applying for and obtaining a New York State professional or permanent certificate;
4. Evidence of a minimum of three years' full-time, paid, approved teaching service and/or educational leadership service and/or pupil personnel service experience serving pupils within grades PK-12;
5. The two required letters of recommendation must be submitted by school administrators, college professors or other persons who have direct knowledge of the student's potential as a school leader and for success in the program.

One recommendation must be from a school supervisor or administrator.

Those individuals with a provisional or initial Teaching Certificate seeking permanent or professional teacher certification as a result of having completed this degree should know that the New York State Department of Education will evaluate their eligibility on an individual basis and that they may not necessarily be granted a permanent or professional teaching certificate.

**Please note:** Only matriculated students are permitted to enroll in Internship courses, and only matriculated students who complete a master's degree program, an advanced certificate program or advanced diploma program will be eligible for recommendation by the College of New Rochelle for certification.

### **Admission to Candidacy**

Students will be evaluated for admission to candidacy upon completion of twelve credits toward the master's degree. Please see general candidacy guidelines at the beginning of the catalog.

### **Graduation Requirements**

1. Completion of the specified 30 credits of coursework including internship;
2. A minimum cumulative GPA of 3.0 (B);
3. Admittance to candidacy;
4. Demonstration of professional suitability for the field;
5. Completion of all requirements within five years from the date of matriculation;
6. Successful completion of the written and performance components of the New York State examination in School District Leadership;
7. Candidates for graduation who have not previously done so will need to take two 2-hour workshops in "School Violence Prevention and Intervention" and also in Identification and Reporting of Suspected Child Abuse and Maltreatment.
8. Although not required for graduation, fingerprinting will be required for New York State certification.

### **NYSED Examination in School District Leadership**

Effective September 1, 2007 all applicants for certification as a School District Leader will be required to take and pass an examination required by the New York State Education Department. Further details will be made available on the NYSED website at [www.nystce.nesinc.com](http://www.nystce.nesinc.com). Successful completion of the New York State Education Department's examination in School District Leadership is a requirement for this Master's degree in School District Leader and for certification in New York State as a School District Leader.

## **Master of Science Degree in School District Leader leading to Professional Certification as a School District Leader – non-certification program – 30 credits**

This Master of Science degree program focuses on assisting students to obtain knowledge of current theory, best practices, and issues involved in district level leadership. The 30 credits required for the degree includes 3-6 credits of internship depending on the student's choice of full-time or part-time internship. The program does not lead to New York State certification as a School District Leader.

### **Required Courses for the Master of Science Degree in School District Leader –non-certification – 30 credits**

|         |  | <b>Credits</b> |
|---------|--|----------------|
| EDL 701 | Educational Leadership: Theory & Practice  | 3              |
| EDL 703 | School Law   | 3              |
| EDL 705 | Financial & Facility Management for School Leaders   | 3              |
| EDL 708 | Human Resource Management  | 3              |
| EDL 710 | Research, Assessment, & Data Analysis  | 3              |
| EDL 802 | Building Effective School Board & Community Relationships  | 3              |
| EDL 806 | Leader as Change Agent   | 3              |
| EDL 607 | Application of Technology for Instructional Leaders<br><i>(for students taking the full-time internship)</i> | 3              |
| EDL 809 | Superintendency: Systems Management, Decision Making, & Ethics   | 3              |

### **Internship**

Students have a choice of completing the 400 hour internship on a part-time basis over two semesters (6 credits) or on a full-time basis in one semester (3 credits).

|         |  |   |
|---------|--|---|
| EDL 963 | Internship in School District Leadership<br><i>(Full-time internship)</i>    | 3 |
| EDL 964 | Internship I in School District Leadership<br><i>(Part-time internship)</i>  | 3 |
| EDL 965 | Internship II in School District Leadership<br><i>(Part-time internship)</i> | 3 |

### **Admission for Matriculated Status**

General admission requirements are the same as those for the Graduate School (see page 17). In addition, students applying for admission to the program with a matriculated status must also provide the following:

1. A resume from the candidate;
2. A master's degree in teacher education, educational leadership, or pupil person-

nel services *OR* successful completion of a minimum of 30 graduate credits in teacher education, educational leadership, or pupil personnel services from an accredited college or university;

3. A copy of a New York State professional or permanent teaching certificate or comparable certificate from another state or in the process of applying for and obtaining a New York State professional or permanent teaching certificate or comparable certificate from another state;
4. Evidence of a minimum of three years' full-time, paid, approved teaching service and/or educational leadership service and/or pupil personnel service experience serving pupils within grades PK-12;
5. The two required letters of recommendation must be submitted by school administrators, college professors or other persons who have direct knowledge of the student's potential as a school leader and for success in the program. One recommendation must be from a school supervisor or administrator;

**Please note:** Only matriculated students are permitted to enroll in Internship courses, and only matriculated students who complete a master's degree program, an advanced certification program or advanced diploma will be eligible for recommendation by the College of New Rochelle for certification.

### **Admission to Candidacy**

Students will be evaluated for admission to candidacy upon completion of twelve credits toward the master's degree. Please see general candidacy guidelines at the beginning of the catalog.

### **Graduation Requirements**

1. Completion of the specified 30 credits of coursework including internship;
2. A minimum cumulative GPA of 3.0 (B);
3. Admittance to candidacy;
4. Completion of all requirements within five years from the date of matriculation;
5. Successful completion of the written and performance components of the New York State examination in School District Leadership.

### **NYSED Examination in School District Leadership**

Although students in this master's program will not be applying for New York State certification, successful completion of the New York State Education Department's examinations in School District Leadership is a requirement for this Master's degree in School District Leader. Further details will be made available on the NYSED website at [www.nystce.nesinc.com](http://www.nystce.nesinc.com).

## **Advanced Certificate in School Building Leader leading to Initial/Professional Certification as a School Building Leader – 18-21 credits**

The Advanced Certificate in School Building Leader is an 18-21 credit program designed for those who already hold a master's degree in teacher education, educational leadership, or pupil personnel services and who wish to assume leadership roles as consultants, mentors and staff development specialists in teacher centers, or as school building leaders. The program focuses on providing students with the conceptual and methodological foundations of staff development, the application of learning theory to adults, staff development strategies, curriculum development and instructional strategies that raise student achievement, leadership theory and practice, and financial management of staff development programs. The program leads to initial/professional state certification as School Building Leader.

### **Required Courses for Advanced Certificate in School Building Leader Leading to Initial/Professional Certification as School Building Leader – 18-21 credits**

|         |   | <b>Credits</b> |
|---------|---|----------------|
| EDL 602 | The Principalship: Operational Models for Effective Schools | 3              |
| EDL 604 | Curriculum and Instruction for School Leaders               | 3              |
| EDL 606 | Enhancing Teaching and Learning through Supervision         | 3              |
| EDL 607 | Application of Technology for Instructional Leaders         | 3              |
| EDL 703 | School Law  | 3              |

### **Internship**

Students have a choice of completing the 400 hour internship on a part-time basis over two semesters (6 credits) or on a full-time basis in one semester (3 credits).

|         |   | <b>Credits</b> |
|---------|---|----------------|
| EDL 960 | Internship in School Building Leadership<br>(Full-time Internship)    | 3              |
| EDL 961 | Internship I in School Building Leadership<br>(Part-time Internship)  | 3              |
| EDL 962 | Internship II in School Building Leadership<br>(Part-time Internship) | 3              |

### **Admission for Matriculated Status**

General admission requirements are the same as those for the graduate school (see page 17). In addition, students applying for admission to this program with a matriculated status must also provide the following:

1. A resume from the candidate;
2. Proof of a master's degree in teacher education, educational leadership, or pupil

- personnel services from an accredited college or university;
3. Proof of completion of a minimum of 45-48 credits in graduate study from an accredited college or university;
  4. A copy of a New York State professional or permanent teaching certificate, or certification in SDL/SDA, or in the process of applying and obtaining New York State professional or permanent teaching certificate, or certification in SDL/SDA;
  5. Evidence of a minimum of three year's full time, paid, approved teaching service and/or educational leadership service and/or pupil personnel service experience serving pupils within grades PK-12;
  6. The two required letters of recommendation must be submitted by school administrators, college professors or other persons who have direct knowledge of the student's potential as a school leader and for success in the program. One recommendation must be from a school supervisor or administrator.

**Please note:** Only matriculated students are permitted to enroll in Internship courses, and only matriculated students who complete a master's degree program, an advanced certificate program or advanced diploma program will be eligible for recommendation by the College of New Rochelle for certification.

### **Admission to Candidacy**

Students will be evaluated for admission to candidacy upon completion of twelve credits toward the master's degree. Please see general candidacy guidelines at the beginning of the catalog.

### **Graduation Requirements**

1. Completion of the specified 18-21 credits of course work including six credits of internship;
2. A minimum GPA of 3.0 (B);
3. Admittance to candidacy;
4. Completion of all requirements within five years from the date of matriculation
5. Candidates who have not previously done so will need to take two 2-hour-workshops in "School Violence Prevention and Intervention" and also in Identification and Reporting of Suspected Child Abuse and Maltreatment.
6. Although not required for graduation, fingerprinting will be required for New York State certification.

### **NYSED Examinations in School Building Leadership**

Effective September 1, 2007 all applicants for certification as a School Building Leader will be required to take and pass an examination required by the New York State Education Department. Further details will be made available on the NYSED website

at [www.nystce.nesinc.com](http://www.nystce.nesinc.com). Successful completion of the New York State Education Department’s examination in School Building Leadership is a requirement for certification as a School Building Leader in New York State.

## **Advanced Diploma in School District Leader leading to Professional Certification as a School District Leader – 12-15 credits**

The Advanced Diploma in School District Leader is a 12-15 credit program designed for those who already hold a master’s degree in teacher education, educational leadership, or pupil personnel services and who wish to assume leadership roles on the district level. The program focuses on current theory, practices, and issues in school district leadership.

### **Required Courses for Advanced Diploma in School District Leader leading to Professional Certification as School District Leader – 12-15 credits**

|         |  | <b>Credits</b> |
|---------|--|----------------|
| EDL 802 | Building Effective School Board & Community Relationships      | 3              |
| EDL 806 | Leader as Change Agent   | 3              |
| EDL 809 | Superintendency: Systems Management, Decision Making, & Ethics | 3              |

### **Internship**

Students have a choice of completing the 400 hour internship on a part-time basis over two semesters (6 credits) or on a full-time basis in one semester (3 credits).

|         |  | <b>Credits</b> |
|---------|--|----------------|
| EDL 963 | Internship in School District Leadership<br><i>(Full-time internship)</i>    | 3              |
| EDL 964 | Internship I in School District Leadership<br><i>(Part-time internship)</i>  | 3              |
| EDL 965 | Internship II in School District Leadership<br><i>(Part-time internship)</i> | 3              |

### **Admission for Matriculated Status**

General admission requirements are the same as those for the Graduate School (see page 17). In addition, students applying for admission to this program with a matriculated status must also provide the following:

1. A resume from the candidate;
2. A master’s degree in teacher education, educational leadership, or pupil personnel services from an accredited college or university;
3. Successful completion of a minimum of 45-48 graduate credits in teacher edu-

- education, educational leadership, or pupil personnel service from an accredited college or university;
3. A copy of a New York State professional or permanent teaching certificate or certification in SBL/SAS or in the process of applying for and obtaining a professional or permanent teaching certificate or certification in SBL/SAS;
  4. The two required letters of recommendation must be submitted by school administrators, college professors or other persons who have direct knowledge of the student's potential as a school leader and for success in the program. One recommendation must be from a school supervisor or administrator;
  5. Evidence of a minimum of three years' full-time, paid, approved teaching service and/or educational leadership service and/or pupil personnel service experience serving pupils within grades PK-12.

Those individuals with a provisional or initial Teaching Certificate seeking permanent or professional teacher certification as a result of having completed this degree should know that the New York State Department of Education will evaluate their eligibility on an individual basis and that they may not necessarily be granted a permanent or professional teaching certificate.

**Please note:** Only matriculated students are permitted to enroll in Internship courses, and only matriculated students who complete a master's degree program, an advanced certificate program or advanced diploma program will be eligible for recommendation by the College of New Rochelle for certification.

### **Admission to Candidacy**

Students will be evaluated for admission to candidacy upon completion of twelve credits toward the master's degree. Please see general candidacy guidelines at the beginning of the catalog.

### **Graduation Requirements**

1. Completion of the specified 12-15 credits of coursework including internship;
2. A minimum cumulative GPA of 3.0 (B);
3. Admittance to candidacy;
4. Demonstration of professional suitability for the field;
5. Successful completion of the examination in School District Leadership;
6. Completion of all requirements within five years from the date of matriculation;
7. Candidates for graduation who have not previously done so will need to take two 2-hour workshops in "School Violence Prevention and Intervention" and also in Identification and Reporting of Suspected Child Abuse and Maltreatment.
8. Although not required for graduation, fingerprinting will be required for New York State certification.

### **NYSED Examination in School District Leadership**

Effective September 1, 2007 all applicants for certification as a School District Leader will be required to take and pass an examination required by the New York State Education Department. Further details will be made available on the NYSED website at [www.nystce.nesinc.com](http://www.nystce.nesinc.com). Successful completion of the New York State Education Department’s examination in School District Leadership is a requirement for this Advanced Diploma in School District Leader.

**Advanced Diploma in School District Leader (Alternative Certificate-Transitional D) leading to Professional Certification as a School District Leader – 30 credits**

The Advanced Diploma program in School District Leader ( Alternative Certificate-Transitional D) is a 30 credit program for exceptionally qualified individuals from other fields who already hold a master’s degree and are able to demonstrate the nine essential characteristics of effective leaders as a result of exemplary prior service for at least three years in a leadership position. This program leads to professional certification as School District Leader.

**Required Courses for the Master of Science Degree in School District Leader leading to Professional Certification as a School District Leader – 30 credits**

|         |   | <b>Credits</b> |
|---------|---|----------------|
| EDL 701 | Educational Leadership: Theory & Practice   | 3              |
| EDL 703 | School Law  | 3              |
| EDL 705 | Financial & Facility Management for School Leaders  | 3              |
| EDL 708 | Human Resource Management   | 3              |
| EDL 710 | Research, Assessment, & Data Analysis   | 3              |
| EDL 802 | Building Effective School Board & Community Relationships   | 3              |
| EDL 806 | Leader as Change Agent  | 3              |
| EDL 607 | Application of Technology for Instructional Leaders<br>(for students taking the full-time internship) | 3              |
| EDL 809 | Superintendency: Systems Management, Decision Making, & Ethics  | 3              |

**Internship**

Students have a choice of completing the 400 hour internship on a part-time basis over two semesters (6 credits) or on a full-time basis in one semester (3 credits).

|         |   | <b>Credits</b> |
|---------|---|----------------|
| EDL 963 | Internship in School District Leadership<br><i>(Full-time internship)</i> | 3              |

|         |  |   |
|---------|--|---|
| EDL 964 | Internship I in School District Leadership<br>( <i>Part-time internship</i> )  | 3 |
| EDL 965 | Internship II in School District Leadership<br>( <i>Part-time internship</i> ) | 3 |

### **Admission for Matriculated Status**

General admission requirements are the same as those for the Graduate School (see page 17). In addition, students applying for admission to this program with a matriculated status must also provide the following:

1. A resume from the candidate;
2. A master's degree from an accredited college or university;
3. Evidence of a minimum of three years' full-time, paid, approved experience in a leadership position.
4. Successful completion of a minimum of 45-48 graduate credits in teacher education, educational leadership, or pupil personnel service from an accredited college or university;
5. A copy of a New York State professional or permanent teaching certificate or certification in SBL/SAS or in the process of applying for and obtaining a professional or permanent teaching certificate or certification in SBL/SAS;
6. The two required letters of recommendation must be submitted by school administrators, college professors or other persons who have direct knowledge of the student's potential as a school leader and for success in the program. One recommendation must be from a school supervisor or administrator;

Those individuals with a provisional or initial Teaching Certificate seeking permanent or professional teacher certification as a result of having completed this degree should know that the New York State Department of Education will evaluate their eligibility on an individual basis and that they may not necessarily be granted a permanent or professional teaching certificate.

**Please note:** Only matriculated students are permitted to enroll in Internship courses, and only matriculated students who complete a master's degree program, an advanced certificate program or advanced diploma program will be eligible for recommendation by the College of New Rochelle for certification.

### **Admission to Candidacy**

Students will be evaluated for admission to candidacy upon completion of twelve credits toward the master's degree. Students must have achieved a minimum cumulative index of B (3.0) and be evaluated in terms of suitability for work in school building and district leadership. Students not admitted to candidacy may be withdrawn from the program.

## **Graduation Requirements**

1. Completion of the specified 30 credits of coursework including internship;
2. A minimum cumulative GPA of 3.0 (B);
3. Admittance to candidacy;
4. Demonstration of professional suitability for the field;
5. Successful completion of the examination in School District Leadership;
6. Completion of all requirements within five years from the date of matriculation;
7. Candidates for graduation who have not previously done so will need to take two 2-hour workshops in “School Violence Prevention and Intervention” and also in Identification and Reporting of Suspected Child Abuse and Maltreatment.
8. Although not required for graduation, fingerprinting will be required for New York State certification.

## **NYSED Examinations in School District Leadership**

Effective September 1, 2007 all applicants for certification as a School District Leader will be required to take and pass an examination required by the New York State Education Department. Further details will be made available on the NYSED website at [www.nystce.nesinc.com](http://www.nystce.nesinc.com). Successful completion of the New York State Education Department’s examination in School District Leadership is a requirement for this Advanced Diploma in School District Leader, (Alternative Certificate-Trans D).

## **Courses**

### **EDL 602 The Principalsip: Operational Models for Effective Schools 3 cr.**

The concept of the school principal has changed, as the challenge has become to build learning communities that continually improve teaching and learning through action research. The principal must not only be an effective manager who can develop and organize systems and structures that enable schools to function successfully, but she/he must collaborate with staff to build a positive school culture where teachers work collegially and reflectively to increase student achievement. Informed by the research on effective schools, this course enables our students to develop the attitudes, skills, and strategies necessary for leadership. Effective models for school improvement are explored and case studies analyzed. The nine essential characteristics of effective leaders as defined in the NYS Department of Education’s Regulations on School Leadership are applied within the context of the principalsip. *Spring*

### **EDL 604 Curriculum and Instruction for School Leaders 3 cr.**

This course examines current research and theories of effective teaching practices and school cultures that advance student achievement with implications for school leaders. Curriculum development, instructional and assessment strategies, differentiated instruc-

tion, teaching for student understanding, curriculum mapping, and metacognitive strategies will be explored. This course will enable school leaders to design schools and programs such as ELL and Special Education, to be effective learning communities that build individual and collective capacity through action research, and maximize teaching and learning in today's standards-based curriculum environment. Field experiences will be assigned to enhance student understanding and professional growth, 10 hours. *Fall*

**EDL 606 Enhancing Teaching and Learning through Supervision 3 cr.**

This course focuses on the design and assessment of models of teacher supervision and evaluation systems that prioritize and promote teacher growth and development, using student data to inform instruction. Components of the clinical supervision model that contribute to the growth of collegial professional learning communities also reflect the goal of improving student achievement. Furthermore, the promotion of reflective practice, professional inquiry, ongoing improvement and continuous professional growth, will be examined, particularly as it impacts student learning. Summative and formative supervisory models, with applications, will be reviewed. The role of peer coaching, study groups and embedded professional development as a vehicle to enable school leaders develop collegial cultures that advance student learning, will be studied. *Summer*

**EDL 607 Application of Technology for Instructional Leaders 3 cr.**

This course is designed to introduce students to advanced computer applications for school administrators. The course will include a survey of popular instructional technologies and practices. Topics will include computerized school offices, selection and evaluation of interactive computer software for professional development and improvement of instruction, data analysis, and the selection of software for networking, internal and external communication. Emerging technologies and related education issues will also be discussed. Computer lab experience required. *Summer*

**EDL 701 Educational Leadership: Theory & Practice 3 cr.**

This course focuses on the promotion of student knowledge and understanding of what it means to be an effective school/district leader and encourages personal reflection in light of each student's career goals. In addition to studying the experiences of building/district administrators, students are introduced to concepts that are developed in subsequent courses. These include leadership theory and practices, the nature and dynamics of building level organizations; district and building culture; and the human relations and team building skills needed to collaboratively develop a learning community with all stakeholders including parents and community. Throughout the course, the nine essential characteristics of effective leaders enumerated in the State Education Department's "Regulations on School Leadership" and the College's philosophy of the Education's Leadership Program are stressed in context of the politics of school improvement, conflict resolution, and ethical decision-making. Assigned field experiences are designed to enhance student understanding, 12 hours. *Fall*

**EDL 703 School Law 3 cr.**

This course consists of a survey of the laws, judicial holdings and agency regulations governing education on the federal, state and local levels. Topics include, but are not limited to the rights, duties and liabilities of school personnel, student rights, pupil discipline, freedom of speech, software application and use, religion and public education, desegregation, finance, the Taylor Law and state public sector labor law including negotiations, legal decisions and impact on school budgets and contract administration. Assignments include analyses of judicial decisions and students are encouraged to continually update their knowledge of the school law and to seek early preventive legal assistance. *Spring*

**EDL 705 Financial and Facility Management for School Leaders 3 cr.**

This course focuses on a general review of the principles and problems involved in the financial support of education on the building and districts levels. Topics include an overview of revenue and expenditure aspects of financing public education; school tax rates; state legal requirements; cost controls; fiscal planning and budgeting; purchasing and accounting procedures; distribution of supplies and services; transportation and food service governance; and facility management including the maintenance of a healthy, safe and secure environment for staff and students. The impact of the use of computers in financial data management is studied. Field experiences are assigned to enhance student understanding, 12 hours. *Spring*

**EDL 708 Human Resource Management 3 cr.**

This course surveys the major facets embraced in personnel management on district and building level with emphasis on the negotiation of union agreements and contract administration. Topics include creation of a shared vision; development of positive building culture and climate; analysis of manpower needs; recruitment, selection and retention of school personnel; effective assignment and mentoring models; school scheduling formats; developing job descriptions, salary structured benefits, personnel policies to long-range planning, supervision and evaluation as well as planning for the continuous professional development of personnel. Throughout the course, team building, negotiation of union agreements and contract administration are stressed. Field experiences are assigned to enhance student understanding, 10 hours. *Fall*

**EDL 710 Research, Assessment, and Data Analysis 3 cr.**

This course is designed to provide school administrators with the principles and tools needed to conduct action research projects for instructional improvement. Topics will include materials, designs, and statistical techniques of research. The use of data analysis for student assessment and comprehensive long-range planning will also be discussed. Field experiences are assigned to enhance student understanding. Pilot projects and/or programs based on research that positively affect student achievement, will be reviewed and created for implementation. *Summer*

**EDL 802 Building Effective School Board and Community Partnerships 3 cr.**

This course will focus on the role and responsibilities of the superintendent, the politics of interacting with community partners, social services, health agencies and the school community at large. The relationship of policy, procedure, and practice will be investigated and analyzed. The design and implementation of collective bargaining agreements will be explored. Field experiences are assigned to enhance student understanding, 10 hours. *Fall*

**EDL 806 Leader as Change Agent 3 cr.**

This course will investigate the role of the leader as change agent. Techniques for change will be discussed in depth with particular emphasis on the importance of community/school dialogue as part of the change process. Limitations and obstacles to change and strategies to implement successful system changes will be studied. Case studies of change management will be reviewed. *Spring*

**EDL 809 Superintendency: Systems Management, Decision Making and Ethics 3 cr.**

This course focuses on the elements of successful educational planning, managerial strategies for program implementation, decision-making and ethics. Major topics include systems thinking, strategic planning, the principles of total quality management applied to an educational setting, and problems involving ethics in decision-making. Throughout the course, emphasis is placed on the need for leaders to formulate, share and promote a vision; take the “long view,” have the courage to take informed risks; and to hold themselves accountable. *Spring*

**EDL 900 Special Topics in Educational Leadership 3 cr.**

This course will include an exploration and study of comprehensive professional concerns, practices, and challenges. Students will be involved in the selection of topics to be explored from a review of current educational leadership issues. Class time will be used for students to discuss and evaluate issues in light of their own work experiences, research, and previous course work. *Cycled as needed*

**EDL 960 Internship in School Building Leadership (Full-Time Internship) 3 cr.**

**EDL 961 Internship I in School Building Leadership (Part-Time Internship) 3 cr.**

**EDL 962 Internship II in School Building Leadership (Part-Time Internship) 3 cr.**

The internship is a major field experience in educational leadership that usually comprises two semesters of part-time service with to 200 clock hours each semester, but, with approval of the Dean, may be accomplished in one semester of full-time service equal to 400 clock hours. The internship requires that the student must be in an administrative role at the level for which the certification is being sought. The field experience is closely supervised by a College faculty member of the Educational Leadership Program and by a on-site school district leader possessing appropriate

certification. Prior to beginning the internship, students work collaboratively with College faculty and school district leaders in carefully selecting and planning learning outcomes that are specifically connected to program content. The plan is structured to provide leadership responsibilities of increasing breadth and depth on the administrative level for which the certification is sought in districts serving students at different developmental levels with a variety of characteristics and socioeconomic backgrounds. During the internship, school leaders serve as mentors and monitor student progress in meeting program competencies and College faculty regularly evaluate the achievement of those outcomes. Students are required to maintain a portfolio containing a record of the hours spent with adequate documentation of their leadership experiences. The awarding of a grade for the internship is the responsibility of the College supervisor. A minimum of 15 credits of completed academic coursework is required before applying for the internship. Students intending to register for Internship must submit the Application for Internship form to the Division of Education Office by July 1 for the Fall semester and November 1 for the Spring semester. *Fall & Spring*

**EDL 963 Internship in School District Leadership (Full-Time Internship) 3 cr.**

**EDL 964 Internship I in School District Leadership (Part-Time Internship) 3 cr.**

**EDL 965 Internship II in School District Leadership (Part-Time Internship) 3 cr.**

The internship is a major field experience in educational leadership that usually comprises two semesters of part-time service with to 200 clock hours each semester, but, with approval of the Dean, may be accomplished in one semester of full-time service equal to 400 clock hours. The internship requires that the student must be in an administrative role at the level for which the certification is being sought. The field experience is closely supervised by a College faculty member of the Educational Leadership Program and by a on-site school district leader possessing appropriate certification. Prior to beginning the internship, students work collaboratively with College faculty and school district leaders in carefully selecting and planning learning outcomes that are specifically connected to program content. The plan is structured to provide leadership responsibilities of increasing breadth and depth on the administrative level for which the certification is sought in districts serving students at different developmental levels with a variety of characteristics and socioeconomic backgrounds. During the internship, school district leaders serve as mentors and monitor student progress in meeting program competencies and College faculty regularly evaluate the achievement of those outcomes. Students are required to maintain a portfolio containing a record of the hours spent with adequate documentation of their leadership experiences. The awarding of a grade for the internship is the responsibility of the College supervisor. A minimum of 15 credits of completed academic coursework is required before applying for the internship. Students intending to register for Internship must submit the Application for Internship form to the Division of Education office by July 1 for the Fall semester and November 1 for the Spring semester. *Fall and Spring*

**EDL 966 Internship in School Building and School District Leadership (Full-Time Internship) 3 cr.**

**EDL 967 Internship I in School Building and School District Leadership (Part-Time Internship) 3 cr.**

**EDL 968 Internship II in School Building and School District Leadership (Part-Time Internship) 3 cr.**

The internship is a major field experience in educational leadership that usually comprises two semesters of part-time service with to 200 clock hours each semester, but, with approval of the Dean, may be accomplished in one semester of full-time service equal to 400 clock hours. The internship requires that the student must be in an administrative role at the level for which the certification is being sought. The first half of the internship will have a concentration at the school building level and the second half will have a concentration at the school district level. The field experience is closely supervised by a College faculty member of the Educational Leadership Program and by an on-site school district leader possessing appropriate certification. Prior to beginning the internship, students work collaboratively with College faculty and school district leaders in carefully selecting and planning learning outcomes that are specifically connected to program content. The plan is structured to provide leadership responsibilities of increasing breadth and depth on the administrative level for which the certification is sought in districts serving students at different developmental levels with a variety of characteristics and socioeconomic backgrounds. During the internship, school building and district leaders serve as mentors and monitor student progress in meeting program competencies and College faculty regularly evaluate the achievement of those outcomes. Students are required to maintain a portfolio containing a record of the hours spent with adequate documentation of their leadership experiences. The awarding of a grade for the internship is the responsibility of the College supervisor. A minimum of 15 credits of completed academic coursework is required before applying for the internship. Students intending to register for Internship must submit the Application for Internship form to the Division of Education office by July 1 for the Fall semester and November 1 for the Spring semester. *Fall & Spring*

# Literacy Education



Division Office: Chidwick 103, 914-654-5331, [gradeducation@cnr.edu](mailto:gradeducation@cnr.edu)

Faculty Advisors: Kate Hathaway, Ed.D., Hyla Rubin, Ph.D., Alice Siegel, Ed.D.

## Master of Science Degree in Education in Literacy Education— 36 Credits

The Graduate School offers three certification programs in Literacy Education for people who already have a New York State teaching certificate:

- **Literacy Birth - Grade 6** is intended for teachers who wish to remain at the elementary school level. In this program, students take ten required courses and two electives.

- **Literacy Grades 5 - 12** is intended for teachers who expect to work in middle schools or high schools. In this program, students take ten required courses and two electives.

- **Literacy Education (Dual Certification): Birth - Grade 6 and Grades 5-12** is intended for teachers who want both of the certifications described above. In this program, students take twelve required courses and no electives.

The certification programs in Literacy Education consist of carefully sequenced coursework at three levels. Courses with a 500 number are designed for entry-level students who have an undergraduate background in education. Intermediate courses with a 600 number require students to develop an in-depth understanding of instruction and assessment for children at various levels of literacy. The courses with a 700 number are designed to provide students with culminating experiences or opportunities for them to demonstrate proficiency in both theory and application.

The goals of our programs are to enable our students to:

- Make instructional decisions based on their theoretical understanding of the reading and writing processes. The program leads our students to espouse a clear and conscious theory of the nature of these processes after examining all the current theories.
- Acquire a repertoire of techniques to use in literacy assessment and instruction. Our program exposes students to a variety of techniques and provides opportunities for them to practice and evaluate these methods as to their usefulness with various populations.
- Become reflective practitioners who are constantly striving to grow as professionals by considering the value and effectiveness of their interactions with children. Students are routinely asked why they chose a particular course of action in designing and implementing lessons. They are also required to critique their own performance and suggest ways in which it might be improved.

- Function effectively as outstanding classroom teachers and literacy specialists. We model leadership in professional activities that are essential for the improvement of literacy instruction. We also encourage our students to assume leadership positions, moving beyond their own classrooms to join with other teachers, administrators, parents and members of the community in working toward this goal.

## **Admission**

General admission requirements for the Literacy Education Program are the same as those for The Graduate School (see page 17). A copy of the applicant's New York State teaching certificate (either Early Childhood, Childhood, Secondary English, Special Education or ELL).

## **Degree Requirements for M.S. in Education in Literacy Education**

Students seeking a master's degree in Literacy Education must maintain a high level of scholarship. **In particular, they must earn a grade of B or higher in each required course.** Those students receiving a lower grade may retake one course once. This must be done before registering for any additional course. A second grade below B, whether in the repeated course or in another required course, will result in dismissal from the program.

In addition to these general requirements, the faculty monitors students' progress carefully. The first checkpoint, admission to candidacy, occurs after completion of 12 credits. Please see general candidacy guidelines at the beginning of the catalog. Students may not be considered for a master's degree without having completed this step. The second checkpoint, the practicum appraisal, occurs during the semester in which students are enrolled in LIT 701, the Practicum in Literacy Assessment. This is the point at which students are judged on their ability to interact appropriately with children or adolescents. They will be observed frequently and evaluated in the middle and end of this semester. Students must receive a favorable evaluation by the end of this course in order to maintain their candidacy for their master's degree. Students seeking New York State Certification in Literacy are required to take the CST (content specialty test) in Literacy.

## **Literacy Courses for M.S. in Education in Literacy—36 Credits**

*Students are **not** expected to take courses in strict numeric order. They should meet with their advisor to determine the most efficient sequence based on their academic background, teaching experience, and time constraints.*

## Required Courses for M.S. in Education in Literacy Leading to Professional Certification (Birth-Grade 6) – 36 Credits

| Course Number | Course Title                              | Credits |
|---------------|---|---------|
| LIT 501       | Introduction to Literacy Instruction      | 3       |
| LIT 502       | Teaching Reading Comprehension            | 3       |
| LIT 503       | Using Literature in the Classroom         | 3       |
| LIT 511       | Teaching Writing in the Elementary Grades | 3       |
| LIT 601       | Early Language and Literacy Instruction   | 3       |
| LIT 611       | Assessing Literacy Behavior               | 3       |
| LIT 612       | Teaching Remedial Students                | 3       |
| <i>or</i>     |   |         |
| LIT 613       | Teaching Young Remedial Students          | 3       |
| LIT 701       | Practicum in Literacy Assessment          | 3       |
| LIT 702       | Practicum in Remedial Instruction         | 3       |
| LIT 750       | Research in Literacy Education            | 3       |
|               | Elective Courses                          | 6       |

## Required Courses for M.S. in Education in Literacy Leading to Professional Certification (Grades 5-12) – 36 Credits

| Course Number | Course Title                                | Credits |
|---------------|---|---------|
| LIT 501       | Introduction to Literacy Instruction        | 3       |
| LIT 502       | Teaching Reading Comprehension              | 3       |
| LIT 503       | Using Literature in the Classroom           | 3       |
| <i>or</i>     |   |         |
| LIT 505       | Literature for Adolescents and Young Adults | 3       |
| LIT 512       | Teaching Writing in the Upper Grades        | 3       |
| LIT 602       | Reading Instruction in the Content Areas    | 3       |
| LIT 611       | Assessing Literacy Behavior                 | 3       |
| LIT 612       | Teaching Remedial Students                  | 3       |
| LIT 701       | Practicum in Literacy Assessment            | 3       |
| LIT 702       | Practicum in Remedial Instruction           | 3       |
| LIT 750       | Research in Literacy Education              | 3       |
|               | Elective Courses                            | 6       |

## Required Courses for M.S. in Education in the Dual Literacy Program Leading to Professional Certification (Birth-Grade 6 and Grade 5-12) – 36 Credits

| Course Number | Course Title                              | Credits |
|---------------|---|---------|
| LIT 501       | Introduction to Literacy Instruction      | 3       |
| LIT 502       | Teaching Reading Comprehension            | 3       |
| LIT 503       | Using Literature in the Classroom         | 3       |
| LIT 511       | Teaching Writing in the Elementary Grades | 3       |
| LIT 512       | Teaching Writing in the Upper Grades      | 3       |
| LIT 601       | Early Language and Literacy Instruction   | 3       |
| LIT 602       | Reading Instruction in the Content Areas  | 3       |
| LIT 611       | Assessing Literacy Behavior               | 3       |
| LIT 612       | Teaching Remedial Students                | 3       |
| <i>or</i>     |   |         |
| LIT 613       | Teaching Young Remedial Students          | 3       |
| LIT 701       | Practicum in Literacy Assessment          | 3       |
| LIT 702       | Practicum in Remedial Instruction         | 3       |
| LIT 750       | Research in Literacy Education            | 3       |

### Special Project in Literacy Education

One of the culminating activities in the Literacy Education program is a Teacher Research activity. For this activity, students will be required to:

- Develop a research hypothesis addressing a concern in the field of literacy;
- Write a research proposal that will address their hypothesis, in which they describe their subjects, design, procedure, and methods of data analysis;
- Create a short pilot test on their topic;
- Administer the test to students from their own class or from a colleague's class;
- Analyze their data and interpret the results.

Students undertake this activity late in their program as part of the research course (LIT 750). This setting allows the students close supervision by a full-time faculty member. Equally important, it gives them a realistic research experience, in which they are meeting regularly with peers who are conducting similar studies.

# Math for Elementary School Teachers

Division Office: Chidwick 103, 914-654-5331, [gradededucation@cnr.edu](mailto:gradededucation@cnr.edu)

Assistant Dean: Wendi Vescio

## Advanced Certificate in Math for Elementary School Teachers – 12 credits

This Advanced Certificate program is for elementary school teachers seeking a deeper understanding of the elementary mathematics curriculum. Topics will focus on the New York State and National Council of Teachers of Mathematics content strands of number sense, operations and algebra, geometry and measurement, and probability and statistics in grades K-5. In addition, discussion will include differentiated instruction with respect to several math curricula such as TERC, Singapore Math, and Everyday Math. This program does not lead to NYS certification.

The objectives of the Advanced Certificate program in Math for Elementary School Teachers are:

- To develop a conceptual understanding of mathematical concepts to teach in the elementary mathematics curriculum.
- To be aware of the NCTM (National Council of Teachers of Mathematics) and NYS Learning Standards.
- To provide students with the pedagogical tools so they can teach math for understanding and better answer their students' questions.
- To provide students with the tools to decide which topics are appropriate to teach as well as help them determine how in-depth to cover a particular topic.
- To provide students with the tools to challenge children and to help them think, reason and solve problems mathematically.
- To incorporate the use of manipulatives, instructional practices, task analysis, cooperative learning, technology, observation and tutoring.

## Required Courses

|         |   | Credits |
|---------|---|---------|
| EDU 500 | Number Sense, Operations, and Algebra K-2 | 3       |
| EDU 501 | Number Sense, Operations, and Algebra 3-5 | 3       |
| EDU 502 | Geometry and Measurement                  | 3       |
| EDU 503 | Probability and Statistics                | 3       |

## **Admission**

General admission requirements are the same as those for the Graduate School (see page 17).

## **Course Descriptions**

### **EDU 500: Number Sense, Operations & Algebra, K-2 3 cr.**

This course is for teachers wanting a deeper understanding of the elementary mathematics curriculum. Topics will focus on the NYS/NCTM content strands of number sense, operations and algebra in grades K-2. In addition, discussion will include differentiated instruction with respect to several math curricula such as TERC, Singapore Math, and Everyday Math.

### **EDU 501: Number Sense, Operations & Algebra, 3-5 3 cr.**

This course is for teachers wanting a deeper understanding of the elementary mathematics curriculum. Topics will focus on the NYS/NCTM content strands of number sense, operations and algebra in grades 3-5. In addition, discussion will include differentiated instruction with respect to several math curricula such as TERC, Singapore Math, and Everyday Math. Prerequisite: EDU 500.

### **EDU 502: Geometry & Measurement 3 cr.**

This course is for teachers wanting a deeper understanding of the elementary mathematics curriculum. Topics will focus on the NYS/NCTM content strands of geometry and measurement in grades K-5. In addition, discussion will include differentiated instruction with respect to several math curricula such as TERC, Singapore Math, and Everyday Math.

### **EDU 503: Probability & Statistics 3 cr.**

This course is for teachers wanting a deeper understanding of the elementary mathematics curriculum. Topics will focus on the NYS/NCTM content strands of probability and statistics in grades K-5. In addition, discussion will include differentiated instruction with respect to several math curricula such as TERC, Singapore Math, and Everyday Math.

# Multilingual/Multicultural Education



Division Office: Chidwick 103, 914-654-5331, [gradeducation@cnr.edu](mailto:gradeducation@cnr.edu)  
Faculty Advisors: Andrea DeCapua, Ed.D., Timothy Ebsworth, Ph.D.

- **Master of Science in Education in Teaching English to Speakers of Other Languages (TESOL) leading to initial/professional certification**
- **Advanced Certificate in Multilingual/Multicultural Education leading to Bilingual Extension of:**  
Provisional/Permanent certification for pupil personnel service professionals and administrative & supervisory personnel
- **Advanced Certificate in Teaching English to Speakers of Other Languages (TESOL)-General Education Teachers Leading to Initial/Professional certification**
- **Advanced Certificate in Teaching English to Speakers of Other Languages (TESOL)-Special Education Teachers Leading to Initial/Professional certification**
- **Advanced Certificate in Teaching English to Speakers of Other Languages (TESOL)-General Education Teachers- ITI leading to Initial/Professional certification**
- **Advanced Certificate in Teaching English to Speakers of Other Languages (TESOL)-Special Education Teachers- ITI leading to Initial/Professional certification**
- **Advanced Certificate in Bilingual Education-General Education Teachers- ITI leading to bilingual extension of Initial/Professional certification in classroom teaching areas other than students with disabilities**
- **Advanced Certificate in Bilingual Education-Special Education Teachers- ITI leading to bilingual extension of Initial/Professional certification in students with disabilities**

- **Advanced Certificate in Bilingual Education-Pupil Personnel Services - ITI Leading to bilingual extension of Provisional/ Permanent certification in pupil personnel service professionals and administrative & supervisory personnel**

The College's Multilingual/Multicultural Education programs recognize the diversity of linguistic backgrounds and cultures which characterize the children and families in schools in the New York metropolitan area. Our programs stress language and linguistics, teaching methodology, cultural awareness, and understanding of special developmental needs of native language learners. We prepare our graduates to teach in the pre-kindergarten, elementary, and secondary grades (Pre-K-12). Through the knowledge, skills, and cultural sensitivities offered by the program, prospective teachers are enabled to address the needs of children whose primary language is other than English. In addition, prospective teachers will have demonstrated that they meet or exceed the TESOL/ NCATE Professional Standards.

**Master of Science in Education in Teaching English to Speakers of Other Languages (TESOL) leading to initial/professional certification – 36 credits**

**Required Courses**

|          |   | <b>Credits</b> |
|----------|---|----------------|
| MME 506  | Theory of Education for Diverse Learners  | 3              |
| MME 503  | Second Language Acquisition   | 3              |
| MME 510  | Linguistic Analysis   | 3              |
| MME 511  | Structure of English  | 3              |
| MME 518  | Language Evaluation and Assessment  | 3              |
| MME 519  | Teaching Second Languages, PreK-12  | 3              |
| MME 525  | Teaching Languages across Content Areas (math, science, social studies, & creative arts)                              | 3              |
| MME 528  | Designing & Implementing Education for Diverse Populations  | 3              |
| LIT 502  | Teaching Reading Comprehension  | 3              |
| EDU 750  | Action Research in the Schools  | 3              |
| SED 579  | Learning and Behavior Disorders in Children   | 3              |
| MME 740* | Student Teaching in TESOL   | 3              |
| Or       |   |                |
| MME 702* | Practicum in TESOL, PreK-12   | 3              |
| WCS 991  | Identification and Reporting of Suspected Child Abuse and Maltreatment (2 clock hours)                                | 0              |
| WCS 992  | School Violence Prevention and Intervention (2 clock hours) including preventing child abduction, preventing alcohol, |                |

tobacco, and other drug abuse, safety education, and fire  
and arson prevention 0

\*Note: Professionals who have 40 days of full-time experience as an ESL, bilingual, or foreign language teacher should complete an OT-11 form (Substitution of Experience for Student Teaching) which is available at the Division of Education office. Students whose OT-11 is approved will substitute MME 702 Practicum in TESOL for MME 740 Student Teaching. Students who are unable to satisfy the requirements listed on the OT-11 form will take MME 740 Student Teaching in TESOL.

\*\*Note: Professionals seeking certification should note that NYSED requirements change. Please check regularly with the Division Office, Division bulletin boards, your advisor, and the NYSED website for changes in state requirements.

## Admission

General admission requirements are the same as that for the Graduate School (see page 17). In addition to the general requirements, students seeking admission into the Master's degree program in TESOL will be required to demonstrate proof of completion of at least 12 credits of undergraduate or graduate study in a foreign language. Students seeking initial certification also must demonstrate completion of all undergraduate prerequisites as dictated by the New York State Education Department. Students admitted with deficiencies in these prerequisites will be required to complete these deficiencies before admission to candidacy.

## Candidacy

Students will be reviewed for Candidacy after completion of 12 credits. Please see general candidacy requirements at the beginning of this catalog.

## Required Courses for Bilingual Extension of Certificates for Pupil Personnel Service Professionals and Administrative & Supervisory Personnel – 18 Credits

|        |  | <b>Credits</b> |
|--------|--|----------------|
| MME506 | Theory of Education for Diverse Learners   | 3              |
| MME502 | Cultural Perspectives on Community Resources<br>and Parental Involvement in the Education of<br>Diverse Learners | 3              |
| MME512 | Native Language Arts   | 3              |
| MME523 | Curriculum Adaptations for Diverse Learners  | 3              |
| MME526 | Providing Pupil Personnel Services with a<br>Bilingual Approach  | 3              |
|        | Or   |                |
| ADM813 | Administration and Supervision of Bilingual  |                |

|        |  |   |
|--------|--|---|
|        | and TESOL Programs   | 3 |
| MME703 | College-supervised Practicum in a Bilingual Context<br>for Pupil Personnel Service Professionals | 3 |
|        | Or   |   |
| MME704 | College-supervised Practicum in a Bilingual Context<br>for Specified Purposes                    | 3 |

### **Admission into the Advanced Certificate in Multilingual/ Multicultural Education leading to Bilingual Extension:**

General admission requirements are the same as that for the Graduate School (see page 17). In addition to the general requirements, students seeking admission into the Advanced Certificates in Multilingual/Multicultural Education leading to Bilingual Extension must submit the following:

1. A copy of the New York State monolingual certification they are seeking to extend
2. A passing score on the Bilingual Education Assessment (BEA)

### **Advanced Certificate Programs in Teaching English to Speakers of Other Languages**

#### **Advanced Certificate in Teaching English to Speakers of Other Languages (TESOL)-General Education Teachers Leading to Initial/ Professional certification -**

15 - 18 credits

#### **Required Courses**

|         |  | <b>Credits</b> |
|---------|--|----------------|
| MME 503 | Second Language Acquisition  | 3              |
| MME 511 | Structure of English   | 3              |
| MME 518 | Language Evaluation and Assessment   | 3              |
| MME 525 | Teaching Languages across Content Areas<br>(math, science, social studies, & creative arts)  | 3              |
| MME 528 | Designing & Implementing Education for<br>Diverse Populations  | 3              |
| MME 702 | Practicum in TESOL: PreK-12<br>(may be waived for candidates<br>with 40 days full-time experience as a bilingual,<br>ESL, or foreign language teacher) | 3              |

## Admission

General admission requirements are the same as those for the Graduate School (see page 17). In addition to the general Graduate School admission requirements noted above, applicants to the Advanced Certificate program in Teaching English to Speakers of Other Languages- General Education Teachers must have the following:

- A valid New York State classroom teaching certificate (other than special education, career and technical);
- A master's degree in teacher education or educational leadership;
- 3 years paid full-time teaching experience;
- 12 credits of college coursework in a language other than English (including American sign language);
- 3 credits of college coursework in teaching literacy skills methods.

## Candidacy

Students will be reviewed for Candidacy after completion of 12 credits. Please see general candidacy requirements at the beginning of this catalog.

## Advanced Certificate in Teaching English to Speakers of Other Languages (TESOL)-Special Education Teachers Leading to Initial/Professional certification – 15 - 18 credits

### Required Courses

|         |  | Credits |
|---------|--|---------|
| MME 503 | Second Language Acquisition  | 3       |
| MME 511 | Structure of English   | 3       |
| MME 525 | Teaching Languages across Content Areas<br>(math, science, social studies, & creative arts)  | 3       |
| MME 528 | Designing & Implementing Education for Diverse<br>Populations  | 3       |
| SED 793 | Educational Assessment and Applications  | 3       |
| MME 702 | Practicum in TESOL: PreK-12<br>(may be waived for candidates<br>with 40 days full-time experience as a<br>bilingual, ESL, or foreign language teacher) | 3       |

## Admission

General admission requirements are the same as those for the Graduate School (see page 17). In addition to the general Graduate School admission requirements noted above,

applicants to the Advanced Certificate program in Teaching English to Speakers of Other Languages- Special Education Teachers must have the following:

- A valid New York State classroom teaching certificate in special education
- A master's degree in teacher education or educational leadership
- 3 years paid full-time teaching experience
- 12 credits of college coursework in a language other than English (including American sign language)
- 3 credits of college coursework in teaching literacy skills methods

## **Candidacy**

Students will be reviewed for Candidacy after completion of 12 credits. Please see general candidacy requirements at the beginning of this catalog.

## **Intensive Teacher Institute (ITI) Approved Programs**

The Intensive Teacher Institutes (ITI) were created to address the shortage of certified bilingual and English as a Second Language (ESL) educators in New York State. The following ITI and NYSED approved programs provide tuition assistance for students seeking certification as a bilingual or ESL educator. Specific eligibility requirements apply.

## **Admission**

Admission into one of the ITI Approved Advanced Certificate programs is the same as the general requirements for the Graduate School (see page 17). In addition, the applicant must meet one of the following two criteria required by ITI:

1. Applicants must be working full time (100%) as one of the following:
  - ESL teacher in general education
  - ESL teacher in special education
  - Bilingual general education teacher
  - Bilingual special education teacher
  - Bilingual pupil personnel professional
- Or
2. Applicants must have a nomination and commitment by the district superintendent, building principal, or preschool director to appoint the applicant to a full-time position (not permanent substitute) as a bilingual education or ESL teacher as a result of participating in and completing the ITI program.
3. Applicants must be accepted by ITI before acceptance into the Graduate School can be granted for any ITI program.

**Additional requirements:**

- Applicants for the Bilingual Education Extension must already possess oral and written language proficiency in English and in the native language of instruction
- Applicants must indicate the certification sought: either Bilingual Education Extension or ESL Certification
- Applicants must be working in either a NYSED approved bilingual special education preschool or in the K-12 grade continuum in a New York State school district
- Applicants must provide evidence of a current, valid NYS certification
- Applicants must complete a separate ITI application and provide all required documents
- Applicants must agree to serve as a Bilingual Education or ESL teacher for 2 years in the nominating district/school or preschool upon completion of the ITI program and NYS certification
- Applicants must not have received prior NYCDOE scholarships or funding incentives for shortage areas

Students with questions regarding the ITI programs or needing a copy of the ITI application should contact the Division of Education office at (914) 654-5331 or Graduate Admissions at (914) 654-5256.

### **Advanced Certificate in Teaching English to Speakers of Other Languages (TESOL)-General Education Teachers- ITI leading to Initial/Professional certification - 15 credits**

#### **Required Courses**

|         |  | <b>Credits</b> |
|---------|--|----------------|
| MME 503 | Second Language Acquisition  | 3              |
| MME 506 | Theory of Education for Diverse Learners   | 3              |
| MME 518 | Language Evaluation and Assessment   | 3              |
| MME 525 | Teaching Languages across Content Areas (math, science, social studies, & creative arts) | 3              |
| MME 528 | Designing & Implementing Education for Diverse Populations                               | 3              |

### **Advanced Certificate in Teaching English to Speakers of Other Languages (TESOL)-Special Education Teachers- ITI leading to Initial/Professional certification – 15 credits**

### **Required Courses**

|         |  | <b>Credits</b> |
|---------|--|----------------|
| MME 506 | Theory of Education for Diverse Learners   | 3              |
| MME 518 | Language Evaluation and Assessment   | 3              |
| MME 525 | Teaching Languages across Content Areas (math, science, social studies, & creative arts) | 3              |
| MME 528 | Designing & Implementing Education for Diverse Populations                               | 3              |
| SED 793 | Educational Assessment and Applications  | 3              |

### **Advanced Certificate in Bilingual Education-General Education Teachers- ITI leading to bilingual extension of Initial/Professional certification in classroom teaching areas other than students with disabilities – 15 credits**

#### **Required Courses**

|         |  | <b>Credits</b> |
|---------|--|----------------|
| MME 503 | Second Language Acquisition  | 3              |
| MME 506 | Theory of Education for Diverse Learners   | 3              |
| MME 512 | Native Language Arts   | 3              |
| MME 518 | Language Evaluation and Assessment   | 3              |
| MME 525 | Teaching Languages across Content Areas (math, science, social studies, & creative arts) | 3              |

### **Advanced Certificate in Bilingual Education-Special Education Teachers- ITI leading to bilingual extension of Initial/Professional certification in students with disabilities - 15 credits**

#### **Required Courses**

|         |  | <b>Credits</b> |
|---------|--|----------------|
| MME 506 | Theory of Education for Diverse Learners   | 3              |
| MME 512 | Native Language Arts   | 3              |
| MME 518 | Language Evaluation and Assessment   | 3              |
| MME 525 | Teaching Languages across Content Areas (math, science, social studies, & creative arts) | 3              |
| SED 793 | Educational Assessment and Applications  | 3              |

### **Advanced Certificate in Bilingual Education-Pupil Personnel Services – ITI Leading to bilingual extension of Provisional/ Permanent certification in pupil personnel service professionals and administrative & supervisory personnel – 15 credits**

## Required Courses

|         |  | <b>Credits</b> |
|---------|--|----------------|
| MME 506 | Theory of Education for Diverse Learners                     | 3              |
| MME 518 | Language Evaluation and Assessment                           | 3              |
| MME 526 | Providing Pupil Personnel Services with a Bilingual Approach | 3              |
| MME 532 | Multicultural Issues in Schools                              | 3              |
| PSY 586 | Counseling the Culturally Diverse                            | 3              |

## Course Descriptions

### **MME 502 Community Resources and Parental Involvement in the Education of Diverse Learners 3 cr.**

Explores the sociolinguistic dimensions of communication among teachers, other school personnel, parents, students, and the broader communities served, with a particular emphasis on the efficient use of community resources and the effective involvement of parents in the education of their children. Particular emphasis given to preparing students to meet the relevant State Learning Standards and to preparing candidates to meet the relevant professional standards. Spring

### **MME 503 Second Language Acquisition 3 cr.**

Structure and processes by which second languages are acquired and developed, applying linguistics, developmental and cognitive psychology, and anthropology to the teaching of second languages. Discussion of approaches and issues in second language acquisition are discussed, including various acquisition models, multilingualism, discourse analysis, and the role of culture in second language learning. Integration of recent research in second language acquisition in the school-age child into the discussion of each topic. The needs of gifted and talented students and those with special developmental needs are discussed across the grade levels. Particular emphasis given to preparing students to meet the relevant State Learning Standards. Fall

### **MME 506: Theory of Education for Diverse Populations (replaces MME501) 3 cr.**

Sociological and political foundations of education, focusing on the examination of past and current educational theory and practice with a particular emphasis on public education in the United States, including bilingual education, independent research in the field, and development of curricula for diverse populations, as well as planning for students from a range of cultural and linguistic backgrounds, students with special needs, and gifted and talented students. Explores the sociolinguistic dimensions of communication among teachers, other school personnel, parents, students, and the broader communities served. Course includes an overview of grammar for English Language Learners and essential linguistics. Particular emphasis is given to preparing students to

meet the relevant State Learning Standards, Field Experience 15 hours.

**MME 510 Linguistic Analysis 3 cr.**

A general introduction to linguistics as the subject relates to TESOL, including morphology, syntax, semantics, phonetics, phonology, sociolinguistics, change, variation, and psycholinguistics across academic discourse levels and contexts. Particular emphasis given to preparing students to meet the relevant State Learning Standards. Fall

**MME 511 Structure of English 3 cr.**

An intensive review of the structure of Standard American English as used for a range of academic purposes. Particular emphasis given to preparing students to meet the relevant State Learning Standards. Spring

**MME 512 Native Language Arts 3 cr.**

Methods of teaching native language arts to bilingual English language learners, including literacy, using the native language and English. The structure of the language will be extensively reviewed as used for a range of academic purposes. Includes an exploration of the history and culture of speakers of the language, literacy in the language, and the phonology, morphology, syntax, semantics, and discourse structure. Particular emphasis given to preparing students to meet the relevant State Learning Standards and to preparing candidates to meet the relevant professional standards. Fall, Spring, and Summer

**MME 517 Second Language Education and Psycholinguistics 3 cr.**

The psychological perspective of linguistics as the study relates to second language education, including the role of linguistics in psycholinguistics, the neuropsychology of language, language acquisition, perception and production of language stimuli, language and cognition, reading and spelling processes, and individual differences, including gifted and talented individuals and those with special developmental needs. Understanding the psycholinguistic aspects of language learning and use with particular attention to second language learners; implications of psycholinguistics for second language education geared to meeting the State Learning Standards for students and to preparing candidates to meet the relevant professional standards. Cycled as needed

**MME 518 Language Evaluation and Assessment 3 cr.**

Appraisal of standardized tests and alternate measures used to evaluate intelligence and achievement; practice in administering and scoring; survey of culture-free tests, observation, anecdotal records, sociometry, and non-academic tests; study of ESL and bilingual tests; development and use of criterion-referenced tests which are culturally and linguistically appropriate; and the educational evaluation of students with special developmental needs and gifted and talented students across the grade levels. Particular emphasis given to preparing students to meet the relevant State Learning Standards. Fall

**MME 519: Teaching Second Languages Pre-K-12 3 cr.**

This course focuses on developing the use of subject matter and content as a context for the enhancement of second language acquisition as both a medium for learning content and an area of learning in itself. It will examine various theoretical approaches to learning language, along with applications appropriate to learners of different ages, backgrounds, and proficiency levels, including gifted and talented students and those with special developmental needs. There will be a strong focus on literacy theory and practice, followed by specific applications appropriate for specific student populations and with an emphasis on the use of technology in the classroom. Uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning. Fieldwork, 15 hours.

**MME 523 Curriculum Adaptations for Diverse Learners: Bilingual Education 3 cr.**

Methods of teaching other content appropriate to the teaching certificate to bilingual English language learners, using the native language and English. Provides a conceptual foundation, within the context of existing curriculum models, for selecting, adapting, and organizing teaching strategies, environments, and materials most suitable for children who comprise our diverse school populations. Particular emphasis given to preparing students to meet the relevant State Learning Standards and to preparing candidates to meet the relevant professional standards. Spring

**MME 524 Teaching English Language Arts with a Bilingual Approach 3 cr.**

Methods of teaching English language arts to bilingual language learners, including literacy, using the native language and English. Particular emphasis given to preparing students to meet the relevant State Learning Standards and to preparing candidates to meet the relevant professional standards. Fall

**MME 525 Teaching Languages Across Content Areas (Math, Science, Social Studies, and Creative Arts) 3 cr.**

Developing the use of subject matter and content as a context for the enhancement of second language acquisition as both a medium for learning content and an area of learning in itself. Examination of various theoretical approaches to learning language through content along with applications appropriate to learners of different ages, backgrounds, and proficiency levels, including gifted and talented students and those with special developmental needs. Theory and practice of teaching language through content and content through language followed by specific applications appropriate for specific student populations. Particular emphasis given to preparing students to meet the relevant State Learning Standards. Spring

**MME 526 Providing Pupil Personnel Services with a Bilingual Approach 3 cr.**

Provides a conceptual foundation, within the context of existing service provision models, for selecting, adapting, and organizing service strategies, environments, and materials most suitable for children who comprise our diverse school populations. Cycled as needed.

**MME 528: Designing and Implementing Education for Diverse Populations 3 cr.**

Strategies appropriate to distinct learning modes and developmental levels, including planning for students from diverse cultural backgrounds, students with special needs, and gifted and talented students and with a particular emphasis on the efficient use of community resources and the effective involvement of parents in the education of their children. This course enables students to observe, analyze, and reflect on the many variables involved in teaching diverse student populations, thereby continually informing and refining their teaching interactions. Students will construct concept-based integrated thematic units and complex learning tasks to demonstrate mastery of teaching of diverse populations. Particular emphasis given to preparing students to meet the relevant State Learning Standards. Fieldwork, 15 hours.

**MME 532 Multicultural Issues in Schools 3 cr.**

This course examines the impact of cultural and social influences on individual's behaviors, attitudes, beliefs, norms, expectations, and cognitive styles, and how to use that knowledge to increase effectiveness in working with individuals from other cultures in the school setting. Ethnicity, gender roles, socioeconomic class, and sexual orientation will be explored. The course also provides students with knowledge of salient cultural characteristics of children and families from diverse cultural groups (e.g., African Americans, Hispanic Americans, Asian Americans) with whom students are or will be working with in the schools. Problems in and approaches to multicultural assessment, cross-cultural consultation, individual and family counseling, and intervention with culturally and linguistically diverse children and youth are discussed. Fieldwork experience, 15 hours.

**MME 702 Practicum in TESOL: Pre-K-12 3 cr.**

Developing competencies in skills needed in teaching non-English-speaking children, including gifted and talented students and those with special developmental needs. Placement will be made for a minimum of 100 hours in elementary and secondary schools where ESL classes are scheduled, assisting ESL teachers in developing the knowledge and skills needed by groups or individual children of diverse cultures and educational needs. Particular emphasis given to preparing students to meet the relevant State Learning Standards. Weekly scheduled meetings will be held with the College supervisor.

**MME 703 College-supervised Practicum in a Bilingual Context for Pupil Personnel Service Professionals 3 cr.**

Developing competencies in skills needed in providing pupil personnel services to non-English speaking students, including gifted and talented students and those with special developmental needs. Placement will be made for a minimum of 200 hours in contexts where bilingual children pupil personnel services, assisting service providers in the execution of their responsibilities. Regularly scheduled meetings will be held with the College supervisor. Prerequisites: completion of all core bilingual and professional education requirements and approval of supervisor. Fall and Spring

**MME 704 College-supervised Practicum in a Bilingual Context for Administrative and Supervisory Personnel 3 cr.**

Developing competencies in skills needed to supervise and administer the provision of services to non-English speaking students, including gifted and talented students and those with special developmental needs. Placement will be made for a minimum of 200 hours in schools where bilingual classes are scheduled, assisting bilingual supervisors and administrators in the execution of their responsibilities. Regularly scheduled meetings will be held with the College supervisor. Prerequisites: completion of all core bilingual and professional education requirements and approval of supervisor. Fall and Spring

**MME 705 College-supervised Practicum in a Bilingual Context for Library Media Specialists and Educational Technology Specialists 3 cr.**

Developing competencies in skills needed in providing library media services and Educational Technology Services to bilingual English language learners, including gifted and talented students and those with special developmental needs. Placement will be made for a minimum of 200 hours in schools where bilingual classes are scheduled, assisting bilingual library media specialists and educational technology specialists in the execution of their responsibilities. Particular emphasis given to preparing students to meet the relevant State Learning Standards and to preparing candidates to meet the relevant professional standards. Weekly meetings will be held with the College supervisor. Prerequisites: completion of all core bilingual and professional education requirements and approval of supervisor. Fall and Spring

**MME 720 College-supervised Practicum in Bilingual Education: Early Childhood Education 3 cr.**

Developing competencies in skills needed in teaching bilingual English language learners, including gifted and talented students and those with special developmental needs. Placement will be made for a minimum of 200 hours in schools where bilingual classes are scheduled, assisting bilingual teachers in early childhood education in developing the knowledge and skills needed by groups or individual children of diverse cultures and educational needs. Particular emphasis given to preparing students to meet the relevant

State Learning Standards and to preparing candidates to meet the relevant professional standards. Weekly meetings will be held with the College supervisor. Prerequisites: completion of all core bilingual and professional education requirements and approval of supervisor. Fall and Spring

**MME 721 College-supervised Practicum in Bilingual Education: Childhood Education 3 cr.**

Developing competencies in skills needed in teaching bilingual English language learners, including gifted and talented students and those with special developmental needs. Placement will be made for a minimum of 200 hours in schools where bilingual classes are scheduled, assisting bilingual teachers in childhood education in developing the knowledge and skills needed by groups or individual children of diverse cultures and educational needs. Particular emphasis given to preparing students to meet the relevant State Learning Standards and to preparing candidates to meet the relevant professional standards. Weekly meetings will be held with the College supervisor. Prerequisites: completion of all core bilingual and professional education requirements and approval of supervisor. Fall, Spring and Summer

**MME 722 College-supervised Practicum in Bilingual Education: Middle Childhood Education 3 cr.**

Developing competencies in skills needed in teaching bilingual English language learners, including gifted and talented students and those with special developmental needs. Placement will be made for a minimum of 200 hours in schools where bilingual classes are scheduled, assisting bilingual teachers in middle childhood education in developing the knowledge and skills needed by groups or individual children of diverse cultures and educational needs. Particular emphasis given to preparing students to meet the relevant State Learning Standards and to preparing candidates to meet the relevant professional standards. Weekly meetings will be held with the College supervisor. Prerequisites: completion of all core bilingual and professional education requirements and approval of supervisor. Fall, Spring and Summer

**MME 723 College-supervised Practicum in Bilingual Education: Adolescence Education 3 cr.**

Developing competencies in skills needed in teaching bilingual English language learners, including gifted and talented students and those with special developmental needs. Placement will be made for a minimum of 200 hours in schools where bilingual classes are scheduled, assisting bilingual teachers in adolescence education in developing the knowledge and skills needed by groups or individual children of diverse cultures and educational needs. Particular emphasis given to preparing students to meet the relevant State Learning Standards and to preparing candidates to meet the relevant professional standards. Weekly meetings will be held with the College supervisor. Prerequisites:

completion of all core bilingual and professional education requirements and approval of supervisor. Fall, Spring and Summer

**MME 724 College-supervised Practicum in Bilingual Education: Special Subject 3 cr.**

Developing competencies in skills needed in teaching bilingual English language learners, including gifted and talented students and those with special developmental needs. Placement will be made for a minimum of 200 hours in schools where bilingual classes are scheduled, assisting bilingual teachers in special subject in developing the knowledge and skills needed by groups or individual children of diverse cultures and educational needs. Particular emphasis given to preparing students to meet the relevant State Learning Standards and to preparing candidates to meet the relevant professional standards. Weekly meetings will be held with the College supervisor. Prerequisites: completion of all core bilingual and professional education requirements and approval of supervisor. Fall, Spring and Summer

**MME 725 College-supervised Practicum in Bilingual Education: Literacy Education 3 cr.**

Developing competencies in skills needed in teaching bilingual English language learners, including gifted and talented students and those with special developmental needs. Placement will be made for a minimum of 200 hours in schools where bilingual classes are scheduled, assisting bilingual teachers in literacy education in developing the knowledge and skills needed by groups or individual children of diverse cultures and educational needs. Particular emphasis given to preparing students to meet the relevant State Learning Standards and to preparing candidates to meet the relevant professional standards. Weekly meetings will be held with the College supervisor. Prerequisites: completion of all core bilingual and professional education requirements and approval of supervisor. Fall, Spring and Summer

**MME 726 College-supervised Practicum in Bilingual Education: Career and Technical Education 3 cr.**

Developing competencies in skills needed in teaching bilingual English language learners, including gifted and talented students and those with special developmental needs. Placement will be made for a minimum of 200 hours in schools where bilingual classes are scheduled, assisting bilingual teachers in career and technical education in developing the knowledge and skills needed by groups or individual children of diverse cultures and educational needs. Particular emphasis given to preparing students to meet the relevant State Learning Standards and to preparing candidates to meet the relevant professional standards. Weekly meetings will be held with the College supervisor. Prerequisites: completion of all core bilingual and professional education requirements and approval of supervisor. Fall, Spring and Summer

**MME 727 College-supervised Practicum in Bilingual Education: Students with Disabilities in Early Childhood 3 cr.**

Developing competencies in skills needed in teaching bilingual English language learners, including gifted and talented students and those with special developmental needs. Placement will be made for a minimum of 200 hours in schools where bilingual classes are scheduled, assisting bilingual teachers of student with disabilities in early childhood education in developing the knowledge and skills needed by groups or individual children of diverse cultures and educational needs. Particular emphasis given to preparing students to meet the relevant State Learning Standards and to preparing candidates to meet the relevant professional standards. Weekly meetings will be held with the College supervisor. Prerequisites: completion of all core bilingual and professional education requirements and approval of supervisor. Fall, Spring and Summer

**MME 728 College-supervised Practicum in Bilingual Education: Students with Disabilities in Childhood 3 cr.**

Developing competencies in skills needed in teaching bilingual English language learners, including gifted and talented students and those with special developmental needs. Placement will be made for a minimum of 200 hours in schools where bilingual classes are scheduled, assisting bilingual teachers of students with disabilities in childhood education in developing the knowledge and skills needed by groups or individual children of diverse cultures and educational needs. Particular emphasis given to preparing students to meet the relevant State Learning Standards and to preparing candidates to meet the relevant professional standards. Weekly meetings will be held with the College supervisor. Prerequisites: completion of all core bilingual & professional education requirements and approval of supervisor. Fall, Spring and Summer

**MME 729 College-supervised Practicum in Bilingual Education: Students with Disabilities in Middle Childhood 3 cr.**

Developing competencies in skills needed in teaching bilingual English language learners, including gifted and talented students and those with special developmental needs. Placement will be made for a minimum of 200 hours in schools where bilingual classes are scheduled, assisting bilingual teachers of students with disabilities in middle childhood education in developing the knowledge and skills needed by groups or individual children of diverse cultures and educational needs. Particular emphasis given to preparing students to meet the relevant State Learning Standards and to preparing candidates to meet the relevant professional standards. Weekly meetings will be held with the College supervisor. Prerequisites: completion of all core bilingual and professional education requirements and approval of supervisor. Fall, Spring and Summer

**MME 730 College-supervised Practicum in Bilingual Education: Students with Disabilities in Adolescence 3 cr.**

Developing competencies in skills needed in teaching bilingual English language learners, including gifted and talented students and those with special developmental needs. Placement will be made for a minimum of 200 hours in schools where bilingual classes are scheduled, assisting bilingual teachers of students with disabilities in adolescence in developing the knowledge and skills needed by groups or individual children of diverse cultures and educational needs. Particular emphasis given to preparing students to meet the relevant State Learning Standards and to preparing candidates to meet the relevant professional standards. Weekly meetings will be held with the College supervisor. Prerequisites: completion of all core bilingual and professional education requirements and approval of supervisor. Fall, Spring and Summer

**MME 731 College-supervised Practicum in Bilingual Education: Students who are Blind or Visually Impaired 3 cr.**

Developing competencies in skills needed in teaching bilingual English language learners, including gifted and talented students and those with special developmental needs. Placement will be made for a minimum of 200 hours in schools where bilingual classes are scheduled, assisting bilingual teachers of students who are blind or visually impaired in developing the knowledge and skills needed by groups or individual children of diverse cultures and educational needs. Particular emphasis given to preparing students to meet the relevant State Learning Standards and to preparing candidates to meet the relevant professional standards. Weekly meetings will be held with the College supervisor. Prerequisites: completion of all core bilingual and professional education requirements and approval of supervisor. Fall and Spring

**MME 732 College-supervised Practicum in Bilingual Education: Students who are Deaf or Hard of Hearing 3 cr.**

Developing competencies in skills needed in teaching bilingual English language learners, including gifted and talented students and those with special developmental needs. Placement will be made for a minimum of 200 hours in schools where bilingual classes are scheduled, assisting bilingual teachers of students who are deaf or hard of hearing in developing the knowledge and skills needed by groups or individual children of diverse cultures and educational needs. Particular emphasis given to preparing students to meet the relevant State Learning Standards and to preparing candidates to meet the relevant professional standards. Weekly meetings will be held with the College supervisor. Prerequisites: completion of all core bilingual and professional education requirements and approval of supervisor. Fall and Spring

**MME 733 College-supervised Practicum in Bilingual Education: Students with Speech and Language Disabilities 3 cr.**

Developing competencies in skills needed in teaching bilingual English language learners, including gifted and talented students and those with special developmental needs. Placement will be made for a minimum of 200 hours in schools where bilingual classes are scheduled, assisting bilingual teachers of students with speech and language disabilities in developing the knowledge and skills needed by groups or individual children of diverse cultures and educational needs. Particular emphasis given to preparing students to meet the relevant State Learning Standards and to preparing candidates to meet the relevant professional standards. Weekly meetings will be held with the College supervisor. Prerequisites: completion of all core bilingual and professional education requirements and approval of supervisor. Fall and Spring

**MME 740 Student Teaching in TESOL 3 cr.**

At least 200 hours of supervised practical training in TESOL through the content areas in a variety of school settings across the grade levels, documenting the experience with a journal and a portfolio. Under the supervision of a cooperating teacher and faculty supervisor, students will demonstrate their skills in classroom management, differentiated instruction, and curriculum development. Candidates will identify appropriate ways to adapt, enhance and modify curriculum and teaching strategies to accommodate the needs of English language learners, educating gifted and talented students and those with special developmental needs. Student teaching is a full-time commitment that is comprised of two college-supervised student teaching experiences consisting of a minimum of 20 school days each. These placements represent two different age groupings. Attendance at weekly seminars is also required. Fall and Spring

**LIT 502 Teaching Reading Comprehension 3 cr.**

This course provides basic knowledge of theories of cognition and learning and how they support instruction in comprehension strategies. Students will demonstrate proficiency in developing a literacy curriculum, including instruction in vocabulary skills, building comprehension and constructing meaning. This course will include field experiences. Fall, Spring, and Summer

**PSY 586 Counseling the Culturally Diverse 3 cr.**

An application of counseling methods to diverse cultural groupings. Students will assess the fit between the culture of counseling and different cultural groupings, developing culturally sensitive interventions for a range of counseling issues and settings including schools and workplaces. Fall, Spring, and Summer

**SED 793 Educational Assessment and Applications 3 cr.**

Students will explore the assessment/diagnosis/evaluation of children identified as high-risk, disabled

and/or gifted. The student will explore processes of growth and development in childhood and how to provide learning experiences and conduct assessments reflecting an understanding of these processes. Students will learn to gather case history information on diverse, multicultural and multilingual children and their families. Students will explore how to appropriately select, administer, score, and interpret formal and informal diagnostic data in assessing diverse, multicultural and multilingual populations. Testing students with Limited English Proficiency (LEP) and instructional planning for IEP objectives and PLEP are covered. Students may choose Bilingual strategies to complete a particular assignment. Ways to assess student learning and the means of analyzing one's own teaching practice will be pursued. The student will develop skills in using information gathered from assessment and analysis to plan or modify instruction and resources to enhance teaching. Professional educational evaluation reports will include strengths and weaknesses. Appropriate educational recommendations will be developed in line with New York State Learning Standards, IDEA/Section 504, and the general education curriculum. A Lab Fee is required. Field hours required, 10 hours.

# Special Education

*Division Office: Chidwick 103, 914-654-5331, gradeducation@cnr.edu*

## **Master of Science Degree in Education**

- **Early Childhood Special Education (Birth-Grade 2) Leading to Professional Certification – 30 Credits**
- **Childhood Special Education (Grades 1-6) Leading to Professional Certification – 30 Credits**
- **Early Childhood Education and Early Childhood Special Education (Birth-Grade 2) Leading to Dual Program Initial/Professional Certification – 39-42 Credits**
- **Childhood Education and Childhood Special Education (Grades 1-6) Leading to Dual Program Initial/Professional Certification—42-45 Credits**

## **Program Objectives**

To provide teachers with the necessary knowledge and skills requires significant preparation. In addition to the knowledge and skills required of all students (including broad general knowledge in the arts and sciences, content expertise including a thorough knowledge of the general education curriculum and the New York State Student Learning Standards, and content pedagogy), special educators will develop knowledge and skills in the following areas:

- a. Historical, social, and legal foundations of special education, employment, and independence for individuals with disabilities including the continuum of special education services, the rights and responsibilities of parents, students, teachers and schools in relation to students with disabilities, individual education planning, and the nature of post-secondary outcomes for students with disabilities.
- b. Characteristics of learners with disabilities including knowledge of typical and atypical language development of native English speakers and students with limited English proficiency, general knowledge of students within each of the disabilities defined in IDEA, and in-depth knowledge of students in early childhood and students with learning and behavioral disorders in childhood.
- c. Managing behavior of students with disabilities and promoting positive social interaction skills including knowledge of classroom and student management theories, methods and techniques, methods of functional analysis of student behavior,

- and methods of promoting positive affective and social outcomes among diverse groups of students.
- d. Participation in collaborative professional partnerships for the benefit of students with disabilities and strengthening partnerships with families of student with disabilities including effective collaboration with general education teachers, related service professionals, teacher assistants, administrators, other staff, parents and community members.
  - e. Assessment, diagnosis, and evaluation of students with disabilities including knowledge and skills in using a variety of assessment strategies including norm-referenced, criterion-referenced, and authentic assessment techniques to analyze student performance and plan appropriate interventions for students with disabilities.
  - f. Curriculum development and research-validated methods of instructing student with disabilities including knowledge of specialized instructional strategies, technologies and materials to develop and increase student proficiency in instructional areas that are chronologically age appropriate. These areas may include but are not limited to motor, cognitive, social, communication and vocational skills, academic areas of oral and written language (including reading, composition, spelling, handwriting), mathematics, content areas. Knowledge in planning, implementing, and managing individual educational plans.
  - g. Assistive and instructional technology in the teaching and learning for students with disabilities including knowledge of legal aspects for assistive technology in special education, assessment strategies, uses of low and high-tech devices and methods, software application and supporting hardware, including the use of personal computers in educational programs.
  - h. Planning and managing teaching and learning environments for individuals with disabilities, including planning for and supporting students with disabilities in general education settings including knowledge and skills in teacher consultation, co-teaching, planning accommodations and modifications, scheduling uses of cooperative learning peer mediated/peer-supported learning, strategies for training and supervision of staff (e.g. teacher aides).

## **Admission**

General admission requirements are the same as those for the Graduate School (see page 17). In addition, a copy of New York State certification is required for those applying to the master's degree 30-credit programs leading to professional certification.

## **Admission to Candidacy**

Students will be reviewed for candidacy after the completion of twelve credits. Students in the dual certification program must pass the LAST examination and complete all liberal

arts deficiencies, if applicable, before being admitted to candidacy. Please see general candidacy guidelines at the beginning of the catalog. Students not admitted to candidacy will not be permitted to enroll in practicum or student teaching.

## **Degree Requirements**

Performance expectations for candidates are based on the New York State Teacher Education Standards and on the New York State Learning Standards. In addition, course objectives reflect the standards established by the professional organization for each educational discipline. Acquisition of knowledge, skills, and dispositions are assessed through exams, demonstrations, papers, products, self and peer reflections, and through observations of field based experiences.

Performance benchmarks assure that candidates maintain high academic and professional standards. After the completion of 12 credits, a favorable review of student performance results in admission to candidacy. The final benchmarks include satisfactory completion of all coursework, field experiences, student teaching (if required), and practicum.

## **Affiliations**

The Graduate Special Education programs require field experience. The programs are affiliated with the following:

Preston High School  
College of New Rochelle Early Childhood Summer Program  
Easter Seals of Valhalla  
Hallen School  
Holistic Learning Center  
Kennedy Child Study Center  
Leake and Watts-Carol and Frank Biondi Educational Center  
Mamaroneck Union Free School District  
New Rochelle City School District  
New York City School District  
Pelham School District  
Pleasantville Cottage School  
Port Chester Public Schools  
Southern Westchester BOCES  
Stepping Stones Special Education Preschool Program  
Therapeutic Nursery/Guidance Center of New Rochelle  
Towards Tomorrow YM and YWHA of Mid-Westchester  
Westchester Institute for Human Development - Westchester County Medical Center  
White Plains School District  
Yonkers Public Schools

## **Master of Science Degree in Education in Early Childhood Special Education Leading to Professional Certification–30 Credits**

The program is designed for students who have a degree and initial New York State certification in education and want to teach young children with disabilities in public or private school settings. Coursework is aligned with the NYS Learning Standards and is designed to provide students with content on working with infants, toddlers, and young children with disabilities across contexts. The sequence will provide our students with skills to work with young children with mild, moderate, severe, or profound disabilities. The literacy courses, in particular, will emphasize young children with mild language or learning disabilities.

### **Required Courses for M.S. in Education in Early Childhood Special Education Leading to Professional Certification–30 Credits**

|         |  | <b>Credits</b> |
|---------|--|----------------|
| EDU 550 | Child Development  | 3              |
| LIT 601 | Early Language & Literacy Instruction  | 3              |
| SED 543 | Testing & Assessment   | 3              |
| SED 560 | Instructional & Curricular Components<br>for Students w/Autism & Severe Disabilities                           | 3              |
| SED 565 | Models, Policies, & Practices in Early Childhood<br>Special Education  | 3              |
| SED 566 | Planning & Implementation of Effective Programs &<br>Interventions for Young Children w/Disabilities           | 3              |
| SED 519 | Multicultural Creative Arts, Content, & Curriculum<br>For Young Diverse Learners                               | 3              |
| SED 563 | Teaching Math, Science, & Technology to Children<br>w/Learning & Behavioral Disorders                          | 3              |
| SED 812 | Student Behavioral Strategies in the Classroom   | 3              |
| SED 895 | Leadership Seminar in Early Childhood Special<br>Education: Field Practicum & Research with<br>Special Project | 3              |

### **Master of Science Degree in Education in Childhood Special Education Leading to Professional Certification–30 credits**

The program is designed for students who have a degree and initial New York State certification in education and want to teach children with disabilities in public or private school settings. Coursework is aligned with the NYS Learning Standards and is designed

to provide students with content on working with children with disabilities across contexts. The sequence will provide students with skills to work with children with mild, moderate, severe, or profound learning disabilities and behavior disorders.

### **Required Courses for M.S. in Education in Childhood Special Education Leading to Professional Certification—30 credits**

|         |   | <b>Credits</b> |
|---------|---|----------------|
| LIT 503 | Using Literature in the Classroom   | 3              |
| SED 562 | Teaching Reading & Writing to Children w/Learning & Behavioral Disorders                            | 3              |
| SED 563 | Teaching Math, Science, & Technology to Children w/ Learning & Behavioral Disorders                 | 3              |
| EDU 515 | Differentiated Instruction in Learning Environment  | 3              |
| SED 543 | Testing and Assessment  | 3              |
| SED 560 | Instructional & Curricular Components for Autism Students w/ & Severe Disabilities                  | 3              |
| SED 579 | Learning & Behavior Disorders in Children   | 3              |
| SED 793 | Educational Assessment & Applications   | 3              |
| SED 812 | Student Behavioral Strategies in the Classroom  | 3              |
| SED 894 | Leadership Seminar in Childhood Special Education with Field Practicum & Research w/Special Project | 3              |

### **Master of Science Degree in Education in Early Childhood Education and Early Childhood Special Education Leading to Initial Professional Certification – 39-42 Credits**

The program is designed for students who seek initial professional certification in early childhood education and initial professional certification to teach young children with disabilities in inclusive, center-based, home, or school settings. Applicants for the degree program must have a liberal arts bachelor's degree and 6 credits each in mathematics, science, social studies, English language arts, and three credits in a foreign language. Coursework in artistic expression, communication, information retrieval, and humanities is also required by New York State regulations. Any prerequisite deficiencies will need to be satisfied prior to acceptance for candidacy. Coursework is aligned with the NYS Learning Standards and is designed to provide students with content on working in early childhood education and with children with disabilities across contexts. The sequence will provide our students with skills to work with young children with mild, moderate, severe, or profound learning disabilities and behavior disorders.

## **Required Courses for M.S. in Education in Early Childhood Education and Early Childhood Special Education – 39-42 Credits**

|            |  | <b>Credits</b> |
|------------|--|----------------|
| EDU 512    | Foundations of Education   | 3              |
| EDU 550    | Child Development  | 3              |
| EDU 551    | Cognition & Instruction  | 3              |
| ECE 511    | Curriculum Development in Early Childhood  | 3              |
| EDU 513    | Math, Science, Technology in the Classroom   | 3              |
| SED 519    | Multicultural Creative Arts, Content, & Curriculum<br>For Diverse Learners                               | 3              |
| LIT 503    | Using Literature in the Classroom  | 3              |
| OR LIT 501 | Introduction to Literacy Instruction   | 3              |
| LIT 601    | Early Language & Literacy Instruction  | 3              |
| SED 543    | Testing & Assessment   | 3              |
| SED 560    | Instructional & Curricular Components for Students<br>w/Autism & Severe Disabilities                     | 3              |
| SED 565    | Models, Policies, & Practices in Early Childhood<br>Special Education                                    | 3              |
| SED 566    | Planning & Implementation of Effective Programs &<br>Interventions for Young Children w/Disabilities     | 3              |
| SED 893    | Leadership Seminar in Early Childhood Special<br>Education: Field Practicum & Research w/Special Project | 3              |
| ECE 322    | Student Teaching for Early Childhood & Early<br>Childhood Special Education– 2 sites (if needed)         | 3              |

## **Master of Science Degree in Education in Childhood Education and Childhood Special Education Leading to Initial Professional Certification– 42-45 Credits**

The program is designed for students who seek initial professional certification in childhood education and certification to teach children with disabilities in inclusive, center-based, home, or school settings. Applicants for the degree program must have a liberal arts bachelor's degree and 6 credits each in mathematics, science, social studies, English language arts, and three credits in a foreign language. Coursework in artistic expression, communication, information retrieval, and humanities is also required by New York State regulations. Any deficiencies will need to be satisfied prior to acceptance for candidacy. Coursework is aligned with the NYS Learning Standards and is designed to provide students with content on working in childhood education and with children with disabilities across contexts. The sequence will provide our students with skills to work with children with mild, moderate, severe, or profound learning disabilities and behavior disorders.

**Required Courses for M.S. in Education in  
Childhood Education and Childhood Special Education  
Leading to Dual Program Initial Certification– 42-45 Credits**

|         |   | <b>Credits</b> |
|---------|---|----------------|
| EDU 512 | Foundations of Education  | 3              |
| EDU 550 | Child Development   | 3              |
| EDU 551 | Cognition & Instruction   | 3              |
| EDU 514 | Communities as Curriculum:<br>A Multicultural Perspective   | 3              |
| EDU 515 | Differentiated Instruction<br>in the Learning Environment   | 3              |
| EDU 519 | Creative Arts for Teaching & Learning   | 3              |
| SED 562 | Teaching Reading & Writing to Children w/Learning<br>& Behavioral Disorders                         | 3              |
| SED 563 | Teaching Math, Science, & Technology<br>to Children w/ Learning & Behavioral Disorders              | 3              |
| LIT 503 | Using Literature in the Classroom   | 3              |
| SED 560 | Instructional & Curricular Components<br>for Students w/Autism & Severe Disabilities                | 3              |
| SED 579 | Learning & Behavior Disorders in Children   | 3              |
| SED 812 | Student Behavioral Strategies in the Classroom  | 3              |
| SED 793 | Educational Assessment & Applications   | 3              |
| SED 892 | Leadership Seminar in Childhood Special Education:<br>Field Practicum & Research w/ Special Project | 3              |
| EDU 333 | Student Teaching for Childhood & Childhood<br>Special Education —2 sites (if needed)                | 3              |

**Courses**

**EDU 512 Foundations of Education 3 cr.**

This course will provide a basic orientation to the role of education and to the rights and responsibilities of teachers. Current issues and problems will be explored using historical, philosophical, psychological, sociological and educational perspectives. Implications for practice will be discussed emphasizing effective school, family, and community relationships. Field experience is required, 10 hours. *Fall, Spring & Summer*

**EDU 513 Math, Science, and Technology in the Classroom 3 cr.**

This course will introduce students to the New York State Learning Standards in math, science, and technology. Candidates will learn the developmental sequence of understandings in mathematical reasoning and scientific thinking, and how to use a constructivist approach to engage learners in authentic inquiry in these disciplines. This course will

include an overview of resources, instructional strategies and the integration of math, science, and technology. Field experience required, 10 hours. *Fall, Spring & Summer*

**EDU 514 Community as Curriculum: A Multicultural Perspective 3 cr.**

The focus of the course is to help candidates acquire basic knowledge and skills in social studies in accordance with the New York Learning Standards for Social Studies. Using a Multicultural framework, candidates will learn how to conduct authentic social studies inquiry. Integral to this process is the candidate's growing awareness of the local, national, and global communities as a resource to learning. In addition, candidates will be able to use technology to enhance cultural perspectives and understandings. Field experience required, 10 hours. *Fall & Spring*

**EDU 515 Differentiated Instruction in the Learning Environment 3 cr.**

Based on the philosophy that individual differences should be honored, candidates will learn how to assess and address children's unique interests, learning preferences, and readiness. A particular focus will be on children with special needs, English language learners, children from disadvantaged socioeconomic backgrounds and gifted and talented students. The course emphasizes using a multiple intelligences approach and arts integration as ways to accommodate the needs of these diverse populations to improve literacy and achievement. Strategies for classroom management, motivation, and instruction that sustain children's interest will be provided. Field experience required. *Fall, Spring & Summer*

**EDU 322 Student Teaching in Special Education 3 cr.**

Student teaching gives candidates experience in synthesizing and applying knowledge and skill from prior coursework to actual classroom strategies for special education. Under the supervision of a cooperating teacher and faculty supervisor, students will refine their skills in classroom management, curriculum development, and differentiated instruction.

**Student teaching is a full-time commitment that comprises two placements per semester consisting of thirty days each. Attendance at weekly seminars is also required.** Candidates are expected to act professionally and display positive dispositions regarding their role. Prerequisite: admission to candidacy. *Fall & Spring*

**Note:** The New York State Education Department regulations permit the waiver of student teaching under the following conditions:

1. the student must submit a completed OT-11 form signed by the superintendent of the public school or director of the private school in which the student works;
2. the student must demonstrate that he/she has had 40 days of full-time experience as a teacher, 2 years of experience as a certified teaching assistant, or 40 days of full-time substitute teaching experience in the grade level and subject area of the certificate sought;
3. the College may require additional documentation from the school or school district to clarify the nature of the student's employment experience.

### **EDU 333 Student Teaching for Childhood Education / Childhood Special Education 3 cr.**

Graduate students in the dual childhood education / childhood special education program will spend one semester as student teachers in local schools or programs. Each candidate will have two student teaching experiences representing both general and special education. These experiences might include general education programs and inclusive education programs, self-contained or center-based programs, or other placements. Candidates will work under the supervision of a cooperating teacher or teachers and a CNR faculty supervisor to refine their skills in planning, implementing and evaluating lessons or units, and techniques such as classroom management, collaboration with families and colleagues, and differentiated instruction. This course emphasizes professional practice and NYS Learning Standards. Prerequisite: all courses except Leadership Seminar (practicum, research, and special project) and admission to candidacy. 60 days, 2 sites. *Fall & Spring*

### **EDU 550 Child Development 3 cr.**

Candidates will study the linguistic, cognitive, social, aesthetic, cultural and physical development of children (birth through grade six) from an ecological perspective. Through direct experience with children in schools, families, and communities, candidates will formulate case study reports. A seminar format will provide the opportunity for discussion and analysis of case studies and of societal issues that impact on development. Field experience required, 10 hours. *Fall, Spring & Summer*

### **LIT 501 Introduction to Literacy Instruction 3 cr.**

This course provides basic knowledge of theories of literacy development and individual differences. Students will demonstrate proficiency in providing instruction integrating a variety of word recognition skills as part of guided reading lessons. They will also be introduced to related instructional strategies in comprehension and in writing that are used in a beginning literacy curriculum. This course will include field experiences. *Fall & Spring*

### **LIT 503 Using Literature in the Classroom 3 cr.**

This course provides knowledge of literature for children and young adults in a variety of genres. Special emphasis will be given to multicultural literature. Students will demonstrate proficiency in organizing and enhancing literacy programs. They will also demonstrate proficiency in creating instructional environments that motivate their students to read widely and independently, respond to their reading creatively, and use literature as models for their writing. This course will include field experiences. *Fall, Spring, & Summer*

**LIT 601 Early Language and Literacy Instruction 3 cr.**

This course provides an understanding of oral language acquisition and the role it plays in learning to read and write, as well as research-based strategies and activities for developing oral language, phonemic awareness, and early literacy skills. Students will demonstrate proficiency at analyzing oral language, reading and writing samples of young normally-developing and at-risk children. They will also demonstrate proficiency in developing curriculum-based lesson plans aimed at developing oral language, phonemic awareness skills and early literacy skills for these children. This course will include field experiences, 15 hours. Prerequisite: LIT 501. *Fall, Spring, & Summer*

**SED 543 Testing and Assessment 3 cr.**

This course provides an overview of practices in testing and assessment including current directions and legal considerations for evaluation and assessment, assessing students from diverse cultural backgrounds, selection, administration, scoring and interpretation of appropriate tests and assessment methods. Authentic assessment methods will be introduced. A lab fee is required for use of testing materials. Field hours are required. *Fall, Spring, & Summer*

**SED 579 Learning and Behavior Disorders in Children 3 cr.**

Candidates will be introduced to characteristics of learning and behavior across culturally diverse populations using a model of concomitance. Differential diagnosis and collaborative teams will be explored. The focus will be on the following disorders: dyslexia, dyscalculia, dysgraphia, attention deficit hyperactivity disorder, non-verbal learning disabilities, conduct disorders, oppositional and obsessive behaviors, and other related syndromes. Candidates will examine educational and curriculum planning or learning and behavior disorders in collaboration with the general education curriculum, the New York State Learning Standards and continuum of services. Current research on learning and behavior disorders will be evaluated through technological resources. Field experience required, 10 hours. *Fall, Spring, & Summer*

**EDU 551 Cognition & Instruction 3 cr.**

The exploration of contemporary theories of learning and motivation is the focus of this course. Candidates will investigate learning theory from diverse perspectives such as behaviorism, social learning theory, and a variety of cognitive approaches. Theory into practice assignments will enable candidates to assess how learning occurs from a variety of paradigms. Candidates will be required to develop lesson plans using theory based instructional strategies. Candidates will also develop classroom management strategies using principles of behaviorism. Field experience required, 10 hours. *Fall, Spring & Summer*

**EDU 519 Creative Arts for Teaching & Learning 3 cr.**

This course will provide experiences in a variety of art forms including performance and

visual arts to develop an understanding of the value of teaching in and through the arts, as well as an appreciation of the arts as an integral part of a core curriculum. Candidates will actively engage in arts activities leading to the development of culminating arts events which can be applied to the classroom. Current research based practices in arts educations will provide a foundation for these experiences. This class involves purchase of basic art supplies and will include movement and active participation. Field experience required, 10 hours. *Intersession & Summer*

**SED 562 Teaching Reading and Writing to Students with Learning Disabilities and Behavioral Disorders 3 cr.**

This course provides information about instructional principles and specific methodologies that are valuable in educating students with learning and behavior disorders in varied settings. Focus will be on developing literacy skills including phonemic awareness, word recognition, fluency, vocabulary, comprehension, and writing skills using developmentally appropriate materials. Field experience required, 5 hours. *Fall & Summer*

**SED 563 Teaching Math, Science, and Technology to Children with Learning and Behavioral Disorders 3 cr.**

This course will introduce students to the New York State Learning Standards in math, science, and technology. Candidates will learn the developmental sequence of understandings in mathematical reasoning and scientific thinking and how to use a constructivist approach to engage learners in authentic inquiry in these disciplines. Focus will be on instructional principles and specific methodologies that are valuable in educating students with learning and behavior disorders in varied settings. This course will include an overview of resources, instructional strategies, and the integration of math, science, and technology. Field experience required, 10 hours. *Fall, Spring & Summer*

**SED 565 Models, Policies, and Practices in Early Childhood Special Education 3 cr.**

In this course, candidates will be provided an overview of federal and state statutes and policies and processes, including New York State Learning Standards that apply to early childhood special education. Typical and atypical development and resulting learner characteristics in young children with disabilities will be covered. Best practice models will be presented in consideration of educating culturally diverse groups of young children. Models of professional and ethical practices will be covered. Family systems, parent/family advocacy, and the influence of cultural perspectives on education of young children with disabilities will be covered in this course. Field hours required, 10 hours. *Fall & Summer*

**SED 566 Planning and Implementation of Effective Programs and Interventions For Young Children with Disabilities 3 cr.**

This course provides candidates with knowledge and skills in working with parents in

planning interventions and programs for students with disabilities. Informal assessment strategies including observation, portfolio, and functional analysis of behaviors will be covered. Candidates will learn to take assessment information and design interventions across a variety of least restrictive settings-home community, and classroom. This course will emphasize access to the general curriculum and provide candidates with strategies for making modifications within inclusive settings. In addition, this course provides strategies for designing and implementing developmentally, age appropriate, and culturally sensitive behavioral support plans. Field hours required, 10 hours. *Spring & Summer*

**SED 519 Multicultural Creative Arts, Content, and Curriculum for Young Diverse Learners 3 cr.**

Using a multicultural framework that builds awareness of local, national and global communities as a resource for learning, candidates will learn the elements of curriculum design incorporating developmental sequences in various artistic media in visual and performing arts while aligning the arts into New York State Learning Standards for social studies, science, and language arts. Research validated methods using kinesthetic, musical, spatial, and interpersonal approaches will be presented for reaching a diverse population of learners including those with learning disabilities and behavioral disorders.

*Intersession and Summer*

**SED 560 Instructional and Curricular Components for Teaching Students with Autism and Severe Disabilities 3 cr.**

This course provides candidates with knowledge and skills in working within a collaborative framework for supporting children with Autism and severe disabilities in school settings. Roles of team members and team approaches will be discussed. The influence of learner characteristics and medical/physical issues on learning and program development will be covered in this course. Candidates will learn a variety of instructional strategies including prompting, task analysis, time-delay, and design of physical/instructional adaptations appropriate for students with Autism or Severe Disabilities. Assistive technology, including augmentative communication strategies, will be covered. Field hours required, 12 hours. *Fall, Spring, & Summer*

**SED 793 Educational Assessment and Applications 3 cr.**

Candidates will learn to conduct parent and child interviews in order to gather case history information. Candidates will explore how to appropriately select, administer, score and interpret formal and informal diagnostic data in assessing culturally diverse populations. Professional educational evaluation reports will include strengths and weaknesses. Appropriate recommendations will be developed in line with the New York State Learning Standards and the general education curriculum. A lab fee is required for the use of tests and teaching materials. Field hours required, 10 hours. *Fall, Spring & Summer*

### **ECE 511 Curriculum Development in Early Childhood 3 cr.**

Basic principles and issues related to curriculum and instruction with an emphasis on the early childhood grades will be studied. Candidates will be actively engaged in curriculum design and the creation of developmentally appropriate, thematic curriculum that is aligned to the New York State Learning Standards. This course will address the relationship between educational philosophy, curriculum content and practical teaching methods, and child development. In addition, theoretical perspectives regarding the importance of play processes in the classroom will be addressed. Candidates will learn how to maximize play opportunities for all young children. Field experience required, 10 hours. *Fall & Summer*

### **ECE 322 Student Teaching for Early Childhood and Early Childhood Special Education (Two sites) 3 cr.**

Graduate candidates in the dual early childhood special education will spend one semester as student teachers in local schools or programs. Each candidate will have two student teaching experiences representing both general and special education. These experiences might include general education programs and inclusive education programs, self-contained or center-based programs, or other placements. Candidates will work under the supervision of a cooperating teacher or teachers and a CNR faculty supervisor to refine their skills in planning, implementing and evaluating lessons or units, and techniques such as classroom management, collaboration with families and colleagues, and differentiated instruction. This course emphasizes professional practice and NYS Learning Standards. Prerequisites: all courses except Leadership Seminar (practicum, research, and special project) and admission to candidacy. **Student teaching is a full-time commitment that comprises two placements per semester consisting of thirty days each. Attendance at weekly seminars is also required.** *Fall & Spring*

**Note:** The New York State Education Department regulations permit the waiver of student teaching under the following conditions:

1. the student must submit a completed OT-11 form signed by the superintendent of the public school or director of the private school in which the student works;
2. the student must demonstrate that he/she has had 40 days of full-time experience as a teacher, 2 years of experience as a certified teaching assistant, or 40 days of full-time substitute teaching experience in the grade level and subject area of the certificate sought;
3. the College may require additional documentation from the school or school district to clarify the nature of the student's employment experience.

### **SED 812 Student Behavioral Strategies in the Classroom 3 cr.**

In the course, candidates will learn and utilize specific student-specific behavioral,

instructional and classroom support strategies with culturally diverse students. Problems, issues and causes of discipline problems will be evaluated across special needs populations. Approaches to behavioral support and management will include: behavior modification, assertive discipline, Choice Theory, Applied Behavior Analysis, and social skills training. Instructional strategies will be developed to include cooperative learning, multiple intelligence, emotional intelligence and character education. Various dimensions of managing the classroom will be evaluated, including time management, rules, routines and techniques to maximize on-task behaviors. Functional behavior assessments, behavior intervention plans, and effective goal plans will be developed in line with the New York State Learning Standards. 12-15 hours. Lab fee. *Fall, Spring & Summer*

### **SED 892 Leadership Seminar in Childhood Special Education: Field Practicum and Research with Special Project 3 cr.**

In this course, candidates will work in community-based educational settings or agencies serving young children with disabilities in the least restrictive environment. Students will work under the supervision of graduate school faculty to design a special project using validated research methods (e.g. action research, single-subject, group designs) within a practicum experience. Candidates will work with teachers, families, other professionals, and support staff in designing, implementing, and evaluating interventions and programs for children with disabilities. The seminar will address research design for educational settings as well as current issues in childhood special education. This course will emphasize NYS Learning Standards and standards for professional practice. A research seminar as well as a culminating special project are included and will be implemented during the field practicum experience. Prerequisites: all courses except student teaching. Field experience required, 100 hours and admission to candidacy. *Fall, Spring, & Summer*

### **SED 893 Leadership Seminar in Early Childhood Special Education: Field Practicum and Research with Special Project 3 cr.**

In this course, students will work in community-based educational settings or agencies serving young children with disabilities in the least restrictive environment. Students will work under the supervision of graduate school faculty to design a special project using validated research methods (e.g. action research, single-subject, group designs) within a practicum experience. Students will work with teachers, families, other professionals, and support staff in designing, implementing, and evaluating interventions and programs for young children with disabilities. The seminar will address research design for educational settings as well as current issues in early childhood special education. This course will emphasize NYS Learning Standards and standards for professional practice. A research seminar as well as a culminating special project are included and will be implemented during the field practicum experience. Prerequisites: all courses except

student teaching and admission to candidacy. Field experience required, 100 hours. *Fall, Spring, & Summer*

**SED 894 Leadership Seminar in Childhood Special Education with Field Practicum & Research with Special Project 3 cr.**

This course is specifically designed for students without prior certification in childhood special education. Candidates will work in community-based educational settings or agencies serving children with disabilities in the least restrictive environment. Candidates will work under the supervision of graduate school faculty using validated special education methods reflecting current best practices in the field. Candidates will work with teachers, families, other professionals, and support staff in designing, implementing, and evaluating interventions and programs for children with disabilities. The seminar will address current issues in childhood special education. This course will emphasize NYS Learning Standards and CEC standards for professional practice. The course includes a research seminar as well as a culminating special project to be implemented during the field practicum experience. Prerequisites: all courses except student teaching; admission to candidacy. Field hours (140 hours or 20 days) are required plus seminar. *Fall, Spring & Summer*

**SED 895 Leadership Seminar in Early Childhood Special Education with Field Practicum & Research with Special Project 3 cr.**

This course is specifically designed for students without prior certification in early childhood special education. Candidates will work in community-based educational settings or agencies serving children with disabilities in the least restrictive environment. Candidates will work under the supervision of graduate school faculty using validated special education methods reflecting current best practices in the field. Candidates will work with teachers, families, other professionals, and support staff in designing, implementing, and evaluating interventions and programs for children with disabilities. The seminar will address current issues in childhood special education. The course will emphasize NYS Learning Standards and CEC standards for professional practice. This course includes a research seminar as well as a culminating special project to be implemented during the field practicum experience. Prerequisites: all courses except student teaching; admission to candidacy. Field hours (140 hours or 20 days) are required plus seminar. *Fall, Spring & Summer*

**Teacher Certification Workshop - No Credit**

(Required of all students with no prior teaching certification)

The Certification Workshop Series is required for initial certification. No credit is given for this required workshop series. The sessions are divided into the following topics:

Identification & Reporting of Suspected

Child Abuse & Maltreatment (2 hours)

WCS 983

|  |         |
|--|---------|
| School Violence Prevention and Intervention (2 hours)  | WCS 984 |
| Preventing Child Abduction                             | WCS 985 |
| Preventing Alcohol, Tobacco and other Drug Abuse       | WCS 986 |
| Safety Education with Fire Safety and Arson Prevention | WCS 987 |

## **Alternate Certification / Transitional B Education Programs**

General admission requirements are similar to those for the Graduate School. However, an undergraduate overall grade point average of 3.0 (B) is required for admission. In addition, students will not matriculate into the program and therefore will not be eligible for the Transitional B teaching certificate without the following: signed mentoring agreement, letters of employment.

The transitional B certificate permits the employment of an individual who is enrolled in an alternative teacher certification program. Students must continue to be employed and enrolled in the program for the duration of their coursework and must be employed within the area of certification. Successful completion of the LAST, CST/Students with disabilities, and CST/Multisubject as well as fingerprinting are required for New York State certification.

## **Alternate Certification: Early Childhood Education / Early Childhood Special Education (Transitional B) – 45 credits**

| <b>Introductory Component</b> |  | <b>Credits</b> |
|-------------------------------|--|----------------|
| EDU512                        | Foundations of Education   | 3              |
| EDU550                        | Child Development  | 3              |
| EDU514                        | Community as Curriculum: Multicultural Perspectives  | 3              |
| SED565                        | Models, Policies, and Practices in Early Childhood Special Education                                   | 3              |
|                               | Certification Workshop Series  | NC             |
| <b>In-Service Component</b>   |  | <b>Credits</b> |
| SED519                        | Multicultural Creative Arts, Content, & Curriculum for Diverse Learners                                | 3              |
| EDU551                        | Cognition and Instruction  | 3              |
| ECE511                        | Curriculum Development in Early Childhood  | 3              |
| LIT503                        | Using Literature in the Classroom  | 3              |
| LIT601                        | Early Language and Literacy Instruction  | 3              |
| SED543                        | Testing and Assessment   | 3              |
| SED566                        | Planning & Implementation of Effective Programs and Interventions for Young Children with Disabilities | 3              |
| SED560                        | Instructional & Curricular Components for Students with Autism & Severe Disabilities                   | 3              |

|        |   |   |
|--------|---|---|
| EDU515 | Differentiated Instruction                    | 3 |
| EDU513 | Math, Science and Technology in the Classroom | 3 |
| EDU750 | Research                                      | 3 |

## **Alternate Certification: Childhood Education/Childhood Special Education (Transitional B) – 45 credits**

| <b>Introductory Component</b> |   | <b>Credits</b> |
|-------------------------------|---|----------------|
| EDU512                        | Foundations of Education                            | 3              |
| EDU550                        | Child Development                                   | 3              |
| EDU514                        | Community as Curriculum: Multicultural Perspectives | 3              |
| SED579                        | Learning and Behavior Disorders in Children         | 3              |
|                               | Certification Workshop Series                       | NC             |

| <b>In-Service Component</b> |  | <b>Credits</b> |
|-----------------------------|--|----------------|
| EDU551                      | Cognition and Instruction  | 3              |
| ECE511                      | Curriculum Development in Early Childhood  | 3              |
| SED793                      | Educational Assessment and Applications  | 3              |
| LIT503                      | Using Literature in the Classroom  | 3              |
| EDU519                      | Creative Arts for Teaching and Learning  | 3              |
| SED560                      | Instructional & Curricular Components for Students with Autism & Severe Disabilities   | 3              |
| EDU515                      | Differentiated Instruction   | 3              |
| SED562                      | Teaching Reading & Writing to Children with Learning and Behavioral Disorders          | 3              |
| SED563                      | Teaching Math, Science and Technology to Children with Learning & Behavioral Disorders | 3              |
| EDU750                      | Research   | 3              |
| SED812                      | Student Behavioral Strategies in the Classroom   | 3              |

# Division of Human Services

Career Development

Gerontology

Guidance and Counseling

Long Term Care Administration

Mental Health Counseling

School Psychology

*Division Office: Chidwick 105, 914-654-5561, gradhumanservices@cnr.edu*  
*Program Advisor: Frank Rizza, Ph.D.*

- **Master of Science Degree in Career Development – 45 credits**
- **Advanced Certificate in Career Development – 21 credits**

The Master of Science Degree in Career Development is awarded only by a small number of colleges in the United States. It is a generalist degree with a specific focus. Those who obtain this degree will have the skills and knowledge to assist persons of all ages to take responsibility for their lives and to focus specifically on career related issues. The program's approach to career development is developmental, takes into consideration a person's life stages, and emphasizes the individual in the world of work.

The Master of Science in Career Development is a 45-credit program designed to train career counseling professionals for the highest level of functioning. The program will develop the knowledge and skills needed to work with the career planning of clients as individuals and in groups, in different settings. In addition, students will gain self awareness with regard to their own philosophies and values of work and life. Graduates of this program may find employment in a variety of settings, such as private practice, industry, government, colleges and universities, counseling centers, and schools. Specific roles that these trained personnel may fill include:

- college career planning director and staff
- personnel director and staff in human resource departments
- recruiter and employment counselor
- training and development staff in industry
- career development professional
- consultant
- career change counselor
- outplacement counselor
- pre-retirement and retirement counselor.

The Certificate Program in Career Development will offer individuals in counseling, education and other human services fields the opportunity to update their expertise and add to their skills by taking courses which meet their professional needs. The Certificate Program can be taken in conjunction with the Graduate School's Guidance and Counseling Program or Mental Health Counseling program. Students completing this certificate may also choose to continue their studies to complete the 45-credit degree program in Career Development. Completion of the certificate program must be done within three years of admission.

## **Application and Admission**

General admission requirements for the Career Development program are the same as those for the Graduate School (see page 17).

## Master's Degree Requirements

Satisfactory completion of 45 credits of graduate study in career development is required with an overall cumulative average of B (3.0). Thirty credits are in required courses; six credits in internship; and nine credits in electives.

### Required Courses for M.S. Degree in Career Development - 45 credits

|         |   | <b>Credits</b> |
|---------|---|----------------|
| CLD 540 | Theories of Career Counseling                                     | 3              |
| CLD 547 | Methods & Tools of Assessment                                     | 3              |
| CLD 617 | Career Planning, Processes & Procedures                           | 3              |
| CLD 622 | Understanding, Evaluating & Using<br>Career Development Resources | 3              |
| CLD 624 | Planning, Conducting & Evaluating Workshops                       | 3              |
| GSC 505 | Research Methodology  | 3              |
| GSC 584 | Introduction to Theories of Counseling                            | 3              |
| GSC 619 | Group Counseling  | 3              |
| PSY 581 | Interviewing & Counseling (Prereq. GSC 584)                       | 3              |
| PSY 586 | Counseling the Culturally Diverse                                 | 3              |
| CLD 710 | Supervised Internship in Career Development I                     | 3              |
| CLD 711 | Supervised Internship in Career Development II                    | 3              |
|         | Three Elective Courses  | 9              |

### Required Courses for the Advanced Certificate in Career Development- 21 credits

|         |   | <b>Credits</b> |
|---------|---|----------------|
| CLD 540 | Theories of Career Counseling                                     | 3              |
| CLD 547 | Methods & Tools of Assessment                                     | 3              |
| CLD 617 | Career Planning, Processes & Procedures                           | 3              |
| CLD 622 | Understanding, Evaluating & Using<br>Career Development Resources | 3              |
| CLD 624 | Planning, Conducting & Evaluating Workshops                       | 3              |
| CLD 636 | Retirement Planning/Midlife Career Change                         | 3              |
| CLD 710 | Supervised Internship in Career Development I                     | 3              |

## Admission to Candidacy

Students in the Career Development Program will be reviewed for candidacy after successful completion of 12 graduate credits. Please see general candidacy guidelines at the beginning of the catalog.

## Internships

Applications for internships must be submitted by November 1 for the Spring semester and April 1 for the Fall and Summer semesters. Arrangements for the internship must be finalized prior to the registration for course CLD 710 or 711. **Students must meet with the Assistant Dean for Academic Administration to explore internship possibilities, to receive the internship manual, and to review their academic record. The contract between the site supervisor and the student must be submitted and approved by the internship instructor, the Assistant Dean for Academic Administration prior to registration.**

## Core Courses

### **CLD 540 Theories of Career Counseling 3 cr.**

This course will explore current theories of career development and how they can be applied in working with clients. Students will develop a holistic understanding of career counseling by examining the economic, sociological, and psychological factors influencing vocational development. The course will examine major theoretical viewpoints and current research in the field and identify areas for further research. *Fall, Spring & Summer*

### **CLD 547 Methods and Tools of Assessment 3 cr.**

Familiarity with methodologies and practices for use in counseling and career development: ability, intelligence, aptitude, interest, and occupational tests, e.g., Strong-Campbell Interest Inventory, Hall Occupational Orientation Inventory, Kuder General Interest, Differential Aptitude Tests, Holland's Self-Directed Search, Myers-Briggs Type Indicator, Super's Career Development Inventory for High Schools and Colleges, and other assessment tools. A lab fee is required for the use of testing materials. Prerequisite: CLD 540. *Fall, Spring & Summer*

### **CLD 617 Career Planning, Processes, & Procedures 3 cr.**

Practical applications of career planning and job search. Each student will use the developmental process to assess and evaluate his/her own career direction and plans, and then create the materials needed to conduct an effective job search campaign, so as to be able to advise clients on the process. *Spring*

### **CLD 622 Understanding, Evaluating, and Using Career Development Resources 3 cr.**

Hands-on course designed to familiarize counselors with the wealth of resource materials available for career planning, job finding, occupational information, and career development. Incorporates technology, libraries, using the Internet effectively. *Fall*

**CLD 624 Planning, Conducting and Evaluating Workshops 3 cr.**

Students learn the theoretical and practical components involved in all aspects of workshops. Each student develops, conducts, and evaluates a workshop on a relevant topic of choice, such as resume writing, peer counseling, or values clarification. Prerequisite: 18 credits. *Spring & Summer*

**GSC 505 Research Methodology 3 cr.**

Examination of basic tools, materials, designs, and statistical techniques used in research and program evaluation: critical analysis of published research in student's major field. Development of a research proposal required. Required for the degree only, not for the certificate. Prerequisite: 18 credits. *Fall, Spring & Summer*

**GSC 584 Introduction to Theories of Counseling 3 cr.**

Basic course which examines the philosophical foundations and teachings of counseling theories with special emphasis on those that are relevant to professionals working in schools and other counseling settings. *Fall, Spring & Summer*

**GSC 619 Group Counseling 3 cr.**

Exploration of group processes common to all group interactions. Emphasis on the practice and techniques of psychotherapeutic group processes. Includes identifying typical problems in the process, practice in setting up a group process, and self-analysis. *Fall, Spring & Summer*

**PSY 581 Interviewing and Counseling 3 cr.**

Experiential learning of interviewing skills— active listening, attending, reflecting, questioning, summarizing, confronting, etc.—and various counseling paradigms used in counseling. Prerequisite: GSC 584. *Fall, Spring & Summer*

**PSY 586 Counseling the Culturally Diverse 3 cr.**

An application of counseling methods to diverse cultural groupings. Students will assess the fit between the culture of counseling and different cultural groupings, developing culturally sensitive interventions for a range of counseling issues and settings including schools and workplaces. *Fall, Spring & Summer*

**CLD 710 Supervised Internship in Career Development I 3 cr.**

Internship in a setting that offers the student the opportunity to use counseling skills and career knowledge appropriate to population served. Activities will be supervised by a cooperating site supervisor. Course meets on a seminar basis at CNR with a faculty supervisor. Prerequisite for the internship is completion of a minimum of 30 credit hours in the program. For each three-credit internship, a student must accumulate 120 hours of service. A grade "B" or better is required to pass this course. *Fall, Spring & Summer*

### **CLD 711 Supervised Internship in Career Development II 3 cr.**

Culminating project will be developed for diverse settings and populations, and may range from career resource material to a special client-centered activity. This will be appropriate to the work setting of the individual student and should be beneficial to the place of internship and will have the approval of the College supervisor. CLD 710 and 711 may be taken in one semester. For each three-credit internship, a student must accumulate 120 hours of service. A grade “B” or better is required to pass this course.  
*Fall, Spring & Summer*

## **Electives**

### **GRT 601 Organizational Development 3 cr.**

Explores the process of organizational change and development, including needs assessment, action research, interventions, and evaluation. The focus is the integration of individual, group, and organizational/structural issues and concerns. Experiential learning is emphasized. *Summer*

### **GRT 636 Mid-Life Career Change/Retirement Planning 3 cr.**

Training in counseling older adults during the pre-and post-retirement years using specific techniques for reviewing factors such as finances, health, etc. Human renewal and career renewal at midlife, as well as the retirement years, are stressed. *Fall*

### **GSC 784 Ethics in Counseling 3 cr.**

This course provides a study of ethics in the counseling professions. Topics include: knowledge of code of ethics, understanding of ethical dilemmas, knowledge of ethical decision-making models, and identification of ethical issues. *Fall, Spring & Summer*

### **CLD 642 Holistic Approaches to Stress Management 3 cr.**

This course examines the many types of stress and how to cope with it in today's world. The purpose is for students to identify and understand the particular stressors that most affect people's lives. Among the topics to be discussed include: Stress psychophysiology, the relationship between stress and illness/disease, personality style and stress. Students will also learn appropriate coping and lifestyle interventions, as well as various relaxation techniques to more effectively manage stress and improve the quality of life. *Spring*

### **PSY 688 The Understanding and Treatment of Addictive Behavior 3 cr.**

Students will increase their knowledge of the diagnosis, etiology, and treatment of addiction. Addiction through the lifespan will be addressed with special emphasis on alcohol and drug addiction. *Fall & Summer*

**PSY 779 Advanced Counseling Skills and Techniques: Adults 3 cr.**

This advanced course will aim to enhance the skills of counselors, psychologists, and career development specialists who want to increase their repertoire of therapeutic techniques for helping their clients. Students will use their understanding of behavioral, cognitive, analytic, and other orientations to further develop their own skills as counselors. Fieldwork hours in a clinical or counseling setting may be required. Prerequisites: GSC 584 and PSY 581. *Spring*

# Gerontology



*Division Office: Chidwick 103 914-654-5561, gradhumanservices@cnr.edu*

*Faculty Advisors: Nieli Langer, Ph.D., (Gerontology) Ken Doka, Ph.D.*

- **Master of Science Degree in Gerontology – 36 Credits**
- **Advanced Certificate in Thanatology (Grief and Bereavement Counseling) – 18 Credits**

The Gerontology Program is interdisciplinary in approach and designed for students preparing for a professional career working with older persons or students already employed in the human service field who wish to refocus their skill to more effectively work with older persons. Graduates of the program have continued on to many diverse careers. Some provide direct care to older clients in such fields as care management. Others direct offices of aging, nursing homes, assisted living facilities or other age-related activities and programs. Some graduates have brought their expertise to a field in the private sector such as retirement planning, advertising or human services. Still others have used their knowledge within present careers as educators, clergy, or healthcare professionals. Some graduates have become entrepreneurs, developing new services for an aging population.

The interdisciplinary approach to gerontological education incorporates the contributions of biology, psychology, sociology and spirituality as they relate to the natural processes and consequences of aging. A strong emphasis of the program is cohort analysis, recognizing how the experiences of each will shape their response to aging. This academic foundation is complemented by relevant research and data analysis in the field of aging studies, by skill development courses, including those within the student's specialization, and by appropriate field experience.

The Master's program offers three options for specialization: (1) administration (focusing on planning and administrating programs for the older persons) (2) counseling and direct service to older persons. (3) thanatology (grief and bereavement counseling).

## **Admission**

General admission requirements for Gerontology program are the same as those for the Graduate School (see page 17).

## **Admission to Candidacy**

Degree-seeking students in the Gerontology Program will be reviewed for admission to candidacy after successful completion of 12 graduate credits. Students are expected to demonstrate professional attributes such as emotional stability and social competence.

This is assessed in the classroom and/or through the fieldwork experience. Students not accepted to candidacy will be asked to withdraw from the program. Please see general candidacy guidelines at the beginning of the catalog.

## **M.S. Degree Program in Gerontology–36 Credits**

The Master of Science degree program requires the completion of 36 credits with a minimum grade point average of B (3.0). A maximum of five years is allowed for the completion of degree requirements.

The curriculum provides a cluster of required Core Courses (15-18 credits), reflecting the interdisciplinary view of aging and providing the conceptual framework needed to explore and plan career goals. Three Professional Specializations are offered: Administration or Counseling or Thanatology. Electives from a variety of fields and disciplines round out the credit requirements in accordance with individual needs and interests. The College-supervised internship requires a minimum of 120 hours during the student's last semester in a choice of community agencies and facilities deemed appropriate to the choice of professional option. Students also attend a regularly scheduled seminar with a faculty member.

### **Course Requirements**

**Students must choose from one of three Professional Specializations:**

#### **I. Administration Specialization**

|         |  | <b>Credits</b> |
|---------|--|----------------|
| GRT 502 | Psychological and Sociocultural Aspects of Aging | 3              |
| GRT 507 | Biohealth Aspects of Aging                       | 3              |
| GRT 509 | Practicum in Gerontology*                        | 3              |
| GRT 518 | Case Management: Policy and Practice             | 3              |
| GRT 521 | Principles of Program Planning                   | 3              |
| GSC 505 | Research Methodology                             | 3              |
| GRT 600 | Administration of Programs for Older Adults      | 3              |
| GRT 601 | Organizational Development                       | 3              |
| GRT 636 | Retirement Planning                              | 3              |
| GRT 700 | Field Experience: Internship in Administration   | 3              |
|         | Elective Courses*                                | 6-9            |

\* GRT 509 is required for students with no previous experience working with the aging population. Students with previous experience are not required to take this course.

## II. Counseling Specialization

|         |  | <b>Credits</b> |
|---------|--|----------------|
| GRT 502 | Psychological and Sociocultural Aspects of Aging | 3              |
| GRT 507 | Biohealth Aspects of Aging                       | 3              |
| GRT 509 | Practicum in Gerontology*                        | 3              |
| GRT 518 | Case Management: Policy and Practice             | 3              |
| GRT 521 | Principles of Program Planning                   | 3              |
| GSC 505 | Research Methodology                             | 3              |
| GSC 584 | Introduction to Theories of Counseling           | 3              |
| PSY 581 | Interviewing & Counseling                        | 3              |
| GRT 701 | Field Experience: Internship in Counseling       | 3              |
|         | Elective Courses*                                | 9-12           |

\* GRT 509 is required for students with no previous experience working with the aging population. Students with previous experience are not required to take this course. Students who take GRT 509 will take 6 credits of electives for the degree. Students who do not take GRT 509 will take 9 credits of electives for the degree.

## II. Counseling Specialization

|         |   | <b>Credits</b> |
|---------|---|----------------|
| GRT 502 | Psychology and Socio-cultural Aspects of Aging                      | 3              |
| GRT 507 | Bio-Health Aspects of Aging   | 3              |
| GRT 509 | Practicum in Gerontology  | 3              |
| GRT 518 | Case Management: Policy and Practice                                | 3              |
| GRT 521 | Principles of Program Planning                                      | 3              |
| GRT 614 | Death and Dying   | 3              |
| GRT 615 | Grief and Bereavement   | 3              |
| GSC 505 | Research Methodology  | 3              |
| GSC 584 | Introduction to Theories of Counseling                              | 3              |
| GSC 692 | Children Adolescents, Loss and Death                                | 3              |
| PSY 581 | Interviewing and Counseling   | 3              |
| GRT 703 | Field Experience: Internship in<br>Grief and Bereavement Counseling | 3              |
|         | Counseling  |                |

\*GRT 509 is required for students with no previous experience working with the aging population. Students with previous experience are not required to take this course. Students who do not take GRT 509 will select one elective from the approved list of elective courses.

## **Advanced Certificate Program in Thanatology (Grief Counseling) – 18 credits**

The 18-credit Advanced Certificate Program in Thanatology (Grief Counseling) is designed for students who have completed their Baccalaureate Degree and are interested in working with the dying and bereaved, or for students who have a Master's Degree and seek additional training. The certificate also may be taken alone or as part of the Master's program in Guidance and Counseling, Gerontology, Mental Health Counseling or Art Therapy.

The program is designed to meet the criteria for certification by the Association for Death Education and Counseling. Graduates of the program have found employment in hospices, hospitals or agencies that serve dying and bereaved clients. Other students have used the certificate to enhance their skills and roles as hospice staff, clergy or spiritual care workers, nurses, educators, counselors or social workers.

## **Advanced Certificate in Thanatology (Grief Counseling) – 18 credits**

### **Required Courses**

|         |   | <b>Credits</b> |
|---------|---|----------------|
| GSC 584 | Introduction to Theories of Counseling      | 3              |
| GSC 692 | Children, Adolescents, Loss & Death         | 3              |
| PSY 581 | Interviewing & Counseling                   | 3              |
| GRT 614 | Death & Dying                               | 3              |
| GRT 615 | Grief, Mourning, and Bereavement            | 3              |
| GRT 703 | Field Experience: Internship in Thanatology | 3              |
|         | Elective                                    | 3              |

### **Required Core Courses**

#### **GRT 502 Psychological and Sociocultural Aspects of Aging 3 cr.**

Analysis of the ways that psychological, social, and cultural factors frame the experience of aging as well as the ways that aging of cohorts creates significant societal changes. The course emphasizes how each aging generation experiences and changes family, spirituality, economic forces and retirement, government and social policy, and system of care. Particular emphasis is given to variation such as ethnicity and culture within each aging cohort. *Spring*

#### **GSC 505 Research Methodology 3 cr.**

Review of theoretical and methodological approaches to research in the field of aging, fundamentals of research design, sampling, data collection, interviewing, analysis, and interpretation. Practical application of research findings to practitioner's needs. *Fall, Spring & Summer*

**GRT 507 Bio-Health Aspects of Aging 3 cr.**

Emphasizes how the process of senescence affects biological systems and psychological processes such as perception and memory. Examination of the ways that elderly and their advocates can promote health as well as discussion of the common health and disease processes likely to affect the elderly. Course also includes discussion of the ways elderly are served through current health systems. *Spring*

**GRT 509 Practicum in Gerontology 3 cr.**

Students who have had little or no experience working with the elderly will be required to do 120 hours of field work in an appropriate setting as part of the first 12 credits of study. Individual placements will be made in consultation with a faculty advisor. A grade of "B" (3.0) or better is required to pass this course. *Fall, Spring, & Summer*

**GRT 518 Case Management: Policy and Practice 3 cr.**

This course emphasizes the knowledge and skills necessary for case management including the ability to assess elderly clients, and plan, coordinate, and evaluate services to the elderly. Students are introduced to the policies and programs that are available to the elderly. A strong emphasis is placed on the advocacy role of the case manager. *Spring*

**GRT 521 Principles of Program Planning 3 cr.**

Examination of the principles of program planning, including needs assessment, setting goals and objectives, budgeting, funding and grants writing, sensitivity to diversity, marketing and evaluation. Emphasis is on the range of programs that provide recreational, educational, psychosocial, technological, and health-related services to aging persons in the community as well as programs for those residing in long term care settings. *Fall*

**Required Courses in the Administration Specialization—12 credits**

**GRT 600 Administration of Programs for Older Adults 3 cr.**

Application of systems-management theories to the administration of service delivery programs for the elderly, examination of program-planning methods and problems unique to programs and institutions serving dependent older persons. *Fall*

**GRT 601 Organizational Development 3 cr.**

Explores the process of organizational change and development, including needs assessment, action research, interventions, and evaluation. The focus is the integration of individual, group, and organizational/structural issues and concerns. Experiential learning is emphasized. *Summer*

**GRT 636 Retirement Planning/Mid-Life Career Change 3 cr.**

An in-depth examination of the retirement preparation process, the retirement experience,

mid-life changes, and their effect on the individual as well as the world of work. Life and career planning exercises, as well as guest speakers on financial, Social Security, and legal issues assist in the development of an understanding of retirement issues and the ability to apply the principles involved to the retirement counseling process. *Fall*

**GRT 700 Field Experience: Internship in Administration 3 cr.**

Supervised practical experience working with the aging in a setting appropriate to student's specialization (i.e., community agency, senior center, retirement community, nursing home, government agency, etc.). The student must work 120 days in the placement, attend a semi-monthly seminar conducted by a faculty member, and maintain a detailed log of all internship activities. Arrangements for the internship must be finalized prior to registration for this course. A student must meet with his/her advisor to explore internship possibilities and to receive an internship manual. Prerequisite: 30 credits in program courses. A grade of "B" (3.0) or better is required to pass this course. *Fall, Spring, & Summer*

**Required Courses in the Counseling Specialization—12 credits**

**GSC 584 Introduction to Theories of Counseling 3 cr.**

Basic course which examines the philosophical foundations and teachings of counseling theories with special emphasis on those that are relevant to professionals working in schools and other counseling settings. *Fall, Spring & Summer*

**PSY 581 Interviewing and Counseling 3 cr.**

Explores the principal theories of interviewing, counseling and psychotherapy. Reviews the various techniques of interviewing to develop the ability to evaluate needs, determine the appropriate resources and when to apply them. Involves role-play and self-reflection, etc. Prerequisite: GSC 584. *Fall, Spring, & Summer*

**GRT 701 Field Experience: Internship in Counseling 3 cr.**

Supervised practical experience in working with the aging in a setting appropriate to student's specialization (i.e., community agency, senior center, retirement community, nursing home, government agency, etc.). The student must work two half days or one full day (for a total of 120 hours) in the placement, attend a semimonthly seminar conducted by the field placement supervisor and maintain a detailed log of all internship activities. Arrangements for the internship must be finalized prior to registration for this course. A student must meet with the advisor to explore internship possibilities and to receive an internship manual. Prerequisite: 30 credits in program courses. A grade of "B" (3.0) or better is required to pass this course. *Fall, Spring, & Summer*

## **Elective Courses in the Counseling Specialization**

### **GRT 614 Dying and Death 3 cr.**

An analysis of dying and death in American society. Attention will be given to historical and contemporary interpretations of death, current cultural practices regarding death, and the social psychology of the terminally ill and bereaved. Emphasis will be placed on the counseling of the dying and bereaved. *Spring*

### **GRT 615 Grief, Mourning, and Bereavement 3 cr.**

In-depth analysis of patterns of grief and bereavement throughout the life cycle. Special attention given to the role of mourning rituals in facilitating or limiting grief adjustment. Emphasis on counseling the bereaved. *Fall*

### **GRT 900 Special Topics in Gerontology**

This course addresses the current needs of professionals in the field. *Cycled as needed*

### **GSC 619 Group Counseling 3 cr.**

Exploration of group processes common to all group interactions. Emphasis on the practice and techniques of psychotherapeutic group processes. Includes identifying typical problems in the process, practice in setting up a group, and self-analysis. *Fall & Summer*

### **GSC 692 Children, Adolescents, Loss and Death 3 cr.**

A study of the ways developmental levels influences responses to illness, loss, grief, dying and death. Topics include death and loss education, principles and methods for assisting children and adolescents coping with illness or loss, death and loss in the family system, youth suicide, disaster and trauma, and school violence. *Summer*

### **PSY 586 Counseling the Culturally Diverse 3 cr.**

An application of counseling methods to diverse cultural groupings. Students will assess the fit between the culture of counseling and different cultural groupings, developing culturally sensitive interventions for a range of counseling issues and settings including schools and workplaces. *Fall, Spring, & Summer*

### **PSY 588 Family Process and Therapy I 3 cr.**

Explores psychological structure of the family through readings in contemporary theories of family dynamics. These will be related to approaches to family interventions through family therapy. *Fall, Spring & Summer*

**PSY 692 Family Process and Therapy II 3 cr.**

This course introduces student to professional practice of family therapy, including assessment and treatment techniques. Issues in families including abuse, homelessness, family structure, and chronic illness will be discussed. Prerequisite: PSY 588. *Fall & Spring*

# Guidance and Counseling

*Division Office: Chidwick 103 914-654-5561, gradhumanservices@cnr.edu*

*Faculty Advisors: Joseph Biscoglio, Ph.D., Susan Conte, Ph.D.*

- **Master of Science Degree in Guidance and Counseling Leading to Provisional Certification –45 Credits**
- **Advanced Certificate in Guidance and Counseling–15 Credits**

The graduate program in Guidance and Counseling is a 45-credit program leading to the Master of Science Degree. The program meets all the New York State Education Department requirements for provisional certification as a School Counselor, and will prepare students to work as professionals in pupil personnel services in school systems.

According to the regulations of the New York State Commissioner of Education, the requirements to obtain certification as a School Counselor are as follows:

- (a) Provisional Certification: a baccalaureate degree and 30 credits of graduate study in the field of school counseling, including supervised internship in school guidance counseling, attendance at Identification and Reporting of Suspected Child Abuse and Maltreatment Workshops, School Violence Prevention and Intervention Workshop and Fingerprint Clearance. The College will recommend students for provisional certification upon completion of the Masters degree.
- (b) Permanent Certification: satisfaction of the requirements for provisional certification, two years experience in school counseling, a total of 60 credits of graduate study in school counseling, and a Master's Degree. Students must apply on their own to NYSED for Permanent Certification.

## **Admission Requirements**

General admission requirements for the Guidance and Counseling program are the same as those for the Graduate School (see page 17).

## Admission to Candidacy

Degree-seeking students in the Guidance and Counseling Program will be reviewed for admission to candidacy after completion of 12 graduate credits. Please see general candidacy guidelines at the beginning of the catalog.

## M.S. Degree in Guidance and Counseling – 45 credits

### Required Courses

|         |  | <b>Credits</b> |
|---------|--|----------------|
| CLD 540 | Theories of Career Counseling  | 3              |
| CLD 547 | Methods and Tools of Assessment and Evaluation in Career Development | 3              |
| GSC 505 | Research Methodology   | 3              |
| GSC 514 | Counselor in the Schools   | 3              |
| GSC 584 | Introduction to Theories of Counseling                               | 3              |
| GSC 586 | Principles of Guidance   | 3              |
| GSC 784 | Ethics in Counseling   | 3              |
| PSY 581 | Interviewing and Counseling  | 3              |
| PSY 586 | Counseling the Culturally Diverse                                    | 3              |
| PSY 588 | Family Process and Therapy I   | 3              |
| GSC 619 | Group Counseling   | 3              |

### Internship

|         |                       | <b>Credits</b> |
|---------|-----------------------|----------------|
| GSC 710 | Supervised Internship | 3              |

### Certification Workshop Series (No credit)

|  |         |
|--|---------|
| Identification and Reporting of Suspected Child Abuse and Maltreatment | WCS 983 |
| School Violence Prevention and Intervention                            | WCS 984 |

### Elective Courses (9 credits required)

|          |  | <b>Credits</b> |
|----------|--|----------------|
| CLD 617* | Career Planning Processes, and Procedures                                  | 3              |
| CLD 622  | Understanding, Evaluating, and Using Career Development/Guidance Resources | 3              |
| CLD 624* | Planning Conducting and Evaluating Workshops                               | 3              |
| CLD 642  | Holistic Approaches to Stress Management                                   | 3              |
| GRT 601  | Organizational Development   | 3              |
| GRT 614  | Dying and Death  | 3              |

|          |  |   |
|----------|--|---|
| GRT 615  | Grief, Mourning, and Bereavement                       | 3 |
| GSC 610* | The Role of the Elementary and Middle School Counselor | 3 |
| GSC 637* | College Placement and Procedures                       | 3 |
| GSC 692  | Children, Adolescents, Loss, and Death                 | 3 |
| GSC 711  | Advanced Supervised Internship                         | 3 |
| GSC 900  | Special Topics in Counseling                           | 3 |
| PSY 571  | Human Growth & Development                             | 3 |
| PSY 610  | Behavior Dynamics Across the Lifespan                  | 3 |
| PSY 688  | Understanding and Treatment of Addictive Behavior      | 3 |
| PSY 692  | Family Process & Therapy II                            | 3 |
| PSY 779  | Advanced Counseling Techniques: Adult                  | 3 |
| PSY 781  | Advanced Counseling Techniques: Children & Adolescent  | 3 |

\* One of these four courses must be taken for the Master's Degree.

## **Advanced Certificate in Guidance & Counseling – 15 Credits**

In order to help a student achieve the educational requirements for Permanent Certification, The College of New Rochelle offers a 15 credit Advanced Certificate in Guidance & Counseling. Students with a Master's Degree in Guidance & Counseling may choose these 15 credits from any of the elective courses in the Guidance and Counseling program. These courses are to be chosen in conjunction with a faculty advisor.

## **Elective Courses for Advanced Certificate in Guidance & Counseling – 15 Credits**

|         |  | <b>Credits</b> |
|---------|--|----------------|
| CLD 617 | Career Planning Processes, and Procedures                                  | 3              |
| CLD 622 | Understanding, Evaluating, and Using Career Development/Guidance Resources | 3              |
| CLD 624 | Planning Conducting and Evaluating Workshops                               | 3              |
| CLD 642 | Holistic Approaches to Stress Management                                   | 3              |
| GRT 601 | Organizational Development   | 3              |
| GRT 614 | Dying and Death  | 3              |
| GRT 615 | Grief, Mourning, and Bereavement   | 3              |
| GSC 595 | Working with Parents   | 3              |
| GSC 610 | Role of the Elementary and Middle School Counselor                         | 3              |
| GSC 637 | College Placement and Procedures   | 3              |
| GSC 692 | Children, Adolescents, Loss, and Death                                     | 3              |
| GSC 711 | Advanced Supervised Internship   | 3              |
| GSC 900 | Special Topics in Counseling   | 3              |

|         |  |   |
|---------|--|---|
| PSY 688 | Understanding and Treatment of Addictive Behavior  | 3 |
| PSY 692 | Family Process & Therapy II                        | 3 |
| PSY 779 | Advanced Counseling Techniques: Adult              | 3 |
| PSY 781 | Advanced Counseling Techniques: Child & Adolescent | 3 |

### **Advanced Certificate in Multilingual/Multicultural Education Leading to a Bilingual Extension – 18 credits**

The Graduate School offers an 18 credit Advanced Certificate program approved by the New York State Education Department leading to a bilingual extension for pupil personnel services professionals, including school psychologists and school counselors, and administrative and supervisory personnel. Students in the Guidance and Counseling program who are proficient in another language in addition to English may be eligible for this bilingual extension program. Applications for this program may be obtained from the Enrollment management Office. Satisfactory completion of the Bilingual Education Assessment (BEA) examination is a requirement for admission. Information on this examination may be obtained from the New York State Teacher Certification Examinations website at [www.nystce.nesinc.com](http://www.nystce.nesinc.com).

### **Required Courses for Advanced Certificate in Multilingual/ Multicultural Education Leading to a Bilingual Extension of a Current Program – 18 credits\***

|         |  | <b>Credits</b> |
|---------|--|----------------|
| MME 506 | Theory of Education for Diverse Learners   | 3              |
| MME 502 | Cultural Perspectives on Community Resources<br>and Parental Involvement in Language Education   | 3              |
| MME 512 | Native Language Arts   | 3              |
| MME 523 | Curriculum Adaptations for Diverse Learners  | 3              |
| MME 526 | Providing Pupil Personnel Services with a Bilingual Approach                                     | 3              |
| MME 703 | College-supervised Practicum in a Bilingual Context for Pupil<br>Personnel Service Professionals | 3              |

*\*Please refer to the section on Multicultural/Multilingual Education for course descriptions.*

### **Advanced Certificate in Thanatology–18 Credits**

Students in the Guidance and Counseling Program may apply for the Graduate School's Advanced Certificate in Thanatology if they have satisfactorily completed the following requirements:

### **Required Courses for Advanced Certificate in Thanatology–18 Credits**

|         |  | <b>Credits</b> |
|---------|--|----------------|
| GSC 584 | Introduction to Theories of Counseling | 3              |

|         |   |   |
|---------|---|---|
| GSC 692 | Children, Adolescents, Loss, and Death      | 3 |
| PSY 581 | Interviewing and Counseling                 | 3 |
| GRT 614 | Dying and Death                             | 3 |
| GRT 615 | Grief, Mourning, and Bereavement            | 3 |
| GRT 703 | Field Experience: Internship in Thanatology | 3 |

## **Courses in Guidance and Counseling**

### **CLD 540 Theories of Career Counseling 3 cr.**

This course will explore current theories of career development and how they can be applied in working with clients. Students will develop a holistic understanding of career development and counseling by examining the economic, sociological, and psychological factors influencing vocational development. The course will examine current major theoretical viewpoints and research in the field and identify areas for further research.

*Fall, Spring & Summer*

### **CLD 547 Methods and Tools of Assessment and Evaluation in Career Development 3 cr.**

This course will provide familiarity with methodologies and tests used in career development to assess ability, intelligence, aptitude, interest, and occupational skills. Such tests include but not limited to the Strong-Campbell Interest Inventory, Hall Occupational Orientation Inventory, Kuder General Interest, Differential Aptitude Tests, Holland's Self Directed Search, Myers-Briggs Type Indicator, Super's Career Development Inventory for High Schools and Colleges, and other assessment tools. Prerequisite: CLD 540. A lab fee is required for the use of testing materials. *Fall, Spring & Summer*

### **GSC 514 Counselor in the Schools 3 cr.**

This course will address the role and functions of school counselors. It will include site visits to different school settings. *Fall & Spring*

### **GSC 584 Introduction to Theories of Counseling 3 cr.**

Basic course which examines the philosophical foundations and teachings of counseling theories with special emphasis on those relevant to professionals working in schools and other counseling settings. *Fall, Spring, & Summer*

### **GSC 586 Principles of Guidance 3 cr.**

This is a foundation course that provides an overview of the philosophical foundations of guidance principles and a practical examination of the techniques and methods employed by counselors to help their clients. *Fall, Spring, & Summer*

### **GSC 619 Group Counseling 3 cr.**

This course provides an exploration of group processes common to all group interactions. Emphasis will be placed on the practice and techniques of the psychotherapeutic group process. This includes identifying typical problems in the process, use of videotapes, practice in setting up a group process, and self-analysis. *Fall, Spring, & Summer*

**GSC 784 Ethics in Counseling 3 cr.**

This course provides a study of ethics in the counseling and career development professions. Topics include: knowledge of codes of ethics, understanding of ethical dilemmas, and ethical decision-making models, and identification of ethical issues. *Fall, Spring, & Summer*

**PSY 581 Interviewing and Counseling 3 cr.**

This course will provide experiential learning of interviewing and counseling skills, including active listening, attending, reflecting, questioning, summarizing, and confronting, and the various counseling paradigms used in counseling. Prerequisite: GSC 584. *Fall, Spring & Summer*

**PSY 586 Counseling the Culturally Diverse 3 cr.**

This course will explore the application of counseling methods to diverse cultural groupings. Students will assess the fit between the culture of counseling and different cultural groupings, and develop culturally sensitive interventions for a range of counseling issues and settings. *Fall, Spring, & Summer*

**PSY 588 Family Process and Therapy I 3 cr.**

This course explores the psychological structure of the family through readings in contemporary theories of family dynamics. *Fall, Spring & Summer*

## Internship

### **GSC 710 Supervised Internship 3 cr.**

This supervised internship will take place in a school setting on the elementary, middle, or secondary level. The student will be supervised by a New York State Certified guidance counselor, who will direct, manage, and monitor the internship activities and responsibilities. In addition, the student will meet in a seminar format with a CNR instructor. Students will keep logs of their internship activities (which must total 120 hours), discuss cases during the seminar, and present a culminating project that is related to the internship setting. In the internship, students draw upon the skills and knowledge acquired in their courses. Therefore, students should plan to take the internship closer to graduation, and after completion of 27 credits in the following courses: GSC 505, 514, 584, 586, 619, 784; CLD 540, 547; or PSY 581, 586. A grade of “B” (3.0) or better is required to pass this course. *Fall & Spring*

### **GSC 711 Advanced Supervised Internship 3 cr.**

This advanced school guidance counseling internship will take place in a school setting on the elementary, middle, or high school level. The student intern will be supervised at the internship site by a New York State Certified school guidance counselor and must complete a minimum of 120 hours of service. In addition, the student will meet in a seminar format with a CNR faculty supervisor where cases and other internship activities will be discussed. The student will be required to maintain a log of all internship activities. Prerequisite: GSC710. A grade of “B” (3.0) or better is required to pass this course. *Fall & Spring*

*Students must apply for internships by May 1 for the Fall semester and November 1 for the Spring semester.*

## **Elective Courses in Guidance and Counseling**

*Note: \*Students must take one of these four courses for the Master’s degree: GSC 610, GSC 637, CLD 617, or CLD 624.*

### **GSC 595 Working with Parents 3 cr.**

This course is designed to assist future school professionals with strategies and interventions when working with parents and families. This course will explore how to work with and communicate with parents/families of students of different levels of school performance, how to facilitate successful parent/school conferences, and how to involve parents/families more in their children’s school life. *Intersession, Summer*

**GSC 610 The Role of the Elementary and Middle School Counselor 3 cr.**

The role and functions of school counselors in elementary and middle school settings will be discussed with emphasis on the particular needs and development of these populations of students. *Fall*

**GSC 637 College Placement Process and Procedures 3 cr.**

Experiential course on the procedures and skills needed for College Placement. On-site visit to a high school guidance office, as well as a college admissions office. Interviewing skills, writing recommendations, and interpreting requirements of colleges for student application. *Fall & Summer*

**GSC 692 Children, Adolescents, Loss and Death 3 cr.**

A study of the ways in which children understand and relate to issues of dying and death. Topics include the child's developing conception of death, principles, techniques, and resources for death education and counseling the dying child, childhood bereavement, youth suicide, death and the family system. *Summer*

**GSC 900 Special Topics in Counseling 3 cr.**

This course addresses the current needs of professionals in the field.

**CLD 617 Career Planning, Process and Procedures 3 cr.**

A step by step process which will help counselors in their own job search and that can be taught to clients. A multidisciplinary approach will be used, drawing on a wide range of resources and pioneering techniques. *Spring*

**CLD 622 Understanding, Evaluating, and Using Career Development Resources 3 cr.**

Hands-on course designed to familiarize counselors with the wealth of resource materials available for career planning, job finding, occupational information, and career development. Incorporates technology, libraries, using the Internet effectively. *Fall*

**CLD 624 Planning, Conducting and Evaluating Workshops 3 cr.**

Students learn the theoretical and practical components involved in all aspects of workshops. Each student develops, conducts, and evaluates a workshop on a relevant topic of choice, such as resume writing, peer counseling, or values clarification. *Spring & Summer Institute*

**CLD 642 Holistic Approaches to Stress Management 3 cr.**

This course examines the many types of stress and how to cope with it in today's world. The purpose is for students to identify and understand the particular stressors that most affect people's lives. Among the topics to be discussed include: Stress psy-

chophysiology, the relationship between stress and illness/disease, personality style and stress. Students will also learn appropriate coping and lifestyle interventions, as well as various relaxation techniques to more effectively manage stress and improve the quality of life. *Spring*

**PSY 571 Human Growth and Development 3 cr.**

This course covers human development throughout the total lifespan, from prenatal development through adulthood. Students will explore current theories and empirical research with emphasis on the emotional, social, physical, and cognitive development of individuals at all developmental levels. The course will explore how the abilities, needs, problems, and concerns of humans change throughout life. *Fall & Summer*.

**PSY 610 Behavior Dynamics Across the Lifespan 3 cr.**

This course focuses on the study of the dynamics of human behavior over the life span. This course will cover healthy adjustment and maladjustment at each stage of life with emphasis on maladjustment. The major models describing human behavior and the causes of mental illness are described. The classification of mental illness and adjustment disorders according to the Diagnostic and Statistical Manual (DSM) IV-TR are discussed and illustrated. *Fall & Summer*

**PSY 688 The Understanding and Treatment of Addictive Behavior 3 cr.**

Students will increase their knowledge of the diagnosis, etiology, and treatment of addiction. Addiction through the lifespan will be addressed with special emphasis on alcohol and drug addiction. *Fall & Summer*

**PSY 692 Family Process and Therapy II 3 cr.**

This course introduces students to professional practice of family therapy, including assessment and treatment techniques. Issues in families including abuse, homelessness, family structure, and chronic illness will be discussed. Prerequisite: PSY 588 *Spring*

**PSY 779 Advanced Counseling Skills and Techniques: Adults 3 cr.**

This advanced course will aim to enhance the skills of counselors, psychologists and career development specialists who want to increase their repertoire of therapeutic techniques for helping their clients. Students will use their understanding of behavioral, cognitive, analytic, and other orientations to further develop their own skills as counselors. Fieldwork hours in a clinical or counseling setting may be required. Prerequisites: PSY 581 and GSC 584. *Spring*

**PSY 781 Advanced Counseling Skills and Techniques: Children & Adolescent 3 cr.**

This advanced course will aim to enhance the skills of counselors, psychologists,

and other therapists who want to increase their repertoire of therapeutic techniques with children and adolescents. Students will incorporate their understanding of various theoretical orientations on the student's development of play therapy techniques. Prerequisites: PSY 581 and GSC 584. *Spring*

**GRT 601 Organizational Development 3 cr.**

This course explores the process of organizational change and development, including needs assessment, research, interventions, and evaluation. The focus is the integration of individual, group, and organizational/structural issues and concerns. Experiential learning is emphasized. *Summer*

**GRT 614 Dying and Death 3 cr.**

This course will explore an analysis of dying and death in American society. Attention will be given to historical and contemporary interpretations of death, current cultural practices regarding death, and the social psychology of the terminally ill and bereaved. Emphasis will be placed on the counseling of the dying and bereaved. *Spring*

**GRT 615 Grief, Mourning, and Bereavement 3 cr.**

This course will provide an in-depth analysis of patterns of grief and bereavement throughout the life cycle. Special attention will be given to the role of mourning rituals in facilitating or limiting grief adjustment. Emphasis will be on counseling the bereaved. *Fall*

# Long Term Care Administration



*Division Office: Chidwick 103 914-654-5561, gradhumanservices@cnr.edu  
Assistant Dean: Ken Doka, Ph.D.*

## **Certificate in Long Term Care Administration – 15 credits**

The Certificate program in Long Term Care Administration is a 15 credit program offered jointly by the Graduate School and the School of Nursing. It is designed to allow potential Nursing Home Administrators to meet all the educational standards for licensure required by the New York State Board of Examiners for Nursing Home Administrators. It is also of value to individuals with a background in nursing or administration who wish to become Nursing Home Administrators.

At the conclusion of this program students will: (1) meet the educational standards for licensure required by the New York State Board of Examiners for Nursing Home Administrators and have the necessary educational background to succeed on the state examination and (2) have demonstrated mastery of administrative, managerial, financial, legal, ethical, and gerontological issues in nursing home administration.

## **Application and Admission**

The students will be admitted to the certificate program in Long Term Care Administration in one of three ways:

- Students can receive a certificate in combination with a Master of Science Degree in Nursing and Health Care Management
- Students can receive the certificate in combination with a Master's Degree in Gerontology
- Students can elect to enroll in the certificate program following the completion of a baccalaureate degree

Students who wish to enroll in the Certificate Program in Long-Term Care Administration or the Master's Program in Gerontology with the certificate will apply to the Graduate School as specified in the Graduate School catalog (see page 17).

Students who wish to receive a Master of Science Degree in Nursing with the certificate will apply to the School of Nursing. Graduate Program Admission requirements for the Master's Program in the School of Nursing include proof that the students graduated from an accredited baccalaureate program in nursing or a nursing program deemed comparable by the World Education Services with a cumulative grade point average of at least B (3.0). Students must have completed a basic Statistics course, have current NYS RN licensure and current malpractice insurance. In addition, students are required

to submit two essays and be interviewed by a member of the faculty.

## **Candidacy**

Students will be reviewed for candidacy upon the completion of twelve credits. Please see general candidacy guidelines at the beginning of the catalog.

## **New York State Licensing Requirements for Nursing Home Administrators**

Applicants for licensure in New York State as a Nursing Home Administrator must meet the requirements established by the Board of Examiners of Nursing Home Administrators:

- be of good moral character;
- be at least 21 years of age
- meet education requirements
- meet experience requirements
- meet examination requirements

Students can access further information about Nursing Home Administrator licensure requirements from the New York State Department of Health website at [www.health.state.ny.us/professionals/nursing\\_home\\_administrator](http://www.health.state.ny.us/professionals/nursing_home_administrator).

The curriculum for the Certificate in Long Term Care Administration follows the mandates of the New York State Department of Health Nursing Home Licensure Requirements. These requirements mandate the following required courses.

| <b>Required Courses</b> |                                     | <b>Credits</b> |
|-------------------------|-------------------------------------|----------------|
| GRT 500                 | Introduction to Gerontology         | 3              |
| GRT 660                 | Nursing Home Administration         | 3              |
| NUR 644                 | Budgeting and Financial Accounting  | 3              |
| NUR 646                 | Management of Human Resources       | 3              |
| NUR 648                 | Health Care Ethics, Law, and Policy | 3              |

## **Required Courses for the Certificate in Long Term Care Administration**

### **GRT 500 Introduction to Gerontology 3 cr.**

This course offers an overview of the process of senescence, emphasizing an interdisciplinary focus that integrates sociological, psychological, and biological aspects of aging. Special attention is paid to organizations and institutions that serve older persons. *Fall*

### **GRT 660 Nursing Home Administration 3 cr.**

This course offers an extensive review of all aspects of nursing home administration

including organizational management and general administration, resident care, personnel management, financial management, environmental management, and regulatory management. (Formerly GRT 710) *Summer*

**NUR 644 Budgeting and Financial Accounting 3 cr.**

This course reviews basic principles of accounting, budgeting, and financial analysis and reimbursement. Business tools used in financial tracking, trending, and reporting in health care are examined. *Spring*

**NUR 646 Management of Human Resources 3 cr.**

This course focuses on the basic concepts and techniques for managing human resources in health care organizations. Topics related to the personnel function of the organization and the department are presented including recruitment, selection, retention, performance appraisal, job training and career development, as well as compensation, labor relations, and contract negotiations. *Fall*

**NUR 648 Health Care Ethics, Law, and Policy 3 cr.**

This course examines ethical theories and frameworks to consider social justice, patient rights, allocation of services, and professional accountability. Health policy and law related to health care administration and the delivery of services including federal and state regulatory activities, legal decision making, health policy development and legislation are considered. *Spring*

# Mental Health Counseling

*Division Office: Chidwick 103, 914-654-5561, gradhumanservices@cnr.edu*

*Faculty Advisor: Frank Rizza, Ph.D.*

## **Master of Science Degree in Mental Health Counseling – 60 Credits**

The Master of Science degree program in Mental Health Counseling is a 60-credit program designed to meet the professional education requirements for licensure in New York State as a mental health counselor. With the College's mission of education for service in mind, the Mental Health Counseling program prepares students to become mental health professionals in providing counseling to individuals, groups, and families of diverse backgrounds, ages, and needs. Students are provided with a variety of courses and rich practicum and internship experiences in which to develop their counseling skills and their professional expertise. Graduates of the program, upon successful completion of the NYS license examination, may find employment in hospitals, mental health clinics, and private practice.

### **Admission**

General admission requirements for the Mental Health Counseling program are the same as those for the Graduate School (see page 17). In addition, admission into the Mental Health Counseling program requires a minimum Grade Point Average of 3.0 or "B" in baccalaureate or other graduate level work to ensure that students are capable of successful graduate work in this program. In some instances, students with a GPA below 3.0 will be admitted on a probationary basis if their situation reflects experience in the field or other abilities suggesting the potential to succeed in the program. An undergraduate major in psychology, counseling, social work, sociology, nursing, or related fields is required.

In addition, students will be required to attend an admissions interview at which time a writing sample will be requested. This sample will identify those applicants who may be in need of some remediation in order to successfully handle the expected written work in the program and to identify those who might be required to enroll in the Graduate School's Writers Workshop course.

### **Degree Requirements**

The Master of Science degree in Mental Health Counseling requires satisfactory completion of 60 credits (20 courses) of graduate study in mental health counseling with an overall grade point average of B (3.0). Forty-five credits are in required courses;

six credits in internship; and nine credits in electives. Three hundred hours in each of two internships for a minimum of 600 hours are required.

## Admission to Candidacy

Students will be reviewed for admission to candidacy immediately after completing 12 credits in the Mental Health Counseling program. Please see general candidacy guidelines at the beginning of the catalog.

## New York State Licensing Requirements in Mental Health Counseling

In order to provide mental health counseling or to use the title “licensed mental health counselor” within New York State, one is required to obtain licensure as a mental health counselor, unless otherwise exempt under the law. According to the New York State Education Department (NYSED), in order to obtain a license as a Mental Health Counselor in New York State, one must:

- be of good moral character;
- be at least 21 years of age;
- meet education requirements;
- meet experience requirements; and
- meet examination requirements.

The Mental Health Counseling program offered by The College of New Rochelle meets the education requirements as dictated by NYSED. To meet the experience requirement for licensure as a mental health counselor, you must submit to NYSED documentation of completion of a supervised experience of at least 3,000 clock hours providing mental health counseling in an acceptable setting. **The supervised experience must be obtained after completion of the master’s degree program.** The examination requirements must be met by satisfactory completion of the “National Clinical Mental Health Counselor Examination” administered by the National Board for Certified Counselors (NBCC) or an examination determined by the NYSED to be comparable in content. Students should refer to the New York State Education website at [www.nysed.gov](http://www.nysed.gov) for further details on these licensing requirements and application information.

## Courses for M.S. Degree in Mental Health Counseling – 60 credits

|         |                                | Credits |
|---------|--------------------------------|---------|
| CLD 540 | Theories of Career Development | 3       |
| CLD 547 | Methods & Tools of Assessment  | 3       |
| GSC 505 | Research Methodology           | 3       |

|         |   |    |
|---------|---|----|
| GSC 584 | Introduction to Theories of Counseling  | 3  |
| GSC 619 | Group Counseling  | 3  |
| GSC 784 | Ethics in Counseling  | 3  |
| PSY 565 | Introduction to Professional Counseling   | 3  |
| PSY 571 | Human Growth & Development  | 3  |
| PSY 581 | Interviewing & Counseling   | 3  |
| PSY 585 | Interviewing & Counseling Practicum   | 3  |
| PSY 586 | Counseling the Culturally Diverse   | 3  |
| PSY 588 | Family Process & Therapy I  | 3  |
| PSY 610 | Behavior Dynamics Across the Lifespan   | 3  |
| PSY 685 | Differential Diagnosis & Treatment Planning                                     | 3  |
| PSY 692 | Family Process & Therapy II   | 3  |
| PSY 710 | Mental Health Counseling Internship I (300 hours)                               | 3  |
| PSY 711 | Mental Health Counseling Internship II (300 hours)                              | 3  |
|         | Three Elective Courses  | 9  |
|         | Identification and Reporting of Suspected Child Abuse and Maltreatment Workshop | NC |

## **Advanced Certificate in Thanatology (Grief Counseling) – 18 credits**

Students in the Mental Health Counseling program may apply for the Advanced Certificate in Thanatology if they satisfactorily complete the following requirements:

|         |  | <b>Credits</b> |
|---------|--|----------------|
| GSC 584 | Introduction to Theories of Counseling                       | 3              |
| PSY 581 | Interviewing and Counseling                                  | 3              |
| GRT 614 | Death & Dying  | 3              |
| GRT 615 | Grief, Mourning and Bereavement                              | 3              |
| GSC 692 | Children, Adolescents, Loss, and Death                       | 3              |
| GRT 701 | Field Experience: Internship in Grief Bereavement Counseling | 3              |

## **Internships**

Applications for internships must be made by November 1 for the Spring semester, February 1 for the Summer semesters, and May 1 for the Fall semester. Arrangements for the internship must be finalized 30 days prior to registration for course PSY 710 or 711. A student must meet with the Division Director and the internship instructor to explore internship opportunities, to receive the internship manual, and to submit an application.

## **Required Courses for the Master's Degree**

### **CLD 540 Theories of Career Counseling 3 cr.**

This course will explore current theories of career development and how they can be applied in working with clients. Students will develop a holistic understanding of career development and counseling by examining the economic, sociological, and psychological factors influencing vocational development. The course will examine major theoretical viewpoints, current research in the field and identify areas for further research. *Fall, Spring, & Summer.*

### **CLD 547 Methods and Tools of Assessment 3 cr.**

This course will provide familiarity with methodologies and tests used in counseling and career development to assess ability, intelligence, aptitude, interest, and occupational skills. Such tests include but are not limited to the Strong-Campbell Interest Inventory, Hall Occupational Orientation Inventory, Kuder General Interest, Differential Aptitude Tests, Holland's Self Directed Search, Myers-Briggs Type Indicator, Super's Career Development Inventory for High Schools and Colleges, and other assessment tools. Prerequisite: CLD 540. A lab fee for use of testing materials is required. *Fall, Spring, & Summer.*

### **GSC 505 Research Methodology 3 cr.**

This course addresses research methodology in the fields of education and human services. It examines the basic tools, materials, designs, and statistical techniques used in research and program evaluation. It teaches critical analysis of published research in the students' major fields. Development of a research proposal is required. Prerequisite: 18 credits. *Fall, Spring, & Summer*

### **GSC 584 Introduction to Theories of Counseling 3 cr.**

This is a basic course in counseling theories which examines the philosophical foundations and teachings of counseling theories with special emphasis on those theories that are relevant to professionals working in schools and other counseling settings. *Fall, Spring, & Summer.*

### **GSC 619 Group Counseling 3 cr.**

This course explores group processes common to all group interactions. Emphasis will be placed on the practice and techniques of psychotherapeutic group processes and will include identifying typical problems in the process, use of videotapes, practice in setting up a group process, and self-analysis. *Fall, Spring, & Summer.*

### **GSC 784 Ethics in Counseling 3 cr.**

This course provides a study in ethics in the counseling professions. Topics include:

knowledge of code of ethics understanding of ethical dilemmas and of ethical decision-making models, and identification of ethical issues. *Fall, Spring, & Summer.*

**PSY 565 Introduction to Professional Counseling 3 cr.**

This is the most basic course in counseling. Students should finish this course with a comprehensive overview of the mental health field with its variety of applications. Students will also be introduced to the concept of counselor supervision, counseling formats, professional societies and self-introspection. *Fall & Summer.*

**PSY 571 Human Growth and Development 3 cr.**

This course covers human development throughout the total lifespan, from prenatal development through adulthood. Students will explore current theories and empirical research with emphasis on the emotional, social, physical, and cognitive development of individuals at all developmental levels. The course will explore how the abilities, needs, problems, and concerns of humans change throughout life. *Fall & Summer.*

**PSY 581 Interviewing & Counseling 3 cr.**

This course will provide experiential learning of interviewing and counseling skills, including active listening, attending, reflecting, questioning, summarizing, and confronting. Students conduct and critique weekly videotaped counseling sessions. Prerequisite: GCS 584 or ATH 501. *Fall, Spring, & Summer.*

**PSY 585 Interviewing & Counseling Practicum 3 cr.**

This is an advanced, in depth counseling laboratory course. It is designed to provide supervised practical counseling experience from a life span and multicultural perspective through successful completion of 100 hours of observation and service at a mental health agency site. Weekly seminar provides group supervision and discussion of issues related to practicum placement. Prerequisites: PSY 581, 610, 685 and 36 credits completed in the program. A grade of "B" (3.0) or better is required to pass this course. *Fall, Spring, & Summer.*

*Students intending to register for the practicum must apply in the Division of Human Services Office by the following dates: November 1 for the Spring semester, March 1 for Summer semester, and June 1 for the Fall semester. Students must attend a Practicum and Internship Orientation Meeting with the Director of Human Services and must have approval of their fieldwork site no less than 30 days before the start of the semester.*

**PSY 586 Counseling the Culturally Diverse 3 cr.**

This course will explore the application of counseling methods to diverse cultural groupings. Students will assess the fit between the culture of counseling and different cultural groupings, and develop culturally sensitive interventions for a range of counseling issues and settings. *Fall, Spring, & Summer.*

**PSY 588 Family Process & Therapy I 3 cr.**

This course explores the psychological structure of the family through readings in contemporary theories of family dynamics. *Fall, Spring, & Summer.*

**PSY 610 Behavior Dynamics Across the Lifespan 3 cr.**

This course focuses on the study of the dynamics of human behavior over the life span. This course will cover healthy adjustment and maladjustment at each stage of life with emphasis on maladjustment. The major models describing human behavior and the causes of mental illness are described. The classification of mental illness and adjustment disorders according to the Diagnostic and Statistical Manual (DSM) IV-TR are discussed and illustrated. *Fall & Summer.*

**PSY 685 Differential Diagnosis & Treatment Planning 3 cr.**

This course teaches students how to use the DSM-IV-TR (Diagnostic and Statistical Manual of Mental Disorders – Fourth Edition, Text Revision) in diagnosing pathological conditions. Through the use of case studies students will sharpen their diagnostic skills and learn to develop treatment plans in accord with specific diagnoses. A review of classification and etiology as well as theories of pathological development will be provided. Prerequisite: PSY 610. *Spring & Summer.*

**PSY 692 Family Process & Therapy II 3 cr.**

This course introduces students to professional practice of family therapy, including assessment and treatment techniques. Issues in families including abuse, homelessness, family structure, and chronic illness will be discussed. Prerequisite: PSY 588. *Fall & Spring.*

**PSY 710 Mental Health Counseling Internship I 3 cr.**

This supervised internship experience allows students to put into practice, in appropriate mental health counseling settings, the counseling skills they have acquired in the 48 or more credits of course work that they have taken prior to this class. A total of 300 hours of service are required for each internship. Course meets weekly with a faculty supervisor to discuss students' experiences and cases at the internship site. Prerequisites: 48 credits of required courses, including completion of PSY 585. A grade of "B" (3.0) or better is required to pass this course. *Spring & Summer.* \*

**PSY 711 Mental Health Counseling Internship II 3 cr.**

This supervised internship experience is a continuation of PSY 710 . A total of 300 hours of service are required for each internship. Course meets weekly with a faculty supervisor to discuss students' experiences and cases at the internship site. Prerequisites: 45 credits of required courses, including completion of PSY 585 and PSY 710. A grade of "B" (3.0) or better is required to pass this course. *Spring & Summer.* \*

*\*Students intending to register either internship must apply in the Division of Human*

Services Office by the following dates: November 1 for the Spring semester, March 1 for Summer semester, and June 1 for the Fall semester. Students must attend a Practicum and Internship Orientation Meeting with the Assistant Dean for Academic Administration and must have approval of their fieldwork site no less than 30 days before the start of the semester.

## **Elective Courses**

### **GSC 692 Children, Adolescents, Loss and Death 3 cr.**

A study of the ways in which children understand and relate to issues of dying and death. Topics include the child's developing conception of death, principles, techniques, and resources for death education and counseling the dying child, childhood bereavement, youth suicide, death and the family system. *Summer.*

### **CLD 624 Planning, Conducting and Evaluating Workshops 3 cr.**

Students learn the theoretical and practical components involved in all aspects of workshops. Each student develops, conducts, and evaluates a workshop on a relevant topic of choice, such as resume writing, peer counseling, or values clarification. *Spring & Summer.*

### **CLD 642 Holistic Approaches to Stress Management 3 cr.**

This course examines the many types of stress and how to cope with it in today's world. The purpose is for students to identify and understand the particular stressors that most affect individuals' lives. Students will also learn appropriate coping and lifestyle interventions, as well as various relaxation techniques to more effectively manage stress and improve the quality of life. *Spring.*

### **PSY 688 The Understanding and Treatment of Addictive Behavior 3 cr.**

Students will increase their knowledge of the diagnosis, etiology, and treatment of addiction. Addiction through the lifespan will be addressed with special emphasis on alcohol and drug addiction. *Fall & Summer.*

### **PSY 779 Advanced Counseling Skills and Techniques: Adults 3 cr.**

This advanced course will aim to enhance the skills of counselors, psychologists and career development specialists who want to increase their repertoire of therapeutic techniques for helping their clients. Student will use their understanding of behavioral, cognitive, analytic, and other orientations to further develop their own skills as counselors. Fieldwork hours in a clinical or counseling setting may be required. Prerequisites: PSY 581 and GSC 584. *Spring.*

### **PSY 781 Advanced Counseling Skills and Techniques: Child & Adolescent 3 cr.**

This advanced course will aim to enhance the skills of counselors, psychologists,

and other therapists who want to increase their repertoire of therapeutic techniques with children and adolescents. Students will incorporate their understanding of various theoretical orientations on the student's development of play therapy techniques. Prerequisites: PSY 581 and GSC 584. *Spring.*

**GRT 614 Dying and Death 3 cr.**

This course will explore an analysis of dying and death in American society. Attention will be given to historical and contemporary interpretations of death, current cultural practices regarding death, and the social psychology of the terminally ill and bereaved. Emphasis will be placed on the counseling of the dying and bereaved. *Spring.*

**GRT 615 Grief, Mourning, and Bereavement 3 cr.**

This course will provide an in-depth analysis of patterns of grief and bereavement throughout the life cycle. Special attention will be given to the role of mourning rituals in facilitating or limiting grief adjustment. Emphasis will be on counseling the bereaved. *Fall.*

# School Psychology

*Division Office: Chidwick 103, 914-654-5561, gradhumanservices@cnr.edu  
faculty advisors: Robert Arko, Ph.D, Claire Lavin, Ph.D.*

- **Master of Science Degree in School Psychology Leading to provisional Certification—60 Credits**
- **Advanced Certificate in Multilingual/Multicultural Education Leading to a Bilingual Extension of a Current Certificate—18 Credits**

The Program in School Psychology is guided by the College's mission statement of educating students for service which is in turn influenced by the College's historic commitment to justice in society. Academic offerings emphasize the role of human behavior and development within a humanistic/multicultural framework.

Successful completion of the program leads to a Master of Science Degree and New York State Certification as a school psychologist which enables students to work as psychologists in the schools.

## **Educational Objectives and Curriculum**

Courses are organized sequentially with core/theory courses preceding skill development courses, and field application experiences.

Educational objectives for the program are incorporated into course syllabi. Program objectives include:

- Knowledge of public school organization and the role of the school psychologist in multicultural settings;
- Knowledge of child growth and development, behavior management, theoretical approaches to assessment and counseling, legal and ethical guidelines;
- Skill in diagnosis and assessment of behavior and learning in multicultural contexts;
- Skill in consultation and collaboration with teachers, parents and other professionals in multicultural contexts;
- Expertise in individual and group counseling with multicultural populations;
- Skill in research and evaluation;
- Commitment to professional growth and development.

## **Admission**

General admission requirements for the School Psychology program are the same as those for the Graduate School (see page 17). In addition, an undergraduate major in psychology, including psychological testing, is a prerequisite for admission. Suitability for the program and for the profession will be factors in determining admission.

All applicants must attend an interview prior to formal acceptance. Applicants must also complete a writing sample at the time of the interview. The sample will identify those who might benefit from writing assistance from the College's Center for Academic Excellence available at no cost to students admitted to the program and to identify those who might be required to enroll in the Graduate School's Writers Workshop course.

## **Admission to Candidacy**

Students will be reviewed for admission to candidacy after completing 12 credits. Please see general candidacy guidelines at the beginning of the catalog.

## **Degree Requirements**

A minimum grade of B- in each course and a semester average of B are required to continue in the program. Sixty credits with an overall cumulative average of B (3.0) and an oral comprehensive examination are the normal requirements for the completion of the master of science degree in school psychology.

A master's thesis is not required, but a detailed clinical field work journal which annotates the two semesters of internship must be submitted. Field work involves a minimum of 12 hours a week, for two semesters as a school psychologist intern. In this role, the candidate will fulfill a four-fold function, including diagnostic testing, counseling, therapeutic tutoring, and consultation. These activities, including formal diagnostic reports, will be reported in the field work journal.

The faculty members in the School Psychology program accept the Code of Ethics of the American Psychological Association and the National Association of School Psychology as the standard of professional practice. Accordingly, candidates accepted for the degree are also expected to respect the values inherent in the Code. In particular, violations of the right to privacy will not be tolerated.

## Required Courses for M.S. Degree in School Psychology—60 Credits

|         |  | <b>Credits</b> |
|---------|--|----------------|
| GSC 584 | Introduction to Theories of Counseling   | 3              |
| GSC 619 | Group Counseling   | 3              |
| PSY 570 | The Emotionally Handicapped Child  | 3              |
| PSY 575 | Cognitive Development  | 3              |
| PSY 581 | Interviewing and Counseling  | 3              |
| PSY 584 | Clinical Applications of Projective Psychology   | 3              |
| PSY 588 | Family Process and Therapy I   | 3              |
| PSY 600 | Individual I.Q. Testing  | 3              |
| PSY 601 | Rorschach Method   | 3              |
| PSY 620 | Behavior Management  | 3              |
| PSY 649 | Consultation   | 3              |
| PSY 690 | Clinical Psychodiagnostics & Reporting   | 3              |
| PSY 691 | Advanced Seminar in Clinical Testing   | 3              |
| PSY 771 | Fieldwork in Clinical Practice I: College-Supervised<br>Internship in School Psychology  | 3              |
| PSY 772 | Fieldwork in Clinical Practice II: College-Supervised<br>Internship in School Psychology | 3              |
| PSY 797 | Practicum in Educational Assessment  | 3              |
| SED 579 | Learning & Behavior Disorders in Children  | 3              |

### Certification Workshop Series - No credit

|  |         |
|--|---------|
| Identification and Reporting of Suspected Child Abuse and Maltreatment | WCS 983 |
| School Violence Prevention and Intervention                            | WCS 984 |

### Advanced Certificate in Multilingual/Multicultural Education leading to a Bilingual Extension of a Current Certificate— 18 credits

The Graduate School offers an 18 credit advanced certificate program approved by the New York State Education Department leading to a bilingual extension for pupil personnel services professionals, including school psychologists and school counselors, and administrative and supervisory personnel. Students in the School Psychology program who are proficient in another language in addition to English may be eligible for this bilingual extension program. Satisfactory completion of the Bilingual Education Assessment (BEA) examination is a requirement for admission. Information on this examination may be obtained from the New York State Teacher Certification Examinations website at [www.nystce.nesinc.com](http://www.nystce.nesinc.com).

## Required Courses for Advanced Certificate in Multilingual/ Multicultural Education leading to a Bilingual Extension– 18 credits

|         |  | Credits |
|---------|--|---------|
| MME 506 | Theory of Education for Diverse Learners   | 3       |
| MME 502 | Cultural Perspectives on Community Resources<br>and Parental Involvement in Language Education   | 3       |
| MME 512 | Native Language Arts   | 3       |
| MME 523 | Curriculum Adaptations for Diverse Learners  | 3       |
| MME 526 | Providing Pupil Personnel Services with a Bilingual Approach                                     | 3       |
| MME 703 | College-supervised Practicum in a Bilingual Context for Pupil<br>Personnel Service Professionals | 3       |

### Courses

#### **GSC 584 Introduction to Theories of Counseling 3 cr.**

Basic course which examines the philosophical foundations and teachings of counseling theories with special emphasis relevant to professionals working in schools and other counseling settings.

#### **GSC 619 Group Counseling 3 cr.**

Exploration of group processes common to all group interactions. Emphasis on the practice and techniques of psychotherapeutic group processes. Includes identifying typical problems in the process, use of videotapes, practice in setting up a group process, and self-analysis.

*Fall, Spring & Summer*

#### **PSY 570 The Emotionally Handicapped Child 3 cr.**

Overview of child development. Analysis of dynamics and possible etiologies of major types of emotional disorders of childhood and adolescence, the autistic child, clinical and research perspectives, implications for educational planning. Observation required. *Fall*

#### **PSY 575 Cognitive Development 3 cr.**

The course will provide an overview of cognitive development in monolingual and bilingual children and adolescents. The course will compare and contrast cognitive development and expression and bilingual and monolingual children and adolescents. Special emphasis will be placed on how cognition relates to academic performance. The course will describe how cognition is expressed as observable behavior and how it can be assessed formally and informally. *Fall*

#### **PSY 581 Interviewing and Counseling 3 cr.**

Experiential learning of interviewing skills— active listening, attending, reflecting, questioning, summarizing, confronting, etc.— and various counseling paradigms used in counseling. Prerequisite: GSC 584. *Fall, Spring, & Summer*

**PSY 584 Clinical Applications of Projective Psychology 3 cr.**

Theories of projective tests and expressions including their analysis and evaluation. Techniques for eliciting thematic content (art, writing, dramatics, play) to promote and underscore self-expression and therapeutic growth. Prerequisites: PSY 570. A lab fee is required for the use of testing materials. *Fall & Summer*

**PSY 588 Family Process and Therapy I 3 cr.**

Explores psychological structure of the family through readings in contemporary theories of family dynamics. These will be related to approaches to family interventions through family therapy. *Fall, Spring, & Summer*

**PSY 600 Individual I.Q. Testing 3 cr.**

Practice in administering tests of intelligence and reporting the findings for individuals from preschool to adulthood. Fieldwork required. Open only to students matriculated in the program. Prerequisites: PSY 575. A lab fee is required for the use of testing materials. *Fall & Spring*

**PSY 601 Rorschach Method 3 cr.**

Scoring and interpretation of Rorschach test data. Similarities and differences in test data of bilingual and monolingual children and adolescents will be discussed. Clinical use of the test with children, adolescents and adults reviewed. Protocols of emotionally healthy and emotionally disturbed children and adolescents will be discussed. Fieldwork required. Open only to students matriculated in the program. Prerequisite: PSY 570. A lab fee is required for the use of testing materials. *Spring*

**PSY 620 Behavior Management 3 cr.**

The course will review fundamental concepts of classical conditioning, instrumental and observational learning theories and their application to behavior management. It will explore in depth methods to modify behavior. Emphasis will be placed on the writing of an applied behavior analysis and behavior plans. Fieldwork of a student in a school setting is required. *Spring & Summer*

**PSY 649 Consultation 3 cr.**

The course will provide an overview of the consultation process in the schools. Special emphasis will be placed on how consultation relates to academic and behavioral functioning. Students will apply consultation principles in case study analysis and in school settings. Prerequisites: PSY 570, PSY 575, PSY 581, PSY 584, PSY 600, PSY 601, PSY 620. *Fall & Summer*

**PSY 797 Practicum in Educational Assessment 3 cr.**

Appropriate selection, administration, scoring, and interpretation of formal/informal diagnostic instruments in assessing culturally diverse children with disabilities. Writing professional educational evaluation reports including strengths and weaknesses. Appropriate recommen-

dations developed for remediation in line with the New York State Learning Standards and the general education curriculum. Prerequisites: PSY 584, PSY 600, PSY 601. A lab fee is required for the use of testing materials. *Summer*

### **SED 579 Learning and Behavior Disorders in Children 3 cr.**

Candidates will be introduced to characteristics of learning and behavior across culturally diverse populations using a model of concomitance. Differential diagnosis and collaborative teams will be explored. The focus will be on the following disorders: dyslexia, dyscalculia, dysgraphia, attention deficit hyperactivity disorder, non-verbal learning disabilities, conduct disorders, oppositional and obsessive behaviors, and other related syndromes. Candidates will examine educational and curriculum planning or learning and behavior disorders in collaboration with the general education curriculum, the New York State Learning Standards and continuum of services. Current research on learning and behavior disorders will be evaluated through technological resources. Field experience required, 10 hours. *Fall, Spring, and Summer.*

## **Fieldwork Related Courses**

### **PSY 690 Clinical Psychodiagnostics and Reporting 3 cr.**

The rationale and development of diagnostic judgment including the reporting of data, participating at clinical conferences, and the organization and integration of clinical findings in a written report. Prerequisites: PSY 570, 575, 581, 584, 600, 601, 620, 649, GSC 584, SED 579, PSY 797. Must be taken concurrently with PSY 771. *Fall*

### **PSY 691 Advanced Seminar in Clinical Testing 3 cr.**

Case study approach utilizing an integrated battery of projective techniques in diagnostic exploration of personality. Prerequisites: PSY 690 & 771. Must be taken concurrently with PSY 772. *Spring*

### **PSY 771 Fieldwork in Clinical Practice I: College-Supervised Internship in School Psychology 3 cr.**

Internship with clinical supervision. Student may choose experience from a variety of public schools and will keep a detailed log of activity. A minimum of 12 hours in supervised experience each week, for a total of 200 hours. Pass/Fail Grade. Permission of Dean required. Prerequisites: PSY 570, 575, 581, 584, 600, 601, 620, 649, GSC 584, SED 579, PSY 797. Must be taken concurrently with PSY 690. *Fall*

### **PSY 772 Fieldwork in Clinical Practice II: College-Supervised Internship in School Psychology 3 cr.**

Continuation of Fieldwork in Clinical Practice I. Pass/Fail grade. Prerequisites: PSY 690 & 771. *Must be taken concurrently with PSY 691. Spring*

## **Electives**

### **PSY 586 Counseling the Culturally Diverse 3 cr.**

An application of counseling methods to diverse cultural groupings. Students will assess the fit between the culture of counseling and different cultural groupings, developing culturally sensitive interventions for a range of counseling issues and settings including schools and workplaces. *Fall, Spring, & Summer*

### **PSY 688 The Understanding and Treatment of Addictive Behavior 3 cr.**

Students will increase their knowledge of the diagnosis, etiology, and treatment of addiction. Addiction through the lifespan will be addressed with special emphasis on alcohol and drug addiction. *Fall & Summer*

### **PSY 692 Family Process and Therapy II 3 cr.**

This course introduces students to professional practice of family therapy, including assessment and treatment techniques. Issues in families including abuse, homelessness, family structure and chronic illness will be discussed. Prerequisite: PSY 588. *Fall & Spring*

### **PSY 779 Advanced Counseling Skills and Techniques: Adults 3 cr.**

This advanced course will aim to enhance the skills of counselors, psychologists, and career development specialists who want to increase their repertoire of therapeutic techniques for helping their clients. Students will use their understanding of behavioral, cognitive, analytic, and other orientations to further develop their own skills as counselors. Fieldwork hours in a clinical or counseling setting will be required. Prerequisites: PSY 581; PSY 689 or GSC 584. *Spring*

### **PSY 781 Advanced Counseling Skills and Techniques: Children & Adolescent 3 cr.**

This advanced course will aim to enhance the skills of counselors, psychologists, and other therapists who want to increase their repertoire of therapeutic techniques with children and adolescents. Students will incorporate their understanding of various theoretical orientations with specific developmentally appropriate therapeutic techniques. Special emphasis will be on the student's development of play therapy techniques. Fieldwork hours in a clinical, counseling, or school setting will be required. Prerequisites: PSY 581 and GSC 584. *Spring*

### **GSC 505 Research Methodology 3 cr.**

Examination of basic tools, materials, designs, and statistical techniques used in research and program evaluation; critical analysis of published research in school psychology. Development of a research proposal required. *Fall, Spring, & Summer*

### **GSC 595 Working with Parents 3 cr.**

This course is designed to assist future school professionals with strategies and interventions when working with parents and families. This course will explore how to work with and communicate with parents/families of students of different levels of school performance, how

to facilitate successful parent/school conferences, and how to involve parents/families more in their children's school life. *Intersession, Summer*

Policies and track descriptions are detailed in the School of Nursing Catalog, which is available through the Office of the Dean, School of Nursing. (914-654-5804)

# Financial Aid



Various types of scholarships, research assistantships, community service grants, graduate assistantships, and financial aid programs are available to degree-seeking students to help them underwrite the expenses of their graduate education. Some of these awards are merit-based, for which the student competes; other types of financial assistance are need-based, for which the student must fulfill certain conditions and regulations. Some have both requirements. Since providing access to higher education is a hallmark of The College of New Rochelle, the College makes every reasonable attempt to enable students financially to pursue graduate studies.

Scholarships, research assistantships, graduate assistantships and community service grants are administered through The Graduate School. The Awards Committee meets periodically throughout the year and nominates candidates for scholarships and assistantships. All necessary application forms are obtainable in Chidwick 103 and in the office of Enrollment Management. Applicants for scholarships, assistantships, and research assistantships must report to Financial Aid any external grant that they may have received as this may affect the College's award. For all eligibility requirements for scholarships and assistantships awarded by the Graduate School Dean, please consult the application forms for each award.

All other forms of financial aid such as College, State, and Federal programs are coordinated through the Office of Financial Aid, located on the ground floor of the Administration Center (Ursula Hall). Students are best served by visiting the Office of Financial Aid where they can discuss the full range of financial aid possibilities with a counselor. The office is open Monday through Thursday, 9 a.m. to 6 p.m., and Friday, 9 a.m. to 3 p.m. (914-654-5434).

Financial aid eligibility requirements are designed to comply with the granting agencies' (College, Federal and State) rules and regulations pertaining to the maintenance of minimum levels of academic progress and pursuit. To be eligible for aid, a student must be in good academic standing. See Satisfactory Academic Progress and Program Pursuit Standards and State eligibility requirements.

Students who are convicted of a drug offense may not be eligible for Federal Aid. Contact your financial aid counselor for further details

## **Scholarships, Graduate Assistantships, Research Assistantships, and Community Service Grants**

A complete application packet for admission to the Graduate School must be submitted to the Enrollment Office prior to, or simultaneous with, the scholarship application

in order for an applicant to be considered a candidate for any scholarship.

## **Merit Scholarships**

The Graduate School at The College of New Rochelle is pleased to offer Merit scholarships to qualifying matriculated, degree-seeking students enrolled on the Main Campus. Scholarships are awarded in the Fall, Spring, and occasionally, in the Summer Session I semesters depending on the availability of funds. Merit scholarships for academic excellence are awarded on a competitive basis to students achieving a minimum 3.5 cumulative G.P.A. The award consists of 3 credits of tuition remission in the semester in which the scholarship is awarded. The recipient must be registered for six credits during the award semester. Applications are available in Chidwick 105 in March for Fall Semester scholarships, and in October of the preceding year for the Spring and Summer Session I semester scholarships. Please call 914-654-5561 with any questions. *Fall Deadline: June 1; Spring Deadline: November 15*

## **Graduate Assistantships**

The Graduate Assistantship is an exciting opportunity for full-time, degree-seeking students, which covers the full cost of tuition for up to 30 credits in the contracted academic year. In return, the Graduate Assistant works 15 hours per week in an assigned Graduate School office and receives a stipend of up to \$5,000 for the academic year. The Graduate School offers a limited number of Graduate Assistantships to full-time graduate students who have earned a minimum cumulative G.P.A. of 3.5. Deadline: January 15. Awards are granted to competitively selected students after careful review of each applicant's cumulative G.P.A., letters of recommendation, demonstrated competence in community or extracurricular activities, and an interview with the awards committee. The graduate assistantship contract year runs from July 1st through June 30th. The 30 credits of tuition remission start in July and must finish by the end of the spring semester in the contract year. Graduate Assistants are not permitted to pursue additional employment either on-campus or off during their contract year. Graduate students planning to teach or work in an internship during their contract year must discuss these plans with the awards committee prior to accepting an assistantship. Applications for the Graduate Assistantship award are available in Chidwick 103. Please call 914-654-5561 with any questions. Deadline: January 15.

## **Research Assistantships**

The Graduate School offers a limited number of Research Assistantships. These awards require nomination by and work for a full time faculty member engaged in research, and require the student to have achieved a minimum 3.25 cumulative G.P.A.

Matriculated students may receive up to 6 credits of tuition remission and are required to work for the nominating faculty member for up to 120 hours in the semester in which the Research Assistantship is awarded. Students interested in receiving a Research Assistantship should discuss their interest with faculty members who are actively engaged in research. *Deadline: Must be submitted **prior** to the beginning of each semester.*

## **Community Service Grants**

The Graduate School offers graduate students who are full-time contracted personnel at approved denominational schools and/or denominational social service agencies a reduced tuition for graduate coursework taken on campus. The amount of the grant is one half of the on-campus graduate tuition with a limit of six graduate credits per Fall or Spring semester and three credits per intersession and/or any summer session. Community Service Grant applications are available in Chidwick 105. Please call 914-654-5561 with any questions. *Deadline: Must be submitted prior to the beginning of each semester.*

\*A student who receives any award should be aware that the award could reduce the student's loan. Scholarships are competitive. Monies allotted are dependent upon funds available.

## **Need-based Aid through Financial Aid Department**

Need-based aid is determined by an analysis of the Free Application for Federal Student Aid (FAFSA), Federal Perkins Loans, Federal College Work-Study, and Federal Direct Loans are the usual form of need-based financial aid awarded to graduate students.

## **Applications**

Additional information about financial aid, application procedures, and deadlines for submission of materials for financial aid are listed in the Graduate School Information Packet, which is available in the Office of Financial Aid.

Submission of an application for need-based financial aid consists of a Free Application for Federal Student Aid (FAFSA) and a CNR Information form for Financial Aid. Financial aid awards are based on the enrollment status of the student. If the actual status is different from that used in making the award, a revision or cancellation of the award will be made.

The student is required to notify the Financial Aid Office, in writing, of any name or address change which occurs during the academic year.

## Change of Resources

There are many groups and foundations which award aid to students. Students who receive one of these awards must report it to the Financial Aid Office. Federal regulations require that students who receive Federal funds may not receive a combination of funds which exceeds their documented need. Thus, a student who receives a grant from an outside source may have his or her financial aid package reduced by an amount equal to the outside grant.

## Financial Aid Appeals

Decisions on financial aid can be appealed by the student. An attempt should first be made by contacting the financial aid counselor who originally evaluated the application for aid. If this action does not resolve the problem, a student can appeal to the Director of Financial Aid. If the problem is still unresolved, the student can appeal to the Financial Appeal Committee. The decision of this committee will be made in writing and sent to the student within 10 instructional days after the appeal.

## Financial Aid Programs

### College Programs

#### The College of New Rochelle Employee Tuition Remission

**Application Procedures:** Faculty and staff members seeking tuition remission must file a remission application with the Department of Human Resources and must also file for financial aid with the Financial Aid Office.\* All applications must be received in the Department of Human Resources and Financial Aid Office prior to registration. Filing for financial aid and tuition remission is a semester basis process.

**Selection of Recipients and Allocation of Awards:** The Human Resources Department will enter approval of a CNR Employee Tuition Remission into the Financial Aid Award Letter system. This will tell the Counselor of a student's eligibility for the Waiver; to receive approval the employee (student) must contact the Human Resources Department. Maximum per semester is 6 credits for any CNR employee and only one graduate degree per employee. Approval for additional tuition remission is reserved to the President.

....In order to receive tuition remission an employee (student) must be actively working and must be in good academic standing in accordance with School policy. Tuition remission will be provided only once per course. Repeat courses and non-

credit courses are not eligible for tuition remission. If an employee drops a course with tuition liability the employee is financially responsible for the tuition balance as described in the School catalogue. Graduate tuition is subject to taxation in accordance with federal law. Students that are in default of a loan cannot receive this employment benefit.

## **Vocational Rehabilitation**

**Application Procedures:** Handicapped persons may obtain a list of local offices of Vocational and Educational Services for Individuals with Disabilities (VESID) from VESID, New York State Education Department, Albany, NY 12230.

**Selection of Recipients and Allocation of Awards:** Any disabled person with a substantial employment handicap who can become employable within a reasonable period of time may be eligible. VESID serves those having any physical, emotional, or mental disability except blindness.

The legally blind are served by the Commission for the Blind and Visually Handicapped, State Department of Social Services, 40 North Pearl Street, Albany, NY 12243.

Eligible applicants may receive counseling, medical examinations, and other evaluation services, as well as instruction and training, including that provided by institutions of postsecondary education.

Clients are asked to share the expenses, based upon State standards, of some of the services provided, such as college or university expenses, which enable the client to attain his/her vocational objectives.

## **The Readers' Aid Program**

The Readers' Aid Program is to provide payment of readers, note takers, and interpreters for students who are blind or deaf and matriculated in an institution of higher education.

### **Guidelines for Program Eligibility and Administration**

#### **Section I: Eligibility**

In order to be eligible for the program, the student must:

- a. be a legal resident of New York State;
- b. be legally blind or deaf. Legally blind is defined as 20/200 in the better eye with best correction.

Deaf is defined as:

1. a severe to profound impairment of the sense of hearing. A person who is deaf cannot understand speech with or without amplification. Such a person relies primarily

on visual communication, such as facial expressions and lipreading, manual communication, gestures, writing, and reading,

**or**

2. a speech discrimination less than 70 percent. Speech discrimination would be determined by a phonetically balanced (PB) word list. The PB list should be administered at the maximum comfort level (MCL).

**or**

3. at least a pure tone average (PTA) of 50 dB loss in the better ear. PTA is determined for each ear by computing the average of the pure tone threshold at 500 Hz, 1000 Hz, 2000 Hz. For example, if the thresholds are 60 dB at 500 Hz, 80 dB at 1000 Hz, and 90 dB at 2000 Hz, the pure tone average would be:

$$\frac{60 + 80 + 90}{3} = \frac{230}{3} = 77 \text{ dB}$$

**and**

c. be matriculated in an institution of higher education authorized by law to grant degrees, and if in New York State, approved by the New York State Board of Regents.

## **Section II: Amount and Authorized Use**

A stipend, of not more than \$500, is made available during each half of the academic year for a total of \$1,000 for employment of persons to read to a student of a degree-granting institution who is blind or to take notes or interpret for a student who is deaf.

Readers' aid payments are made directly to The College of New Rochelle for the students. Readers, note takers, and interpreters are paid by the College from these funds upon receipt of bills approved by the students.

Readers' Aid funds cannot be used for tuition, maintenance fees, guide services, textbooks, equipment or supplies.

Readers, note takers and interpreters cannot be members of the student's family without requesting or justifying the need for same in writing.

## **Section III: Students' Responsibilities**

- a. Students must make a separate application to the institution for each semester for which Readers' Aid is desired. Application forms are available at the CNR Financial Aid office, district offices of the Commission for the Blind and Visually Handicapped (CBVH), and district offices of VESID.
- b. A student's first application for Readers' Aid must be on the standard application form and submitted after school registration. It must be accompanied by either a medical eye report from a certified ophthalmologist or certification of legal blindness by CBVH, or an audiogram from an otologist or a licensed audiologist indicating air and bone conduction thresholds. These materials should be sent to the College.
- c. Reapplications may be made by completing another application form or submitting a written request to the institution, after registration. The reapplication should identify the institution, the semester, and the number of credit hours currently registered.

- d. Applications for the fall semester (or the first half of the year) must be received at the institution by September 30, and for the second half of the year by February 1. Application and inquiries can be made at the Office of the Vice President for Student Services.

## **Federal Programs**

### **Federal Direct Student Loan Program**

The College participates in the Federal Government's Direct Lending Program. Students are able to receive these Subsidized and Unsubsidized Direct Loans faster, with less paperwork and with more repayment options. The conditions of eligibility and loan amounts are the same as the former loan programs.

**Application Procedures:** Application is made through the College's Financial Aid Office. Forms are available in the Financial Aid Office.

**Selection of Recipients and Allocation of Awards:** To be eligible for a Federal Direct Loan, a student must be:

1. a U.S. citizen or permanent resident alien;
2. enrolled in a program on at least a half-time (six-credit) basis, in each semester included in the period of the loan;
3. matriculated, working toward matriculation, or working toward teacher certification;
4. not be in default or refund status for any Title IV program at any institution;
5. if applicable, be registered with the Selective Service;
6. have a Social Security number;
7. demonstrate financial need;
8. attend a loan entrance workshop.

**Award Schedule:** The graduate student may borrow up to \$8,500 per year, with the combined undergraduate and graduate total limited to \$65,500. Students must demonstrate financial need before they can qualify for a loan, and may borrow only up to the amount of the student's financial need.

**Rights and Responsibilities of Recipients:** Federal Direct Subsidized Loans are subsidized, meaning that no interest must be paid on the loan while the student is in school, or during a 6-month grace period after the student leaves the school. Additional payment deferments are available. For further information, contact the College. Repayment begins after the student leaves school or drops below half-time enrollment in any semester. The interest rate is a variable rate, adjusted annually based on the 91-day Treasury bill plus 3.1% with a cap of 8.25%. The loans are subject to a 1.0% origination and insurance fee. This fee will be subtracted from the amount that is actually credited to the student's college account; however, the student will be responsible for repayment of the full amount borrowed.

The loan will be divided into at least two parts even if the loan is for only one semester. Students may choose one of four repayment options: the standard 10-year repayment schedule; the extended plan, which requires fixed payments over a 12 -to 30- year period; the graduated plan, which requires smaller payments initially and larger ones in succeeding years; and the income contingent plan, under which loans are paid back as a portion of a borrower's income.

Federal Direct Unsubsidized Loans terms and conditions are the same as the Subsidized Direct Loan, except the student is responsible for interest payments while in school and during deferment periods. The accrued interest may be paid or capitalized, that is, the interest which should be paid can be added to the original amount of the loan.

Students who have already taken out Subsidized or Unsubsidized Loans under the old program may change these loans to the new program, so that they may benefit from the expanded repayment options. Information regarding this may be obtained from the College, original lenders, and the Department of Education, (800) 433-3243.

Students who have previously signed a promissory note at CNR for either a Subsidized or Unsubsidized Direct Loan will not be asked to sign an additional note. Promissory notes are good for ten years. Students will continue to be notified of their loan eligibility by a financial aid award letter.

The interest rates and fees are currently under revision by the Federal Government; therefore, students should anticipate changes to these amounts.

**Federal Direct Unsubsidized Loans** terms and conditions are the same as the Subsidized Direct Loan, except the student is responsible for interest payments while in school and during deferment periods. The accrued interest may be paid or capitalized, that is, the interest which should be paid can be added to the original amount of the loan.

Students who have already taken out Subsidized or Unsubsidized Loans under the old program may change these loans to the new program, so that they may benefit from the expanded repayment options. Information regarding this may be obtained from the College, original lenders, and the Department of Education, (800) 433-3243.

Students who have previously signed a promissory note at CNR for either a Subsidized or Unsubsidized Direct Loan will not be asked to sign an additional note. Promissory notes are now good for multiple years. Students will continue to be notified of their loan eligibility by a financial aid award letter.

The interest rates and fees are currently under revision by the Federal Government, therefore, students should anticipate changes to these amounts.

## **Federal Perkins Loan Program**

**Application Procedures:** Application is made through the College's Financial Aid Office. Forms, as well as specialized information on loan cancellation provisions for borrowers who

go into certain fields of teaching or specified military duty, are available in the Financial Affairs Office. Students enrolled in co-sponsored courses are not eligible for this loan.

**Selection of Recipients and Allocation of Awards:** Loans are available to students enrolled at least half time in approved post-secondary institutions.

1. Perkins Loan funds will be made reasonably available to students attending any of the College's schools (i.e., the School of Arts & Sciences, the School of Nursing, the School of New Resources, and the Graduate School).
2. In awarding Perkins Loan funds, the College will give priority to students with "exceptional need."
3. A student will be considered to have "exceptional need," for purposes of awarding Perkins Loan funds: if the student continues to have unmet tuition and book costs after College Work-Study (if awarded) and outside aid (e.g., TAP grants, contractual aid and outside scholarships) are considered.

**Awards Schedule:** The amount which may be borrowed is up to \$8,000 and cannot exceed the anticipated tuition amount or financial need.

**Rights and Responsibilities of Recipients:** The current interest rate, payable during the repayment period, is five percent of the unpaid principal. Repayment begins nine months after graduation or leaving school and may extend over a 10-year period, and may be deferred for up to three years. Borrowers working in certain fields such as early intervention, teachers at designated low-income schools, full-time nurses, and Peace Corps or other national volunteers may be eligible for cancellation of the Federal Perkins Loan. A professional internship deferral is limited to two years.

## **Federal College Work/Study Program**

**Application Procedures:** Application is made through the College's Financial Aid Office.

**Selection of Recipients and Allocation of Awards:** Work is available to students enrolled at least half time. The applicant must: (1) be a U.S. citizen or eligible non-citizen; (2) be enrolled in an undergraduate, graduate or first-professional program as a matriculated student at an institution participating in the federal campus-based programs; (3) not be in default or refund status for any federal Title IV aid at any institution; (4) if applicable, be registered with the Selective Service; and (5) demonstrate financial need.

The College makes employment reasonably available to all eligible students in the institution who are in need of financial aid and are suitable for the work program. In the event that more students are eligible for CWS than there are funds available, preference is given to students who have greater financial need and who must earn part of their educational

expenses. Students enrolled in co-sponsored courses are not eligible for this program.

**Award Schedule:** The College arranges jobs on and off campus. Factors considered by the Financial Aid Office in determining whether and how many hours the applicant may work under this program are: financial need, class schedule, academic progress, health status, and employment skills. Earnings are paid directly to the student who then applies these funds to pay his/her educational expenses.

## **Academic Standards for Federal Financial Aid**

In addition to financial eligibility, students must satisfy certain academic standards in order to be eligible for financial aid. In order to receive any form of Federally-funded aid, students must be in good academic standing as defined by our institutional academic standing policies. Our academic standing policies are set forth in each of the school catalogs and are monitored by the Registrar and the respective Dean. Generally, graduate students must have a 2.7 cumulative index for their first 11 matriculated credits. Upon completion of 12 credits, a 3.0 is required. Graduate students must also complete their degree within 5 years. Therefore, students are expected to earn 20% of the credits that they need for their degree or certificate each year.

## **Federal Verification Guidelines**

**Deadlines:** The deadline for federal aid recipients, selected for verification, to submit verification documents is 120 days after the last day of attendance.

**Failure to Provide the Required Documentation:** If a student does not supply the necessary documentation within the deadlines stated above, that student:

1. forfeits receipt of a Federal Direct Loan for the award year;
2. forfeits payment of Federal College Work-Study and/or Federal Perkins Loan for the award year.

Any student aid award forfeited because of a failure to verify the expected family contribution will be the responsibility of the student. Any balance due the College is the responsibility of the student.

**Award Changes:** If verification requires any changes to the “family contribution” and the amount of financial aid that a student is eligible to receive, that information is communicated to the student via a revised award letter.

Completed verification will not be communicated to the student other than the posting of their financial aid to their account at the College.

The following items must be verified by the College: adjusted gross income; U.S. income tax paid; number of family members in the household; number of family members in post-secondary institutions as at least half-time students.

**Adjusted Gross Income and U.S. Income Tax Paid:** Documentation needed is the latest Federal tax return. This must have been signed by at least one of the filers or signed by the preparer or stamped with the name and address of the preparer. The IRS tax transcript is also acceptable.

**Verification of Household Size and Number in a Post-Secondary Institution for an Independent Student. All Graduate Students are independent.** All Graduate Students are independent. Completion of the “verification worksheet” with the applicant, applicant’s spouse, applicant’s children, if the applicant provided at least half of the children’s support, applicant’s unborn children, if the children will be born during the award year and the applicant will provide at least half of the children’s support, other persons, if they receive more than half of their support from the applicant and at the time of application they lived with the applicant’s parents.

The household members are considered attending a post-secondary institution if they are enrolled as at least half-time students.

**There are four separate but related calculations that the College must make in order to be in compliance with Federal regulations governing financial aid. The first is the implementation of the College’s refund policy for students who drop classes during the refund period. The second is the definition of a “census day” used for determining a student’s enrollment status for financial aid eligibility. The third is the calculation of federal aid to be returned when a student withdraws completely from the College. The fourth is to determine if the student received too much in cost-of-living refunds.**

## **College’s Refund Policy**

The College’s refund policy calls for an adjustment of tuition, and resident-hall room and board according to a schedule indicated below. Students may apply for and receive a refund of their tuition charges upon completion of a registration withdrawal or adjustment form. If the course is dropped and an application for refund is filed with the Registrar prior to the first day of the semester, there will be a 100% refund of tuition and resident hall room and board. If the course is dropped and the application is filed with the Registrar during the first three weeks of classes, the student may receive a percentage of tuition, and resident hall room and board according to the schedule below. All schools use the same schedule, and it applies to all registrants, including those who are permitted to register late. In the event of canceled courses, 100% of tuition will be refunded.

### **Fall & Spring Semesters Only**

Before the first day of the semester      100%

|                        |     |
|------------------------|-----|
| Within the first week  | 80% |
| Within the second week | 50% |
| Within the third week  | 20% |
| After third week       | 0%  |

### **Intersession, Weekend Courses (five weeks or less) and Summer Institutes**

|                                      |      |
|--------------------------------------|------|
| Before the first day of the semester | 100% |
| Before first class meets             | 80%  |
| Before second class meets            | 20%  |
| Before third class meets             | 0%   |

### **Summer I, II & III Terms**

|                                      |      |
|--------------------------------------|------|
| Before the first day of the semester | 100% |
| Before first class meets             | 80%  |
| Before second class meets            | 20%  |
| Before third class meets             | 0%   |

## **Census Day**

The census day for financial aid is right after the tuition refund period ends, which is the third week during the fall and spring, and first week during the summer terms. This is the day upon which all federal financial aid is based.

## **Return of Federal Aid**

If a student withdraws completely from the College, before 60% of the semester has elapsed, and is a Federal Aid recipient, the College must calculate the amount of Federal aid to be returned. This amount is calculated by dividing the number of calendar days that the student was in attendance by the number of calendar days in the semester. This includes the exam period and weekends, but does not include official vacation that exceeds 10 days or more.

The reciprocal percent (the portion of the semester that the student was not in attendance) is then multiplied by each type of Federal Aid to determine the amount to be returned to the Federal government. No calculation is required if the student withdraws after 60% of the semester is completed. This Federal calculation is not based on the tuition, and any subsequent balance created at the College by the return of Title IV funds is the responsibility of the student.

An exception to the Federal return policy applies to students who receive a leave of absence and return to the College within 180 days. These students are exempt from the Federal return policy.

For example, if a student completely withdraws after 5 calendar days into the fall

semester (which is 116 calendar days long) his/her tuition and room and board (if living in a resident hall) is to be reduced by 80%. Then, his/her Federal Title IV aid is calculated at 4% (5/116) with 96% of their Title IV aid, except CWS, to be returned to the Government programs from which they originated. If the student has a leave of absence with a School of the College and returns within 180 days, the student is exempt from this return policy. If the student does not return as anticipated after the leave of absence, then their Title IV funds must be returned. If the return of Title IV funds creates a balance at the College, the student will be responsible for that balance.

## **Repayment of Federal Aid**

Finally, students who received cost of living disbursement(s) based on Federal Title IV aid must have those disbursements reviewed by the College, to see if they received too much. This is called a repayment calculation and is arrived at by totaling the pro-rated cost-of-living expenses (this includes books, home room and board, travel, and personal expenses, thus far accrued) and subtracting all the Pell Grant and SEOG (Graduate students cannot receive Pell or SEOG). Not included are loans and CWS disbursed to the student. If the result is a positive number nothing needs to be done. If the amount is negative, the student must repay this amount to the Federal Government. The College has two options to handle a negative balance situation. First it must send a letter to the student informing him/her that he/she must repay half of the over-award. The College must also inform the National Student Loan Data System (NSLDS) that the student is in an over-award status. This over-award status will prevent the student from receiving any future Title IV aid, until repaid. Under the second option, the College can elect to pay the repayment amount for the student. If this option is chosen, NSLDS does not have to be notified, but the full amount of the repayment must be made. This option requires that the student repay this amount back to the College. The College determines which of the two options are used in each particular case. Regardless of the option used, repayment is made first from any Pell Grant and then any SEOG that the student received.

## **Financial Aid Programs for Veterans**

### **State Programs**

The New York State Higher Education Department has approved CNR for the training of veterans and the dependents of veterans under the various Veterans Readjustment Acts. For further information, contact the Assistant Registrar Financial Aid Office (914-654-5543).

### **Vietnam Veterans' Tuition Awards**

These New York State Awards provide up to \$1,000 per semester or tuition, whichever is less, for Vietnam veterans attending full-time and \$500 per semester or tuition,

whichever is less, for veterans attending part-time. The veteran must be enrolled in an undergraduate program at a degree-granting institution in New York State. The total awards received cannot exceed \$10,000.

## **National Guard Tuition Program**

A new educational incentive program of the division of Military and Naval Affairs began January 1997 for members of the Army National Guard (ARNG), Air National Guard (ANG), and Naval Militia (MNNM) in the State of New York. Guard members may be eligible if they meet specific criteria:

1. matriculated;
2. enrolled full-time or part-time (at least 6 credits);
3. working on first baccalaureate degree;
4. attending an eligible New York institution;
5. applied for a Federal Pell Grant and NYS Tuition Assistance Program (TAP); and
6. maintained good drill attendance.

Students may receive up to \$3,400/year (\$1,700/semester) or tuition, whichever is less. Federal Pell grants and TAP awards will be deducted from tuition first, and the balance of tuition would be aid through this program. The Division of Military and Naval Affairs Educational Incentive Program Application is available from the National Guard. Students are responsible to pay the money back if they drop out of classes.

## **Persian Gulf Veterans' Tuition Awards**

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

**Amounts:** Total undergraduate and graduate veterans' tuition awards received cannot exceed \$10,000.

**Full-time Awards:** \$1,000 per semester, or tuition, whichever is less. Full-time is defined as 12 credits per semester or the equivalent.

**Part-time Awards:** \$500 per semester, or tuition, whichever is less. Part-time is defined as 3-11 credits per semester or the equivalent.

**Length of Awards:** Awards are available for up to eight semesters (four years) of undergraduate study. Awards can be made available for up to ten semesters of undergraduate study for enrollment in a five-year program or for enrollment in an approved program of remedial study.

**Eligibility:** Students must

1. have served in the U.S. Armed Forces in the hostilities that occurred in the Persian Gulf from August 2, 1990, to the end of such hostilities, as evidenced by receipt of the Southwest Asia Service Medal, which was awarded from August 2, 1990 to November 30, 1995;
2. have established eligibility by applying to HESC, Student Information, Albany, NY 12255, on or before September 1, 1998;
3. have been discharged from the U.S. Armed Forces under other than dishonorable conditions;
4. be matriculated full- or part-time at an undergraduate or graduate degree-granting institution in New York State or in an approved vocational training program in New York State;
5. have applied for a Tuition Assistance Program (TAP) Award, if full-time by May 1, 1998; and
6. have applied and met enrollment requirements for a Federal Pell Grant award for full-time or part-time undergraduate study or enrollment in an educational training program by June 30, 1998.

Students may establish eligibility by getting a Persian Gulf Veterans' Tuition Award Supplement from the CNR Financial Aid Office, a veterans' office, or by writing to HESC. Questions regarding eligible service or documentation of service may be answered by calling or visiting a local office of the NYS Division of Veterans' Affairs and/or a local County Veterans' Service Agency. Additional information is available at the HESC web site at [www.hesc.com](http://www.hesc.com).

**Vietnam Veterans' Tuition Supplement**

This program provides financial assistance to eligible veterans matriculated in undergraduate degree programs or enrolled in approved vocational training programs on either a full- or part-time basis. To be eligible under this program, the veteran must:

1. have served in the U.S. Armed Forces in Indochina between January 1, 1963 and May 7, 1975;
2. have been discharged from the service under other than dishonorable conditions;
3. have been a resident of New York State on April 20, 1984 or have been a resident at the time of entry into the service and resume residency by September 1, 1994;
4. apply for a Tuition Assistance Program (TAP) Award;
5. apply for a Federal Pell Grant only if applying as a part-time student.

**Reservist Education Program**

This program provides educational assistance for members of the Selected Reserve and National Guard. This basic entitlement is \$190 per month for full-time enrollment,

up to a maximum of 36 months.

## **Federal Programs**

### **Veterans' Benefits Chapter 32**

If the student is a veteran and enrolled in a program of study, he/she may be entitled to benefits under Chapter 32 if he/she meets the following requirements:

1. the participant entered active duty on or after January 1, 1977, and before July 1, 1985;
2. the participant contributed money to post-Vietnam Era Veterans' Educational Assistance Program (VEAP) while on active duty. The participant must have enrolled in and contributed to VEAP before April 1, 1987;
3. the participant served for a continuous period of 181 days or more (if fewer than 181 days of service, eligibility may be established if the participant was discharged from active duty because of a service-connected disability);
4. generally, the participant must have completed either 24 continuous months of active duty or the full period for which he/she was called or ordered to active duty, whichever is less. This requirement does not apply if the participant was discharged or released from active duty under an early out discharge, hardship discharge, or for disability incurred in or aggravated in the service; and
5. the participant was discharged or released from service under other than dishonorable conditions.

## **Chapter 30**

### **The Montgomery GI Bill Selected Reserve**

The Montgomery GI Bill, or Chapter 30, is a program of education benefits for those who entered active duty for the first time after June 30, 1985. Also included are full-time National Guard members who served after November 29, 1989.

**Eligibility:** Participants must have served continuously on active duty for three years of a three-year or greater initial enlistment or, for a lesser benefit, two years of an initial duty obligation of less than three years. An individual also may qualify for full benefit by initially serving two continuous years on active duty, followed by four years of Selected Reserve service.

Also eligible for Montgomery GI Bill benefits are those individuals who had remaining entitlement under the Vietnam Era GI Bill on December 31, 1989 and served on active duty sometime during the period October 19, 1984 and June 30, 1985 and continued to serve on active duty to July 1, 1988 or to June 30, 1987 followed by four years in the Selected Reserve after release from active duty.

Veterans who served on active duty for three years, or two years active duty plus four years in the Selected Reserve or National Guard, will receive \$430 a month in basic benefits

for 36 months. Those who enlist for fewer than three years will receive \$357 per month. Starting with fiscal year 1994, cost of living increases in the basic rates were required by law.

Eligibility requirement for those with basic Chapter 34 eligibility and who served on active duty on or after July 1, 1985; people who are eligible to receive Chapter 34 benefits on December 31, 1989, and who have remaining Chapter 34 entitlement or that date may be eligible for Chapter 30 beginning January 1, 1990. In order to be eligible, specific criteria must be met:

1. the individual must have been on active duty on October 19, 1984;
2. the individual must have served without a break in service from that date through June 30, 1985;
3. the individual must have served continuously on active duty from July 1, 1985, for three years. In lieu of this three-year requirement, the individual may qualify if he/she served two years of continuous active duty which was followed by four years in the Selected Reserve; and
4. if the individual completes the required period of active duty he/she must be discharged with an Honorable Discharge.

Length of Award: In most cases, eligibility expires ten years after last discharge or release from active duty.

## **Chapter 106 Montgomery GI Bill Selected Reserve**

Basic eligibility extends to a person who meets the following requirements:

1. on or after July 1, 1985, (a) enlists, re-enlists, or extends enlistment in the Selected Reserve so that the reservist has an obligation to serve for a period of not less than six years following the date of such action, or (b) is appointed as, or serving as, a reserve officer and agrees to serve in the Selected Reserve for a period of not less than six years in addition to any other period of obligated Selected Reserve service;
2. has completed the requirements of a secondary school diploma (or equivalency certificate) before completing the initial active duty for training (IADT) or before completing a re-enlistment, or extends an enlistment in order to establish eligibility for Chapter 106 benefits;
3. has completed IADT;
4. is satisfactorily participating in required training in the Selected Reserve; and
5. the last day for an eligible reservist to establish eligibility under Chapter 106 is the earlier of either (a) ten years from the date eligibility began, or (b) the date of separation from the Selected Reserve.

**Non-eligible Persons:** The following are not eligible for Chapter 106:

1. is receiving financial assistance under section 2107 of Title 10, U.S.C., as a member of the Senior Reserve Officer's Training Corps scholarship program; or

2. has completed a program of education required for a bachelor's degree or the equivalent.

**Entitlement:** An eligible reservist is entitled to a maximum of 36 months of educational assistance based upon full-time training (or the equivalent in part-time training).

A reservist who fails to participate satisfactorily in the Selected Reserve is no longer eligible for educational assistance under Chapter 106. Termination of benefits is effective the date the reservist fails to participate satisfactorily.

## **Chapter 31 Veterans' Educational Benefits**

If the student has a service-connected disability of ten or more percent, he/she may be entitled to Vocational Rehabilitation under Chapter 31, Title 38, U.S.C., which usually provides more favorable benefits than other veterans' educational benefits.

### **Veterans' Education Assistance Program (VEAP)**

This program is for servicepersons who entered active duty between December 31, 1976 and July 1, 1987. Participants contributed up to \$2,700 to a fund administered by the Federal government. The Defense Department matches every participant's dollar, 2 for 1. That total sum is then divided by 36, thus giving the monthly payment the participant would receive.

## **Chapter 35 Educational Benefits for Veterans' Dependents**

To qualify for educational assistance, the student must be one of the following: a child of a veteran who died of a service-connected disability or who died while a service-connected disability, total and permanent in nature, was in existence; or a child of a veteran who is permanently and totally disabled as a result of a service-connected disability; or a child of an individual on active duty who has been listed for a total of more than 90 days as missing in action, captured by a foreign government or power.

Eligibility for educational assistance will be terminated in the event the Veterans' Administration determines that the person on whose account benefits are claimed is no longer totally disabled or the Veterans' Administration is notified that the person is no longer listed as captured, missing in action, or forcibly detained. However, if the student is still in school at such time, the educational assistance allowance may be continued to the end of the current semester.

Educational assistance generally will not be payable beyond the 26th birthday. There are circumstances, however, under which eligibility may continue until a later date. For specific information on educational benefits beyond age 26, the individual

should phone or write any Veterans' Administration Office or the United States Veterans' Assistance Center.

## **Veterans' Educational Loans**

Recipients of Chapter 34 benefits may be eligible for educational loans if their financial resources, including educational benefits, are not sufficient to meet educational costs.

## **Financial Aid for Students from Other Countries**

A certificate of eligibility for a visa (Form I-20 or IAP-66) certifying that the foreign student has sufficient funds to finance at least the first year of study must be issued by the College when a student is accepted for admission. Foreign students are not eligible to receive State or Federal financial aid funds.

Also, there is much less institutional financial assistance available to foreign students today than in the past. Decreased funds from outside sources have made it necessary for the College to reserve most of its aid for U.S. students. Therefore, foreign students should make financial preparations for meeting their entire educational costs before beginning their course of study at CNR. More opportunities exist for aid before the prospective student leaves his or her home country than in the U.S. Before departure, the student should consult with his or her own government, the U.S. government, and private or international agencies and organizations.

## **Financial Aid for Attendance Abroad or Visiting Another College**

Students who wish to attend another college, as a visiting student, should apply for financial aid at that college. Students who are unable to receive financial aid from the visited college can request that CNR consider aid for these studies. There is limited financial aid available for study at another college; Direct Loans, and in some cases, TAP, and a Pell Grant. To apply for financial aid from CNR to attend a visited college, the student must complete and forward to that college a CNR Financial Aid Consortium Agreement. After completion by the visited college, this agreement must be sent to the Dean's Office at CNR for academic approval and then forwarded to the CNR Financial Aid Office.

Under no conditions will CNR agree to be responsible for the charges at the visited college, nor any travel or living expenses. Nothing in the agreement should be implied to encourage deferment of charges by the visited college. Any financial aid that the student might receive will be sent directly to the student.

Students who are studying at another college, as part of a CNR program and pay tuition to CNR, can receive their financial aid as if they were on campus. The additional expenses of travel and living can be included in their aid.

Students are encouraged to see their Financial Aid Counselor before making any plans to attend another college.

## **Time Schedule for Financial Aid**

It is often helpful for students to anticipate the approximate time that the financial aid process takes.

### **1. Loan Workshops and promissory note signing**

Weekly throughout the year

### **2. Employment placement**

First two weeks of school

### **3. Financial aid credited to account**

That includes Pell and institutional aid starts 10 days before the start of the semester, then bi-monthly throughout the semester. First-time undergraduate borrowers at the College must wait until 30 days into the start of classes, then bi-monthly throughout the semester. All verification and signature requirements must be complete.

### **4. Loan financial aid credited to account**

For continuing students, Direct Loans are posted after the fifth week of the semester and bi-monthly after that point in time. All verification and signature requirements must be complete.

### **5. Refund from surplus aid beyond college charges**

The refund can not be later than 14 days after a credit appears on account, or the start of classes, whichever is last.

### **6. Employment payments**

Students are paid bi-monthly after the submission for necessary payroll forms and the appropriate supervisory sign off on the E-Time System.

## **Change of Resources**

After a student has been awarded financial aid, a situation may arise in which an adjustment in the aid package is necessary. Valid reasons for adjusting the aid package include:

1. receipt of funds from outside sources;
2. death or disability of parents or spouse.

## **Financial Aid Office Hours**

If you have any questions about your aid or account, please contact the Financial Aid Office, Administration Center, 9 a.m. – 6 p.m., Monday – Thursday, and 9 a.m – 3 p.m., Friday, at 914-654-5434.

*This publication is printed annually and all information is correct at the date of publication. However, certain financial aid programs, policies, and procedures may be changed due to State and Federal regulations. For confirmation of information on any financial aid programs, please contact the Office of Financial Aid.*

# General Regulations



## Access to Records

### **Rights of Access to Pertinent College Records and Restrictions on Release:**

General Education Provisions Act - Family Educational Rights and Privacy Act (FERPA)

### **Purposes**

The purposes of the Act, so far as it relates to The College of New Rochelle Graduate School, are to:

1. guarantee access to official educational records, originated at The College of New Rochelle, directly related to students and maintained by the college. Access to these records is available to the students of the College and parents of students who are 'dependents' as that term is defined in Internal Revenue Code § 152.
2. guarantee that records containing personally identifiable data about students shall not be released to other than a specified list of exceptions without written consent of the student.

### **Access Rights**

Students of the College and the parents of students who are 'dependents' as that term is defined in Internal Revenue Code § 152 have the following rights:

1. The right to be provided a list of the types of educational records which are maintained by the institution and are directly related to students, and to be advised who in the College would have access to such records and for what purposes. (This information is available in the offices of the academic deans and the Vice President for Student Services).
2. The right to inspect and review the contents of those records.
3. The right to obtain copies of those records, at the expense of the parent or the eligible student, at the rate of 10¢ per page or part thereof.
4. The right to a response from the institution to reasonable requests for explanations and interpretations of those records.
5. The right to a hearing to challenge the content of those records requested. The content may be challenged to the extent it is alleged to be inaccurate, misleading or otherwise in violation of the privacy or other rights of the student.
6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

## **Family Policy Compliance Office**

U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

If any material or document in the educational record of a student includes information on more than one student, then the right to inspect and review any copy relates only to such parts of the material pertaining to the student requesting the information.

### **Waive Right to Access**

The College may not require a waiver of access. However, a student may waive right of access to confidential statements involving:

1. admission
2. employment application so long as such statements are used only for the purposes for which they were originally intended.
3. receipt of an honor

Procedure for waiver of right to access is listed with each office that maintains educational records of students. The waiver will apply to recommendations only if:

1. The student is advised of the persons making the recommendations;
2. Recommendations are used solely for the purpose specifically intended.

The College is not required to and will not make available:

1. Financial records of parents and students;
2. Confidential letters and statements of recommendation filed prior to January 1, 1975.

### **Procedure for Release of Records to Others**

The College shall not release to anyone, or give anyone access to, records of personally identifiable information except directory information (name, address, telephone listing, date and place of birth, major field of study, dates of attendance, degrees and awards received) without written consent, except to:

1. other officials of this college (including teachers) determined by the College to have legitimate educational interest.
2. officials of other schools in which the student seeks to enroll:
  - a. parents or eligible students will be notified of the record sent and will be given a copy if requested, and,
  - b. then will have an opportunity for a hearing to challenge record in accordance with the procedures below.
3. certain government officials provided for in the Regulations issued under this Act and other statutes such as Student and Exchange Visitor Information Program (SEVIS).
4. proper parties concerning an application for, or receipt of, financial aid.
5. organizations doing legitimate studies if the College has assurance that the students will not be identified and the information will be destroyed when no longer needed.
6. accrediting organizations.

7. comply with a court order or subpoena.
8. disclose information provided to the College under federal, state, or local law concerning registered sex offenders who are required to register under such laws.
9. disclose to an alleged victim the final results of any disciplinary proceeding conducted by the College where the student was found to have committed a crime of violence (as that term is defined in federal law) or a non-forcible sex offence. Such disclosure is limited to the name of the student, the violation committed and sanction imposed.
10. disclose to the parent or guardian of a student under the age of 21 a determination by the College that the student has committed a violation of any federal, state or local law or any rule or policy of the College governing the use or possession of alcohol or a controlled substance.
11. disclosure to the court where a parent or student or educational agency or College institutes a legal action and the educational records of the student are relevant for the educational agency or institution to proceed with the legal action as plaintiff or defend itself as defendant.
12. Appropriate parties seeking information in connection with, or in the event of, a health or safety emergency.

The College maintains with each student's records, the names of all parties except those excepted, who have requested or obtained access to those records. Record of access itself is available only to the student, the student's parents and designated College officials. If the student should have any objection to the release of any of the information listed above as directory information, the student should so advise the College in writing with particulars and the College shall make every effort to prevent the release of such information.

### **Procedure for Review of Records and Opportunity to Challenge Contents**

In order for students or parents of students who are 'dependents,' as that term is defined in Internal Revenue Code § 152, to review the student's educational records, the following must occur:

1. a written request must be sent to the College official in charge of the office where records are maintained, advising as specifically as possible what records the party would like to review.
2. the College official will set up an appointment to review the folder and give any explanation and interpretation needed. (This must take place within 45 days of the request.) If circumstances effectively prevent the parent or student from exercising his/her right to inspect and review the student's education records, the College will provide copies of the records requested (at the rate \$.10 per page or part thereof) or make other arrangements.
3. at, or subsequent to, this review, the student may challenge the contents of such records, and may insert a written explanation in the record. Such challenges

and explanations are limited to whether the records are accurate, misleading or violate the privacy or other rights of the student and are intended to provide an opportunity for the correction or deletion of any inaccurate, misleading or otherwise inappropriate data contained therein and to insert into such records a written explanation of the content of such records.

4. if the matter is not resolved satisfactorily, the parent or student, or the College, may request an informal hearing with the superior of the College official previously involved.
5. if such an informal hearing is not mutually agreeable or, if held, does not resolve the problem, a formal hearing on written request of either party shall be held.
6. the procedures for such formal hearing shall be as follows:
  - a. It shall be conducted and decided within a reasonable period of time following the request for the hearing. The College shall endeavor to hold the hearing within 30 days of the request thereafter and to see that a decision is rendered in writing within 15 days thereafter.
  - b. The hearing shall be conducted, and the decision rendered, by an institutional official or other party who does not have a direct interest in the outcome of the hearing, appointed by the President to serve in that capacity.
  - c. The parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised.
  - d. Minutes will be kept of such hearings. On the request of either party, and at the expense of the party requesting, a verbatim transcript will be made. In such case, the College will deem the time to render a decision as set out in (a) above, extended to 15 days after receipt by the hearing officer of the transcript.

The opportunity for a hearing is provided so that the student may challenge a record which she or he believes to be inaccurate, misleading or violative of her/his privacy or other rights. For example, the student may seek to correct an improperly recorded grade, but may not, through the procedure provided above, contest the grade received in a course.

## **Measles/Mumps/Rubella Legislation**

The New York State Legislature has passed Public Health Law, Chapter 2165, which mandates all colleges and universities require that students be immunized against measles, mumps, and rubella (German measles) before entering college.

### **Measles**

All students born on or after 1/1/57 must present documentation of immunity within 30 days of enrollment into the school. Failure to submit documentation will result in withdrawal from class. The College Immunization Law requires evidence of two doses of measles vaccine within the guidelines noted below:

1. Immunization with two live doses of measles vaccine administered on or after 12

months of age and at least 30 days apart

**or**

2. Serological evidence of immunity (antibody titre level)

**or**

3. Physician-documented history of disease. Both vaccine dates must be listed on the immunization record form.

### **Mumps**

1. Immunization with live mumps vaccine on or after 12 months of age

**or**

2. Serological evidence of immunity (antibody titre level)

**or**

3. Physician-documented history of disease.

### **Rubella (German measles)**

1. Immunization with Rubella vaccine on or after 12 months of age

**or**

2. Serological evidence of immunity (antibody titre level). A history of having had Rubella disease is not acceptable documentation of immunity.

All information required must be signed by a health care provider.

If you have questions about requirements, please call the College's Health Services Office at 914-654-5499.

## **Non-Discrimination and Anti-Harassment Policy**

The College of New Rochelle is committed to maintaining a learning and working environment for all students, faculty and staff that is fair, humane, and responsible—an environment which supports, nurtures, and rewards career and educational advancement on the basis of ability and performance. The ethical obligation to provide an environment that is free of bias, prejudice and harassment and from fear that it might occur is implicit.

### **Definitions of Harassment**

- a. Sexual harassment constitutes discrimination and is illegal under federal, state and local laws. For the purposes of this policy, sexual harassment is defined, as in the Equal Opportunity Commission Guidelines, as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when, for example: (i) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (ii) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (iii) such conduct has the purpose or effect

of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment. Sexual harassment may include a range of subtle and not so subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include, but are not limited to: unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess or sexual deficiencies; leering, catcalls or touching; insulting or obscene comments or gestures; display or circulation in the workplace of sexually suggestive objects or pictures (including through e-mail); and other physical, verbal or visual conduct of a sexual nature.

- b. Harassment on the basis of any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, sex, sexual orientation, marital status, national origin, age, disability, citizenship, or any other characteristic protected by law or that of his/her relatives, friends or associates, and that: (i) has the purpose or effect of creating an intimidating, hostile or offensive work environment; (ii) has the purpose or effect of unreasonably interfering with an individual's work performance; or (iii) otherwise adversely affects an individual's employment opportunities. Harassing conduct includes, but is not limited to: epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or circulation in the workplace of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through e-mail).

Further information, including information on how to file a complaint is also available in the Office of the Vice President for Student Services.

## **Parking Regulations**

Parking tags are required if students wish to park their cars on campus. Tags may be obtained at the Security Office, located in the Sweeny Student Center, Monday through Friday from 8 a.m. to 6 p.m. There is a \$5 processing fee for each tag. The tag should be displayed from the rear-view mirror, and may be transferred to other cars. Tags are valid through August 31. Parking regulations are vigorously enforced, and summonses will be issued to violators. The first summons carries a fine of \$5 and each subsequent summons carries a fine of \$10.

Parking tags will not be issued to individuals who have outstanding parking fines or who have received more than 10 summonses in the previous year. Overnight parking on Castle Place is prohibited. The College is authorized to immobilize a car through the attachment of a "boot" for persistent violations of these regulations.

## Weather Closings

Should a decision be made to cancel classes due to emergency weather conditions, the Office of the Senior Vice President for Academic Affairs will inform the offices of the units affected, the College switchboard, and the following radio stations:

### In New York

#### Radio Stations

|      |                  |
|------|------------------|
| WFAS | 1230 AM/103.9 FM |
| WINS | 1010 AM          |
| WOR  | 710 AM           |
| WCBS | 880 AM           |
| WVOX | 1460 AM          |

#### Television Stations

|                                 |
|---------------------------------|
| WNBC Channel 4                  |
| News12 Channel 12 (Cablevision) |

### In Connecticut

#### Radio Stations

|                     |                  |                     |
|---------------------|------------------|---------------------|
| WSTC-WNLK-WEFX-WKHL | 1400 AM/ 96.7 FM | (Cox Radio Norwalk) |
|---------------------|------------------|---------------------|

In addition to radio announcements, WFAS, WINS and WOR have set up web sites for instant access to all closings and delays:

|      |  |    |  |
|------|--|----|--|
| WFAS | <a href="http://www.wfasfm.com">www.wfasfm.com</a>     | or | <a href="http://www.wfasam.com">www.wfasam.com</a> |
| WINS | <a href="http://www.1010wins.com">www.1010wins.com</a> |    |  |
| WOR  | <a href="http://www.wor710.com">www.wor710.com</a>     |    |  |
| WCBS | <a href="http://www.cbs880.com">www.cbs880.com</a>     |    |  |

It should be emphasized that while the radio or television announcement will refer to The College of New Rochelle as being closed (or, possibly, a particular School of the College, so listen carefully), the College is never closed because of weather as far as the offices are concerned. Those who can make it to campus are expected to do so. Staff should check with their Supervisors about emergency procedures particular to their offices.

## Safety/Security

Campus crime statistics for all campuses of the College are reported annually to the Department of Education, and can be accessed on their web page at <http://www.ope.ed.gov/security/>. Additionally, 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. To request a hard copy of these statistics, contact the Director of Safety/Security at (914) 654-5952, or stop by the Security Office and pick up the available Security Information Booklet. Information Booklet.

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Angie Rumaldo, *Adjunct Instructor of School Psychology and Mental Health Counseling*, B.A., Columbia University; B.A., Columbia University; M.A., Columbia University; Ph.D., Columbia University

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Robert Wright, *Adjunct Assistant Professor of Human Services*, B.S.W., Adelphi University; M.S.W., Fordham University

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Council for Adult and Experiential Learning

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Eastern Association of College and University Business Officers

EDUCAUSE

Independent College Fund of New York, Inc.

Independent College Funds of America

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Kappa Gamma Pi

Mid-Atlantic Regional Nursing Association

Middle States Association of Colleges and Secondary Schools  
National Art Education Association  
National Association for Campus Activities  
National Association of College Admissions Counselors  
National Association of College Auxiliary Services  
National Association of College and University Business Officers  
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National Association of Women Deans, Administrators and Counselors  
National Catholic Education Association  
National Collegiate Honors Council  
National League for Nursing  
National Orientation Directors Association  
Northeast Conference on the Teaching of Foreign Languages  
Public Leadership Education Network  
Quality Education for Minorities Network  
Westchester Association for Development Officers  
Westchester Consortium for International Studies  
Women's College Coalition

## **The Alumnae/i Association**

The Alumnae/i Association of The College of New Rochelle numbers 45,000 members from all parts of the world. Under the leadership of a Board of Directors, the Association forms an integral and essential link with the College and provides a means of communication and union among its members. Through programs and activities, the Association extends the efforts of the College to provide well-informed and dynamic leaders in all areas of human interest. The record of efforts and successes which the Association has achieved testifies to the continuing validity of its objectives.

Anyone who has completed at least one year's work at the College is eligible to become a member of the Association. The College of New Rochelle *Quarterly* is sent to all alumnae/i, parents and friends of the College.

The high point of annual activity is Alumnae/i College and Reunion which provides intellectual stimulation in the form of class sessions and a keynote speaker, as well as the opportunity to see friends and classmates.

There are alumnae/i clubs or areas organized throughout the United States serving graduates and responding to the needs of The College of New Rochelle. In turn, alumnae/i representatives serve on many College committees and since 1927 an Alumnae/i Trustee has served on the Board of Trustees.

Board 2012-13

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## Correspondence with the College

The College of New Rochelle, New Rochelle, New York 10805-2339  
914-654-5000  
info@cnr.edu

## Graduate School Office Hours

### Division Offices

Monday-Thursday: 10:00 a.m.-6:00 p.m.  
Fridays: 8:30 a.m.-4:30 p.m.

### Dean's Office

Monday-Thursday: 10:00 a.m.-7:00 p.m.  
Fridays: 8:30 a.m.-4:30 p.m.

Graduate Applications/Admissions

Enrollment Management  
914-654-5309

Graduate Programs

- Human Services  
914-654-5561
- Education  
914-654-5331
- Art & Communication Studies  
914-654-5561

Graduate Scholarships and Assistantships

Scholarship Coordinator  
914-654-5561

Off-Campus Graduate Programs

914-654-5322

Residence Accommodations and Student Life

Vice President for Student Services

Transcripts and Records

Registrar

Payment of Bills

Bursar

Financial Aid, Need-Based

Director of Financial Aid

General Information on alumnae/i relations  
and development

Vice President for College  
Advancement

## **Directions to the New Rochelle Campus**

### **From New Jersey**

George Washington Bridge to Cross Bronx Expressway. Follow signs for New England Thruway, Route I-95. Proceed north to Exit 15 (New Rochelle-The Pelhams). Right on US1 (Main Street). Right at next light onto Weyman Avenue. Left at Elm Street (third light). College will be five blocks on the right.

### **From Upper New York State, Westchester County**

New York State Thruway south to Cross Westchester Expressway (Route 287). Proceed east on Cross Westchester Expressway to Route I-95 (New England Thruway). South on Route I-95 to Exit 15 (New Rochelle-The Pelhams). Left on US1 (Main Street). Right at second light onto Weyman Avenue. Left at Elm Street (third light). College will be five blocks on the right.

### **From New England**

Route I-95 (Connecticut Turnpike, New England Thruway). See Directions from Upper New York State.

### **From New York City**

FD.R. Drive to Bruckner Expressway-Bruckner Expressway to Route I-95. Off at Exit 15 (New Rochelle-The Pelhams). Right on US1 (Main Street). Continue as in directions from New Jersey.

### **From Long Island**

Whitestone or Throgs Neck Bridge to New England Thruway (Route I-95) north to Exit 15. See New Jersey directions above.

### **By Train**

Metro-North, New Haven Line from Grand Central Station to New Rochelle.

### **By Air**

Airport Service to Westchester to and from Kennedy and LaGuardia Airports.

### **By Bus**

The following buses stop on Main Street in New Rochelle:

#60, Fordham Bus, from the Bronx to White Plains Railroad Station

#42, from 241st Street and White Plains Road Subway

#61, Fordham Bus, from the Bronx to Port Chester.

**Pelham Road**

#45, Pelham Bay Bus, from the Bronx, via Pelham Road with stops for Drake Avenue, Meadow Lane, and Franklin Avenue.

The following buses leave from the New Rochelle Railroad Station:

#30, to Bronxville and Yonkers

#7, to Mt. Vernon and Yonkers

#45, to Eastchester and Pelham Bay, Bronx

#42, to Mt. Vernon and White Plains Road, Bronx.