CATALOG 2009-2010

http://catalog.sage.edu

Sage Graduate School
THE PROFESSIONAL CONNECTION

ACADEMIC CALENDAR

SUMMER 2009

Session I Classes Begin	May 11
Memorial Day: College Closed	May 25
Session I Classes End	June 29
Session I Grades Due	July 6
Session II Classes Begin	July 6
Session II Classes End	August 14
Session II Grades Due	August 18
Session III Grades Due	August 18
Computer Maintenance Window	August 17- 26

FALL 2009

Fall Semester Classes Begin	August 31
Add/Drop Period	Aug. 31, Sept. 1-4, 8
Labor Day: College Closed	Sept. 7
Filing Deadline for December Graduation	October 1
October Travel & Study Days	October 10-13
SCA Mid-term Grades Due	October 9
RSC Early Warnings Due	October 9
Last Day to Withdraw from Class (RSC/SCA)	November 6
Last Day to Opt for Pass/Fail Option	November 6
Thanksgiving Break	November 25-29
Last Class Day (RSC/SCA)	December 11
Reading Day (RSC/SCA)	December 14
RSC WORLD Conference	December 14
Final Exams (RSC/SCA)	December 15-18
Last Class Day/Exam (SAW/SGS)	December 18
Fall Grades Due	December 22

SPRING 2010

Spring Semester Classes Begin	January 19
Add/Drop Period	January 19-22, 25
Filing Deadline for May Graduation	February 15
SCA Mid-term Grades Due	March 3
RSC Early Warnings	March 3
Spring Break	March 6-14
Registration for ‘10-’11 Opens	March 15
Last Day to Withdraw from Class (RSC/SCA)	April 2
Last Day to Opt for Pass/Fail Option	April 2
Last Class Day (RSC/SCA)	April 30
SGS Research Symposium	May 1
SCA Honors Fest	May 1
Reading Day (RSC/SCA)	May 3
RSC WORLD Conference	May 3
Final Exams (RSC/SCA)	May 4-7
Last Class Day/Exam (SAW/SGS)	May 7
Graduating Student Grades Due	May 11 (Noon)
All Other Student Grades Due	May 14
Baccalaureate Ceremonies	May 14/15
Commencement	May 15/16

Sage Graduate School

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2009-2010 CATALOG

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The 2009-2010 edition of the Catalog was published March 23, 2009 and was accurate at the time of publication. Students are bound by the programs and regulations set forth in the Catalog at the time they begin their studies at Sage. However, Sage reserves the right to change without notice any policies and procedures that appear in this Catalog. This includes the right to modify the academic requirements and programs of study; the arrangement and content of courses; instructional material used; tuition and fees; any regulation affecting the student body.

ACADEMIC PROGRAMS

GRADUATE DEGREES

Applied Behavior Analysis & Autism 55
Business Administration 57
Childhood Education 60
Childhood Literacy Education 62
Childhood Special Education 65
Community Health Education 68
Community Psychology 70
Counseling & Community Pyschology 72
Educational Leadership Doctorate 74
Forensic Mental Health 76
Health Services Administration 77
Literacy Education 78
Literacy Special Education 81
Master of Arts in Teaching 83
Nursing 88
Nursing Education & Leadership Doctorate 97
Nutrition: Applied 99
Occupational Therapy 101
Organization Management 106
Physical Therapy Doctorate 107
Professional School Counseling 115
School Health Education 118
Special Education 120
Teaching Excellence 122

GRADUATE CERTIFICATES

Counseling for Nurses 38
Dietetic Internship 39
Forensic Mental Health 42
Gerontology 43
Human Resources 44
Management of Not-for-profits 45
Marketing 46
Nursing 47
Professional School Counseling 50
Teaching Excellence 53

An Overview of The Sage Colleges

The Sage Colleges is an independent comprehensive university delivering degrees in 71 major areas of study through three free-standing colleges. Sage serves more than 2,500 students each year on two campuses, in Albany and Troy, New York; at Hudson Valley Community College with a joint degree program in physical education; and through Sage Online for distance learning courses and programs.

Russell Sage College, a comprehensive undergraduate college for women, offers bachelor's degrees in the traditional liberal arts and sciences as well as in selected professional fields, including business, communications, creative arts in therapy, criminal justice, education, health sciences, nursing, nutrition science, and theatre. More than 50 percent of graduates each year pursue advanced degrees, many through accelerated programs with Sage Graduate School.

The coeducational Sage College of Albany offers professional associate and bachelor's degrees in a flexible structure that allows students to tailor educational plans to match their individual career goals. Areas of specialty include art and design, computing technologies, communications, business, and legal studies. Interdisciplinary programs include applied biology, creative studies, and information design. The innovative **iThink** curriculum engages all students in problem-based learning and prepares them for the contemporary workplace. Through its Sage After Work program, Sage College of Albany also offers bachelor's degree completion programs designed specifically for working adults.

Sage Graduate School is a coeducational environment offering advanced study for practice and leadership through master's degrees and post-master's certification in professional disciplines, as well as the doctorate in physical therapy, nursing science, and educational leadership. Areas of specialty include business and management, education, health services administration, nursing, nutrition, occupational therapy, physical therapy, and psychology. Sage Graduate School serves both recent college graduates and individuals already at work in their professions.

The motto of Russell Sage College, "To Be, To Know, To Do," also informs the educational purpose of The Sage Colleges, where the common effort is to translate learning into action and application, within a framework of value that recognizes the obligation of educated persons to lead and serve their communities.

Presidents of Sage

Eliza Kellas	1916-1928
Dr. James Laurence Meader	1928-1942
Helen McKinstry	1942-1946
Dr. Lewis A. Froman	1948-1969
Dr. Charles U. Walker	1970-1975
Edgar S. Pitkin (Interim)	1975
Dr. William F. Kahl	1976-1988
Dr. Sara S. Chapman	1988-1995
Dr. Jeanne H. Neff	1995-2008

Accreditation

The Sage Colleges is chartered by the Board of Regents of the University of the State of New York. The Sage Colleges is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadephia, PA 19104. (267-284-5000). Individual programs are accredited by the National Association of Schools of Art and Design (NASAD), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190 (703) 437-0700; the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association (ACOTE). 4720 Montgomery Lane, PO Box 31220, Bethesda, MD (301) 652-2682; the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE), Trans-3245; Potomac Plaza, 1111 North Fairfax Street, Alexandria VA, 22314-1448 (703) 706-3245; the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusettes Ave. NW, Suite 500, Washington, DC, 20036-1023 (202) 466-7496; the National League for Nursing Accrediting Commission (NLNAC) 61 Broadway, 33rd Floor, New York, NY 10005 (900) 669-1656 and the Commission on Collegiate Nursing Education (CCNE) One Dupont Circle, NW, Suite 530, Washington, DC (202) 887-6791; and the Commission on Accreditation for Dietetics Education of the American Dietetic Association (CADE) 120 South Riverside Plaza, Suite 2000, Chicago, Il 60606-6995 (312) 899-4872. The Chemistry department offers a degree option that is certified by the American Chemical Society (ACS) 1155 16th St. NW, Washington DC (202) 872-4600.

Organizations & Affiliations

The Sage Colleges holds memberships in the following:

- Associated New American Colleges (ANAC)
- American Council on Education (ACE)
- Association of American Colleges and Universities (AAC&U)
- Council of Independent Colleges (CIC)
- National Association of Independent Colleges and Universities (NAICU)
- Women's College Coalition (Russell Sage College)
- Commission on Independent Colleges and Universities (New York)
- Hudson-Mohawk Association of Colleges and Universities (Capital Region)

Equal Opportunity and Non-Discrimination

It is the policy of The Sage Colleges to comply with applicable federal, state and local laws and regulations regarding equal opportunity and non-discrimination. Employment practices will not be influenced or affected in an illegally discriminatory manner by an individual's race, color, religion, marital status, gender, sexual orientation, national origin, age, disability, veteran status or any other characteristic protected by law. Likewise, admission, financial aid, and access to programs will not be influenced or affected in an illegally discriminatory manner by an individual's race, color, religion, marital status, gender, sexual orientation, age, disability, veteran status, national origin, or any other characteristic protected by law. Russell Sage College for Women, a member of The Sage Colleges, is exempt from gender discrimination requirements with respect to admission, aid, and programs under Title IX. Inquiries with respect to the specifics of the laws governing these matters or with respect to the application of these policies should be directed to the Director of Human Resources, The Sage Colleges, Plum Building, 45 Ferry Street, Troy, New York 12180 — (518) 244-2391.

About Sage Graduate School
The Professional Connection

Mission and Purpose
The mission of Sage Graduate School is to educate men and women professionals to develop exemplary career competencies by combining sound theoretic preparation with professional practice. Graduate education at Sage shares a common bond with the undergraduate vision of liberal, professional and specialized study. At the graduate level, this vision has produced highly distinctive programs addressing a broad spectrum of human concerns while focusing on the acquisition of knowledge in the context of work. Sage graduate programs also reflect our sensitivity and responsiveness to the communities in which The Sage Colleges reside and to the demands of the broader society around us.

Serving Today's Professionals
Sage Graduate School offers master's degree programs, certificates of study, and post-master's certificate programs in the professional areas of management, health sciences, psychology and education. The doctorate is offered in physical therapy, educational leadership and nursing science. Classes are offered evenings, weekends, in one-day-a-week formats, in special short-term "institutes" involving weekend study, and in on-line and blended learning formats. Courses are scheduled to meet the needs of busy professionals.

Sage graduate faculty members, both full-time and adjunct, are trained practitioners as well as teachers who understand the needs of adult students and the needs of the workplace and the larger community. They have been successful in their professions, giving them the best combination of practical experience and advanced academic training.

Research is integrated into coursework to give students the skills to evaluate pertinent literature and to apply that information in the real world. Graduate students develop skills in research methodology and most conduct independent research. Many are involved in faculty-sponsored research. Faculty members in every graduate program have strong connections as consultants and board members with community organizations. They develop research projects with their students that address a variety of community needs and initiatives. The results of research effort are celebrated each spring in the Sage Graduate School Research Symposium.

Sage's first master's degree was granted in 1942 by Russell Sage College. A full graduate program became part of the coeducational Albany Division established in 1949. In 1995 Sage Graduate School was granted its own degree-granting powers as a member of The Sage Colleges.

Sage Graduate School
Admission Policies

Sage Graduate School application materials and complete information, procedures and timelines regarding the available graduate programs and certificate programs are available from:

Sage Graduate School
Office of Admission
45 Ferry St., Troy, NY 12180
1-888-VERY SAGE
(518) 244-6878
sgsadm@sage.edu
www.sage.edu/sgs/admission

Criteria for Admission to Sage Graduate School

Applicants to Sage Graduate School must have a minimum grade point average of "B-" (2.75 on a 4.0 scale) for their cumulative undergraduate work, and must possess a baccalaureate degree from an accredited college or university. Those lacking the minimum grade point average may be able to demonstrate their readiness for graduate success by completing nine credit hours at Sage as a non-matriculated student with a minimum grade of “B” in each course.

Prospective applicants should obtain a self-managed application packet from the Sage Graduate School Office of Admission. The self-managed process ensures that individuals know when each required piece of the application has been submitted. The packet will include instructions to collect the following items and forward them as a package to the Office of Admission:

- A completed application;
- A non-refundable $40 fee (waived for all graduates of The Sage Colleges, students applying through the Collaborative Programs, and employees of Sage Health Systems Alliance and Corporate Reimbursement Program);
- A current resume;
- A one to three-page career goals essay (typewritten and double spaced) indicating the reasons for seeking a graduate degree from Sage;
- Official transcripts from each previous college attended; and,
- Two letters of recommendation from individuals able to assess the applicant’s ability to successfully complete graduate-level academic work.

Any student applying through the Sage Colleges Collaborative Agreements should contact the Sage Graduate School Office of Admission at (518) 244-6878.

Applications and Deadlines

Applications are processed on a rolling basis throughout the year. The priority application filing dates are April 1 for summer and fall terms and November 1 for the spring term. Students are welcome to begin their studies in fall, spring, or summer terms for most programs. The following programs require a higher GPA, additional admission materials (contact the Office of Admission for further information) and have specific entrance terms and admission deadlines.

	Deadline	Start Term
Dietetic Internship	2/15	Fall only
Master of Arts in Teaching	4/1	Fall only
Occupational Therapy	2/1	Summer Only
Physical Therapy	1/3	Summer only
Doctor of Nursing Science	3/15	Fall only
Education Leadership (Ed.D.)	3/15	Fall only

Prerequisites to the Master of Arts in Teaching, Occupational Therapy, and Physical Therapy programs may be taken in the spring or summer terms as a provisionally matriculated student with permission from the program director.

Regular Admission

Applications are processed on a rolling basis throughout the year with the exception of the Dietetic Internship, Occupational Therapy and Physical Therapy, Doctor of Nursing Science and Education Leadership programs. Admission decisions are communicated within four weeks. The priority application filing dates are April 1 for summer and fall terms and November 1 for the spring term. Students are welcome to begin their studies in fall, spring, or summer terms for most programs, except, the Dietetic Internship, Occupational Therapy and Physical Therapy, Doctor of Nursing Science and the Education Leadership programs which have application deadlines. These programs also have higher GPA requirements. Some programs may require additional supplemental application materials so please contact the Office of Admission.

Provisional Admission

A provisional admission is offered when a student must complete additional requirements in order to be offered a regular admission, such as completion of undergraduate or graduate prerequisites or coursework to satisfy other requirements, such as equivalence to an undergraduate major. The specification of the provisional admission to Sage Graduate School will be noted in the student’s acceptance letter and on the program of study by the program director and constitutes the conditions the student must meet for regular admission. Students must satisfy the provisions of admission before completing 50% of their program of study. Students who do not satisfy the provisions of admission before completing 50% of their program of study will be subject to dismissal, based on the recommendation of the program director.

Transfer Credit

A maximum of nine graduate credits or 25 percent of the degree program, whichever is greater, may be transferred from another accredited institution toward the master’s degree at Sage Graduate School if such work was taken within five years of the first course counted toward the degree at Sage. Transfer credit is granted at the discretion of the Graduate Program Director and the Dean of Sage Graduate School. Transferred courses must be a “B” or better (“B-“, “S” and “P” grades may not be transferred). The student should initiate a request for transfer of credit by making a written request to the program director.

Advanced Standing

Students who have previously completed a master’s degree in a related area may be eligible for Advanced Standing. Advanced Standing allows coursework from a previous master’s degree to satisfy up to 30% of the credit requirements in the Sage program, if the program director determines the previous coursework to be acceptable demonstration of program competencies.

TUITION AND FEES

- Tuition
- Room Charges
- Board Charges (Meal Plans)
- Semester, Program, Activity and Other Fees
- Adjustments for Tuition, Room and Board Charges

The deposits, tuition, room, board and fees noted in the following sections are in effect for the 2009-2010 academic year and are subject to change without prior notice by The Sage Colleges' Board of Trustees. All policy statements and other information in the following sections reflect information current at the time of this publication.

Payments

All payments for tuition, room, board and fees are due in full by the following dates. Students who register beyond these payment deadlines are expected to pay in full at the time of registration or enroll in the payment plan detailed below.

Semester	Payment Due Date
Summer Session I 2009	April 17,2009
Summer Session II 2009	June 12,2009
Summer Session III 2009	June 12, 2009
Fall 2009	August 7,2009
Spring 2010	December 18,2009

Payments can be made at the Office of Student Services on either campus or online through SageAdvisor using the following payment options:

Electronic Check
There is no fee assessed when you pay using an electronic check. You or your parent can authorize the College to deduct the funds directly from a checking account for a specific amount. To authorize your payment, Sage will need the following information

- Your account routing number
- Your account number (checking or savings)

Credit Card
The College accepts payment via VISA, MasterCard, American Express and Discover. There is no fee assessed when using your credit card. You authorize the College to charge your credit card with the amount you designate

For your security, Sage will no longer accept credit card information via phone, fax or mail. Online transactions are secured through Touchnet, which has been included on VISA's List of CISP (Cardholder Information Security Program) Compliant Service Providers.

All student balances must be paid in full unless the student has been awarded financial aid sufficient to cover the outstanding balance or enrolled in the College's payment plan. Students will be permitted to attend classes and utilize College facilities only after they have settled their financial obligations to the College. Any subsequent modification to an expected amount of financial aid or student loan remains the full responsibility of the student and must be paid in full by the student.

In addition to following application and verification procedures for financial aid, the student's eligibility must be confirmed and the student must accept offered awards in writing before those amounts can be applied as payment against tuition and fees. Please note that loan programs require an extended period of processing before the loan amount is credited to the student's account.

Failure to fully pay the student's liability may result in the removal of registration from any or all classes. In addition, an unpaid financial obligation to the College will result in the withholding of the student's grades, transcript of credits, diploma, and official reports and make the student ineligible for future financial aid awards, pre-registration, and resident room selections.

Employer Reimbursement

For students who receive full or partial reimbursement from employers, the Office of Student Services has established procedures that comply with both College and employer requirements. Authorizations from the agency or employer must be presented at the time of registration.

Deposits

New students, both full- and part-time, must submit a $50 deposit at the time of registration, refundable until the first day of class. This deposit is credited against the student's tuition, room, board and fees.

Health Insurance

All full-time students must maintain health insurance coverage for all semesters in which they are enrolled. Full-time students may purchase health insurance through The Sage Colleges. For information on this plan, contact the Office of Student Services at 518-244-2201 (Troy) or 518-292-1781 (Albany).

Payment Plan (TMS â€“ Tuition Management Systems, A KeyCorp Company)

The Sage Colleges Monthly Payment Plan, TMS, is a convenient alternative to lump-sum semester payments. The program offers equal monthly payments with no interest charges and costs only a $35 application fee to enroll. The program requires no credit review and payment can be made via debit, check or credit card. Any parent, guardian or student at The Sage Colleges is eligible for the Monthly Payment Plan. Both the first-time application and annual renewal can be done online. For additional information regarding payment plan, contact the Office of Student Services at (518) 292-1781.

Senior Citizen Tuition Discount

Senior citizens (65 and older) may audit a course at The Sage Colleges without a tuition charge, on a space-available basis. All applicable College fees still apply and are charged accordingly.

Tuition

Tuition charges are not refundable. Adjustments for withdrawals and other circumstances can be found in the Adjustments for Tuition, Room and Board Charges section. All students enrolled in Sage Graduate School pay tuition per credit hour according to the course for which they enroll (refer to the appropriate catalog for tuition rate and fees for Sage College of Albany, Russell Sage College, or Sage Graduate School). Summer tuition rates are published each spring prior to course registration. During summer sessions all students pay tuition per credit hour according to the level (undergraduate and graduate) and discipline of the course.

Tuition	Per Credit Hour
Full-time and part-time (non doctoral & non OT majors)	$590
Doctoral & Occupational Therapy majors	$770
Independent Study, per credit hour	$590
Practice Teaching, per credit hour	$590
Audited courses,per credit hour	$150

Room Charges

The following room charges are not refundable. Refer to the Adjustments for Tuition, Room and Board section for information regarding adjustments to room charges due to a student's withdrawal from the College or an approved leave of absence.

Troy Campus (Ricketts)	Per Semester	Per Year
Double occupancy	$2,550	$5,100
Single occupancy	$3,200	$6,400
Super single occupancy	$3,675	$7,350

Board Charges

Graduate students have the option of choosing a board plan.

The following board charges are not refundable. Refer to the Adjustments for Tuition, Room and Board section for information regarding adjustments to board charges due to a student's withdrawal from the College or an approved leave of absence.

Meal Plans â€“ Troy	Per Semester	Per Year
Diamond Plan (Carte blanche in McKinstry Dining Hall)	$2,365	$4,730
Ruby Plan (Fourteen meals with $50 munch money per semester)	$2,365	$4,730
Topaz Plan (Twelve meals with $100 munch money per semester)	$2,365	$4,730
Onyx Plan (Nine meals with $125 munch money per semester)	$2,365	$4,730
Sapphire Plan (Five meals with $100 munch money per semester (Only available to senior resident students))	$1,350	$2,700

Declining Balance Meal Plans

The Sage declining balance meal plans are designed to meet the dining needs of students living off campus. Established as a way to provide tax-free purchases on meals, the meal plans provide a 5% discount on all purchases and, depending on the plan chosen, may include bonus money.

Declining balance meal plans can be used to make purchases at any Sage dining operation on the Troy or Albany campus. Declining balance meal plans are maintained on a student's Sage ID Card and work similar to a debit card. Only the person pictured on the ID card can use the funds on that card. If an ID card is reported lost, funds on the card can be transferred to a replacement ID card. With a commuter meal plan, students only pay for the meals they purchase, and balances can be used to purchase meals for guests.

Meal plans cannot be changed after the first week of classes, at which time all contracts become final and are non-refundable. Additions of $25 or more can be added at Dining Services throughout the semester and can be paid for by cash, check, Visa, or MasterCard. Any additional deposits to a commuter meal plan are also eligible for the 5% discount and tax free status.

Students enrolled in a commuter meal plan for the fall semester will automatically be enrolled and billed for the same plan for the spring semester. If a student chooses not to participate in the spring or would like to change the amount of their meal plan for the spring semester, written notification to the Office of Residence Life must be received prior to the start of spring classes.

Balances remaining at the end of the fall semester will be added to the spring semester starting balance. Balances remaining at the end of the spring semester may not be used to make bulk purchases. These balances are non-refundable in accordance with NYS tax regulations, and they do not carry over to any future semester.

Declining balance meal plans may be purchased by contacting the Office of Residence Life at 518-244-2009. For more information about boarding and declining balance meal plans, please refer to The Sage Colleges Dining Services web page

Semester, Program, Activity and Other Fees

The following fees are not refundable or subject to adjustment after the first day of classes. These fees are charged accordingly and in addition to the previously stated tuition, room and board charges.

Program Based Fees	
ABA Practicum Fee	$590
Student Teacher Placement Fee (per course section)	$250
Graduate Program Dietetic Internship Fee (per year)	$5,900
The following fees are not refundable or subject to adjustment.	
Activity Based Fees	
Application Fee	$40
Late Payment Fee	$50
Transcript Request	$5
Placement Service File	$5
Diploma	$50
Vehicle Registration (before 12/31)	$40
Vehicle Registration (after 1/1 and before 4/30)	$25
Vehicle Registration (after 6/1)	$15
Returned Check Fee	$25
Enrollment and Room Deposits	
All Sage Graduate School	$50 (due at registration and refundable prior to the first day of class for a semester)

Adjustments for Tuition, Room and Board Charges

A student who notifies the College of his or her withdrawal or leave of absence in writing and in accordance with the College's withdrawal policy is eligible for an

adjustment to tuition, room and board charges in accordance with the following schedules. ***Non-attendance does not constitute a withdrawal from a class or the College.***

Any student receiving Federal (Title IV) financial aid may be required to return a portion of their aid to the granting agency if they separate from The Sage Colleges prior to the end of a semester. Any adjustment for tuition, room or board charges may be less than the amount of aid that must be returned and may create a liability to the College that must be paid by the student.

The date of official academic withdrawal as recorded by the Registrar's Office is the basis of all adjustments for tuition, room and board charges. It is important that the student adhere to the following processes to ensure that the correct adjustment is applied to their account.

To withdraw from a class

To withdraw from a class, the student must complete the necessary forms and submit them to the Office of Student Services (the forms are available from this office).

To withdraw from the college or request a leave of absence

To withdraw from the College or to request a leave of absence, the student must notify the Dean of the Sage Graduate School. Resident students must also notify the Office of Residence Life.

Students required to withdraw from a class or the College for disciplinary reasons are not entitled to any adjustment to tuition or room charges.

Tuition adjustment schedule for classes that meet regularly throughout a semester

Withdrawal Date	Adjustment
Prior to the start of the second week of classes	100 %
Prior to the start of the third week of classes	75 %
Prior to the start of the fourth week of classes	50 %
Prior to the start of the fifth week of classes	35 %
Prior to the start of the sixth week of classes	25 %
After the start of the sixth week of classes	0 %

No adjustments will be made after the start of the sixth week of classes.

Tuition adjustment schedule for all other classes, including summer session classes and those that do not meet regularly throughout a semester

Withdrawal Date	Adjustment
Prior to the start of the fourth class hour	100 %
Prior to the start of seventh class hour	75 %
Prior to the start of 10th class hour	50 %
Prior to the start of 13th class hour	35 %
Prior to the start of 16th class hour	25 %
After the start of the 16th class hour	0 %

No adjustments will be made after the start of the 16th class hour

Room Adjustment Schedule

Withdrawal Date	Adjustment
Prior to the start of the second week of classes	100 % (less $200 contract breakage fee)
After the start of the second week of classes	0 %

No adjustments will be made after the start of the second week of classes

Board Adjustment Schedule

Withdrawal Date	Adjustment
Prior to the first day of classes	100%
Prior to the start of the second week of classes	85%
Prior to the start of the third week of classes	80%
Prior to the start of the fourth week of classes	70%
Prior to the start of the fifth week of classes	65%
Prior to the start of the sixth week of classes	60%
Prior to the start of the seventh week of classes	50%
Prior to the start of the eighth week of classes	45%
Prior to the start of the ninth week of classes	40%
Prior to the start of the 10th week of classes	30%
Prior to the start of the 11th week of classes	25 %
Prior to the start of the 12th week of classes	20 %
Prior to the start of the 13th week of classes	10 %
After the start of the 13th week of classes	0 %

No adjustments will be made after the start of the 13th week of classes.

FINANCIAL AID SERVICES

- To Apply for Financial Aid
- Conditions of Financial Aid Awards
- Federal and State Sources of Financial Aid
- Assistantships, Fellowships and Scholarships

Eligibility

To qualify for financial aid, graduate students must be enrolled as degree or certificate seeking students on at least a half-time basis of 4.5 credit hours per semester (minimum six hours per semester is required for assistantships and fellowships). Eligibility for grants and loans requires United States citizenship or permanent resident status. It should also be noted that federal and state legislation frequently modifies requirements and eligibility standards for financial aid.

Application Procedures

Because financial aid is awarded on an annual basis, these procedures must be followed each year. While admission is not required to initiate an application for financial aid, new students will not receive confirmation of their status until the Office of Financial Aid Services is notified that the admission process is complete.

- The Free Application for Federal Student Aid (FAFSA) should be completed as soon as possible after January 1, but not later than March 1, preceding the academic year for which assistance is requested. Students are requested to file the FAFSA on the internet at www.fafsa.ed.gov. Electronic filing is an accurate and fast means of filing for financial aid.
- New York State residents should also complete the application for the Graduate Tuition Assistance Program (TAP). The New York State Higher Education Services Corporation will mail this form to your home..
- Upon request, applicants must submit all pages of completed tax forms for verification by the Office of Financial Aid Services.

Conditions of Financial Aid Awards

- All aid is awarded on an annual basis and aid amounts are credited to student accounts for each semester's charges.
- Refunds of any excess credit will be made approximately halfway through each term through the Student Services Office. Refunds are generated when the student account reflects a credit balance resulting from direct payments and/or the posting of financial aid.
- Since aid is awarded on the basis of annual financial information from students, and college costs change each year, financial aid awards may vary depending on the changing circumstances.
- Outside sources of assistance â€“ such as private scholarships and Vocational and Educational Services for Individuals with Disabilities (VESID) â€“ must be reported to the Office of Financial Aid Services. Financial aid already awarded could be modified as a result.
- All awards of federal or state aid are tentative, pending approval and receipt of funds from the source.
- Costs on which financial aid eligibility is calculated include direct expenses such as tuition and fees and indirect costs such as books/supplies, personal expenses, transportation and at-home maintenance.

Federal and State Sources of Financial Aid

Federal Subsidized Stafford Loans are available through banks and other lending institutions. Graduate students may borrow up to $8,500 per year, not to exceed their cost of attendance. Insurance and origination fees of approximately two percent are removed from the gross amount before disbursement. For students demonstrating financial need, the loan is subsidized, with interest paid by the Department of Education during school enrollment. The interest rate is fixed at 6.8%.

Federal Unsubsidized Stafford Loans are available to students who do not demonstrate need . This loan is available through banks and other lending institutions. Graduate students may borrow up to $12,000 per year, not to exceed their cost of attendance. The interest must be paid by the student during school enrollment.

PLUS Loans for graduate or professional students are offered through lenders as part of the federal PLUS Loan Program. Requirements for eligibility include the determination that the applicant does not have an adverse credit history. Repayment begins on the date of the last disbursement of the loan. A fixed interest rate of 8.5% applies. Applicants must complete the filing of the FAFSA and participate in entrance counseling. Further information is available through the Office of Financial Aid Services.

Alternative Loan Programs are offered through lenders to assist students with the cost of education. The yearly limit on an alternative loan is equal to the cost of education minus available financial aid. To receive an alternative loan, students will need to be creditworthy. The lender may also require a cosigner. Information on this option is available through the Office of Financial Aid and lender websites.

Veterans Administration Benefits may be available to those with at least 180 days of continuous active duty between 1955 and 1976. The assistance is in the form of monthly stipends and is dependent on enrollment status. Details are available from the Office of the Financial Aid.

Ombudsman When reasonable efforts through other channels have not resolved a dispute or problem regarding federal education loans, students can contact the Student Financial Assistance Ombudsman. The U.S. Department of Education's Ombudsman Office can propose solutions that may help students and other parties come to a final agreement, although an ombudsman can't reverse a decision or take sides. Reach the ombudsman at:
1-877-557-2575
www.ombudsman.ed.gov
Office of Ombudsman
Student Financial Assistance
Room 3012, ROB #3
7th & D Streets, SW
Washington, D.C. 20202

New York Graduate Tuition Assistance Program provides up to $550 per year for master's degree students who are New York state residents. Awards can be renewed for up to four years of graduate study. No student may receive TAP awards for more than a combined undergraduate/graduate total of eight years of study.

In addition to the above, New York State administers programs of assistance for children of deceased or disabled veterans, and of deceased corrections officers and fire fighters. Direct grants are available to Vietnam-era veterans. New York State also provides grants and scholarships to students who concentrate in specific fields of study, including education, nursing, physical therapy and occupational therapy. Information may be obtained from the Office of Student Services.

Assistantships, Fellowships and Scholarships

Sage Graduate School is committed to an equitable, supportive and professional environment for graduate education. Graduate assistantships and fellowships provide financial support while helping students develop independent judgment, intellectual breadth, professional and personal accountability, and the ability to communicate effectively.

Please contact the Office of the Graduate Dean or the Office of Financial Aid should you have questions about the Graduate Assistantship process.

Graduate Assistantships provide tuition waivers and a stipend for working in an academic or administrative office, assisting faculty in research, or in limited instances,

teaching undergraduate classes. For each three-credit tuition waiver plus $1000 stipend, a student works 150 hours or teaches one three-credit course equivalent. Assistantships are awarded on the basis of financial need and academic ability.

To be eligible for assistantships, students must follow the financial aid application procedures described above, including submission of the FAFSA after January 1. Students also must complete by an Application for Assistantship form available from the Sage Graduate School web page (Academics, Forms) or in the Graduate School office. Preference will be given to students who complete this process prior to March 1 of the year preceding the assistantship award.

Upon receipt of FAFSA information, which identifies the level of federal and state aid for which the student is eligible, the Office of Financial Aid Services determines whether or not the student is also eligible for a graduate assistantship and provides that information to the Dean of the Graduate School. The dean and program director conduct an academic review of eligible applicants and select those to receive the assistantships available. Beginning on March 15 of each year students will be notified of their eligibility for an assistantship award.

Students enrolled for six hours per semester, including the summer term, may receive no more than two tuition waivers plus stipend per year. Students enrolled for nine or more hours may receive one tuition waiver plus stipend each semester, including the summer term, but no more than three tuition waivers plus stipend per year.

An assistantship award means that the student is eligible to apply for the open assistantship positions posted at www.sage.edu/sgs/costaid /SGSGraduateAssistantships or available in the Graduate School office. Job descriptions allow students to match their skills and experience to the openings. These may be in academic departments or administrative offices; selection is made by the individual supervising the graduate assistant. When a selection has been made, the student assistant receives a contract of employment which must be returned within two weeks of the issue date. If the contract is not returned, the assistantship is released for award to another student.

Student assistants may be asked to perform only duties that are contained in the job description for the position they occupy; they may not be asked or required to perform inappropriate services (e.g., child care, pet care, or other personal services) as part of their responsibilities. Student assistants are expected to be accountable and professional in carrying out the duties of the position; less than satisfactory performance may result in the termination of an assistantship award.

The typical appointment periods are as follows:

Fall term	September 1 through December 15
Spring term	January 2 through April 30
Summer term	May 15 through August 15
Academic year	September 1 through April 30
Fiscal year	May 15 through April 30

Graduate stipends are paid twice each month, on the regular pay dates for salaried employees. A form I-90 or other proof of eligibility to work in the United States must be provided to the Office of Human Resources before compensation may begin.

Teaching assistantships may be available to a limited number of students in post-master's programs who have already earned master's degrees and who are otherwise qualified to deliver undergraduate instruction. Such awards are contingent on departmental need for such instruction. Teaching assistants are assigned to a departmental faculty mentor who provides supervision and feedback during the teaching assignment. Teaching assistants, as with other instructional faculty, receive course evaluations from students and a final written evaluation from the faculty mentor.

Graduate assistantships are renewable each year for up to four years of study, contingent upon the maintenance of academic good standing in the student's program of study and satisfactory performance in the assistantship position. To renew an assistantship each year, the student must file the FAFSA between January 1 and March 1 and complete the Application for Assistantship form. In addition, the supervisor must complete the Assistantship Renewal Request Form. Both are available on the Sage Graduate School web page (Academics, Forms) or in the Graduate School office.

Broughton Graduate Fellowships provide funding to selected graduate students who demonstrate excellence in research in their fields of study, without regard to financial need. To be eligible for a Fellowship, a student must have completed at least 18 hours of graduate coursework at Sage with a minimum B average and have the recommendation of the research advisor. The Fellowship is intended to create opportunities for advanced scholarly work for graduate students doing creative, advanced study and research, including preparing a thesis or final project for a master's degree, at Sage Graduate School. Students in all graduate programs are eligible. The criteria for selection of Broughton Fellows are: a record of outstanding academic achievement and evidence of creative and imaginative problem solving. All Broughton Fellows present the results of their research at the Sage Research Symposium in the spring of each year. Applications may be downloaded from www.sage.edu/sgs/research/broughton or obtained in the Sage Graduate School office.

Awards are made three times a year: in the fall (October 21)for students working on fall projects to be presented in the spring; in the spring (February 15) for students working on spring projects to be presented in the spring; and in the late spring (April 15) for students who will be working on their projects during the next year and who will be presenting the following spring.

Daniel A. Cowan Scholarship For a student at Sage Graduate School who is an entrepreneur or owns their own business and is paying for his or her own education.

Elizabeth M. Desch, RSC '36, Physical Therapy Scholarship To female Physical Therapy students who are attending or have graduated from Russell Sage College with financial need.

George I. Alden Trust Endowed Scholarship To students from Massachusetts.

Helen Webb Mancheski Scholarship For physical therapy students

Linda Thomas Franklin, RSC '78, Scholarship in Nursing To a student enrolled full time in the Nursing program with preference given to minorities and then single parents.

Louis & Hortense Rubin Community Fellows Program This is a cooperative venture among the faculty of Sage, RPI, HVCC, Emma Willard, and participating agencies of Rensselaer County, administered by Sage. The fellowship provides for faculty to strengthen the participating agencies in the region, as well as for part-time consulting. In the fall of each year there is an informational forum followed by an application process. For more information on the Rubin Community Fellowship Program visit www.sage.edu/sgs/research/Rubin

Marjorie A. Mellor Nursing Scholarship To Nursing majors with financial need.

Please refer questions to the Office of Financial Aid Services at (518) 292-1783

International Students

International students must submit all pertinent information to The Sage Colleges and meet the individual admissions criteria established for that program.Applicants will complete the following steps:

- Submit high school/secondary school records (translated to English, if necessary).
- Submit official transcripts from each post-secondary institution (college, university, technical, proprietary school, etc.) previously attended. If credit has been earned at institutions outside the United States, forward the official transcripts for evaluation (and translation if necessary) to World Education Services (WES). Application materials for this service are available from World Education Services, P.O. Box 745, Old Chelsea Station, New York, NY 10013 or on the web at www.wes.org. Direction on whether WES evaluation is necessary can be secured from the Office of Admissions.
- Submit a completed Student Financial Statement (undergraduate or graduate) with other application materials. The Student Financial Statement, along with supporting bank documents, and the acceptance and enrollment deposit, are required before The Sage Colleges can issue the I-20 form necessary to secure a student visa. *Note: Financial assistance is not available to international students.*
- If native language is not English; submit one of the following:
    - Results from the Test of English as a Foreign Language (TOEFL)— the minimum score requirements at Sage is 500 (paper) or 213 (computerized). Note: Information regarding TOEFL and TSE dates and locations are available from the Educational Testing Service, Box 899-TOEFL, Princeton, NJ 08541, and on-line at www.ets.org.
    - Results from the SAT I
    - A transcript from an English Language School (ELS) documenting fluency at Level 109 or above.

Nursing applicants who have completed programs outside of the United States or Canada must take the Commission on Graduate and Foreign Nursing Schools examination. Information is available from the Director, Credential Services, Commission of Graduate and Foreign Nursing Schools, 3600 Market St., Suite 400, Philadelphia, PA 19104-2651.

Immunization Requirements

New York State Public Health Law requires that individuals born after December 31, 1956, provide evidence of immunization against measles, mumps, and rubella. Compliance forms are provided with admission materials and must be submitted prior to class registration by each student enrolled for 6 credits or more in a semester.

Students in nursing and other health professional programs have additional requirements, which are available from the appropriate academic department.

CAMPUS POLICIES

- Student Handbook
- Religious Policy
- Alcohol and Drug Policies
- Smoke-Free Environment
- Sexual Assault Policy
- Students with Disabilities
- Student Right to Know, Privacy & Records Policies
- Campus Crime Statistics

Student Handbook

Students share responsibility with the faculty and administration for establishing and maintaining standards of behavior that enhance learning and growth for the entire community. Students are expected to become familiar with the content of the Student Handbook and review the Student Conduct Code, available online for Russell Sage and Sage College of Albany, as well as in the Dean of Students offices on both campuses. The handbooks for each College contain additional information regarding student life, extracurricular activities, and academic policies.

Religious Policy Statement

The Sage Colleges recognize the value of participation in and observance of religious obligations and practices by individual students. No student will be denied admission or suspended because a religious observance prevents participation in any examination, study, or work requirement. A student who intends to be absent from classes for a religious observance must notify each instructor in advance and make arrangements to complete the examination, study, or work missed. An opportunity will be provided for each student to make up any examination, study, or work requirement for an absence due to religious observance.

Policies on Alcohol and Other Drugs

The Drug-Free Schools and Communities Act Amendments of 1989 require each educational institution, as a condition of receiving funds or any form of financial assistance under any federal program, to certify that it has adopted and implemented a program to prevent the unlawful possession, use, and distribution of alcohol or illicit drugs by students and employees.

The Sage Colleges Alcohol and other Drug Prevention Program is designed to:

1. Promote student adherence to applicable federal and state laws;
2. Stress safety, responsibility, and individual accountability for those who choose to drink alcohol;
3. Provide an environment free of coercion for those who choose not to drink;
4. Promote an environment that is incompatible with the abuse of alcohol and other drugs and in which healthy, low-risk behaviors are emphasized;
5. Provide information and education for all members of the college community; and
6. Provide counseling and/or referrals to students with substance abuse concerns.

In compliance with these standards, the College must disseminate its Alcohol and other Drug Policies in writing to all students and employees, on a yearly basis. The College will also conduct a biennial review of its program to determine its effectiveness, implement needed changes, and ensure that disciplinary sanctions are consistently enforced.

Each member of the community is responsible for contributing actively to and sustaining a healthy campus environment. Community members are expected to be law-abiding, knowledgeable and thoughtful about decisions regarding alcohol consumption. The College provides information about alcohol use and abuse and urges all community members to become informed consumers or non-consumers.

The College encourages those with concerns about their own or others' possible difficulties with alcohol and/or drugs to seek confidential and private assistance on or off campus. Such assistance is available through the Wellness Center, the Residence Life or Dean of Students Office for each College, or the Human Resources Office.

Alcohol, Drugs, and the Law

Laws relating to alcohol and drugs exist at all levels of government. As a general rule, federal and state laws prohibit the manufacture, sale, use or possession of illegal drugs, also known as controlled substances. State and local laws are used to regulate behavior related to alcohol. The primary laws regulating behavior related to controlled substances are **Title 21 of the U.S. Code** and the **New York Penal Law**. Both prohibit the manufacture, sale, use or possession of controlled substances. Both laws also provide penalties for violation of their provisions. Penalties vary in severity, according to many factors such as:

- whether a drug is sold or possessed
- specific drug sold or possessed
- quantity of drug sold or possessed
- age of the person to whom a drug is sold
- location where a drug is sold
- criminal history of the accused

Those penalties may include any of the following or combinations of the following:

- imprisonment
- fine
- probation
- community service
- asset forfeiture

Both laws classify crimes as either felonies or misdemeanors. Felonies are those crimes that are punishable by more than one year in prison. Misdemeanors are those crimes that are punishable by less than one year in jail. The New York Penal Law has a third classification, called **violations**, which are not considered to be crimes and which are punishable by no more than 15 days in jail and fines of no more than $100.

New York State Law

Offenses against the **Alcohol Beverage Control (ABC) Law** are violations and generally punishable by fines of no more than $100, and/or imprisonment of no more

than 15 days. Some offenses carry more severe penalties for repeat offenders and some allow the imposition of a community service requirement/and/or an alcohol education program.

Sec. 65 provides that no person shall sell, deliver or give away, or cause or permit or procure to be sold, delivered, or given any alcoholic beverages to any person, actually or apparently, under the age of 21 years; any visibly intoxicated person; or any habitual drunkard known to be such to the person authorized to dispense any alcoholic beverages.

Sec. 65-a prohibits the misrepresentation of age of a person under the age of 21 for the purpose of inducing the sale of alcoholic beverages.

Sec. 65-b prohibits the purchase or attempted purchase of alcoholic beverages through fraudulent means by a person under the age of 21.

Sec. 65-c prohibits the possession with intent to consume of an alcoholic beverage by a person under the age of 21.

Vehicle and Traffic Law

Offenses against the Vehicle and Traffic Law may be violations, misdemeanors or felonies, depending generally on the blood alcohol content of the offender or previous convictions. Penalties may include fines, probation, imprisonment, community service, loss of driving privileges and alcohol awareness programs. Be aware that loss of driving privileges may occur prior to a finding of guilt. Also, be aware that automobile crashes that involve an intoxicated operator causing injury or death may result in assault or homicide charges against the operator.

Sec. 1192 prohibits the operation of a motor vehicle while:

- the driver's ability to operate a motor vehicle is impaired by the consumption of alcohol,
- the driver's ability to operate a motor vehicle is impaired by drugs, or
- the driver is intoxicated, per se, as determined by a chemical analysis of the blood, breath, urine or saliva measuring the BAC to be more than .08 of one per centum by weight.

Sec. 1192-a prohibits the operation of a motor vehicle by a person under 21 years of age after having consumed alcoholic beverages.

Sec. 1227 prohibits the consumption of alcoholic beverages or the possession of an open container containing an alcoholic beverage in a motor vehicle.

Public Health Law

The New York State Public Health Law regulates behavior considered to be harmful in many areas, such as communicable diseases, sexually transmitted diseases, smoking and drugs. Specifically, **Article 3300**, also known as the **New York State Controlled Substance Act**, prohibits the manufacture, sale, or possession of the same drugs as prohibited by the Penal Law. Additional prohibitions of the Public Health Law include:

Sec. 3304.2 prohibits possession of a New York State prescription except as lawfully written by a physician, etc.

Sec. 3345 prohibits the possession of a prescription drug outside the container in which it was originally dispensed.

Sec. 3380 prohibits the use, possession or sale of hazardous inhalants such as glue, cement, gasoline or nitrite compound for the purpose of causing intoxication, inebriation, excitement, etc.

Sec. 3381 prohibits the possession or sale of a hypodermic needle or syringe except pursuant to a lawful prescription.

Sec. 3382 prohibits the growing of a plant of the genus cannabis, or the failure to destroy such a growing plant on one's property.

Sec. 3383 prohibits the manufacture, sale or possession of any substance that appears, either by markings or packaging, to be a controlled substance that, in fact, is not a controlled substance.

Sec. 3397 prohibits persons from obtaining or attempting to obtain a controlled substance, a prescription for a controlled substance or an official prescription form by fraud, deceit, misrepresentation or subterfuge.

Penal Law

Most crimes involving the unlawful possession and distribution of drugs are defined under the New York Penal Law, which contains exhaustive lists of various controlled substances, specific types of offenses, and sanctions ranging from a fine or not more than $100 to imprisonment for life.

Sec. 120.05.5, assault in the second degree, prohibits the administration to another, without his consent, of a drug, substance or preparation capable of causing stupor, unconsciousness or other physical impairment or injury.

Sec. 130.00.6 provides that administration of a narcotic or intoxicating substance to another, without their consent, that causes them to become mentally incapacitated, renders the administrator guilty of rape, sodomy or sexual abuse upon the requisite sexual activity. In more simple terms, sexual conduct following the unwitting consumption of so called "date rape" drugs or "spiked" drinks makes those who administered the drug guilty of rape, sodomy or sexual abuse.

Sec. 170.05, forgery in the third degree, prohibits the making, completing or altering of a written instrument with intent to defraud, deceive or injure another. This section can be used to charge a person who alters a driver 's license or other official form of identification for the purpose of obtaining alcoholic beverages.

Sec. 170.20, criminal possession of a forged instrument, prohibits the possession of a written instrument as described above, regardless of who made, completed or altered it.

The Sage Colleges Alcohol and Drug Regulations

The Sage Colleges abide by federal and state laws prohibiting the possession, use, or distribution of illegal drugs or narcotics and will not interfere with the legal prosecution of any member of the College community who violates these laws.

- In compliance with New York State law, students at The Sage Colleges under the age of 21 may not purchase, nor possess with the intent to consume, alcoholic beverages.
- Alcoholic beverages may not be sold to anyone on either Sage campus unless it is under the license of a college approved vendor or caterer.
- Open containers of alcohol are not permitted in public areas.
- On- and off-campus events sponsored by student organizations must receive prior approval of the Dean of Students and comply with party regulations (see Party Regulations in the Student Handbook).
- In the Albany Residence Hall, the use or possession of alcohol by any resident or guest, regardless of age, is prohibited.
- On the Troy campus, students who are under 21 years of age may not consume alcohol in their residence hall rooms.
- Kegs or bulk containers are not permitted in the residence halls.
- Students who violate these regulations are subject to disciplinary sanctions as outlined in the Student Conduct Code.
- Possession, sale or use of illegal drugs or drug paraphernalia, or being present where illegal drugs are being used, is prohibited on the Sage campuses.

- Individuals possessing illegal drugs or any drug parphernalia, using illegal drugs or present where illegal drugs are being used will be subject to confiscation and review by the appropriate college administrator.
- The odor of marijuana in student rooms, corridors, lounges, or public areas is sufficient evidence to warrant investigation by a staff member and imposition of sanctions.

Any student judged guilty of illegal drug use on College property will be subject to immediate disciplinary action, which may involve suspension or dismissal. This action will be taken independently of any action that might be taken by municipal, state, or federal agencies.

Disciplinary Sanctions

The Sage Colleges will impose disciplinary sanctions on students and employees who violate the aforementioned standards of conduct. Among the sanctions which may be imposed on **students** are: warning, fine, parental notification, mandated alcohol/drug assessment, alcohol education, probation, community service, suspension, expulsion, or referral for prosecution. Among the sanctions which may be imposed on **employees** are: verbal warning, written reprimand, suspension with or without pay, termination or referral for prosecution.

Health Risks

Students and employees should be aware of the health risks associated with the use and abuse of alcohol and illicit drugs. Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including domestic violence, child abuse, and rape. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants to the central nervous system, much lower doses of alcohol will produce the effects described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can lead to permanent damage of vital organs such as the brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with Fetal Alcohol Syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other individuals of developing problems with alcohol.

Drugs interfere with the brain's ability to take in, sort and synthesize information. They distort perception, which can lead users to harm themselves or others. Drug use also affects sensation and impairs memory. In addition to these general effects, specific health risks including substance dependence and death are associated with particular categories of controlled substances.

Campus & Community Resources for Help

Students and employees of The Sage Colleges who have concerns about alcohol and/or drugs for themselves or others, can contact any number of resources on campus and in the community for confidential help.

On Campus

Wellness Center

- Troy Campus, Kellas Hall (518) 244-2261
- Albany Campus, Kahl Campus Center (518) 292-1917

The Sage Colleges Alcohol and other Drug Education Coordinator

- Troy Wellness Center, Kellas Hall (518) 244-2261
- Provides assessments and interventions, short-term counseling, referrals, consultations, educational programs, literature, and peer education.

All alcohol and/or drug related services are free and strictly confidential.

Off Campus

Employee Services (Employee Assistance Program)

- 1-800-252-4555
- Provides free, confidential, professional assistance to any Sage employee and/or family member.

Community/Self Help Resources
(all numbers in 518 area code)

Albany Citizens Council on Alcoholism and Other Chemical Dependencies	465-5470
Equinox, Albany	434-6135
Hope House, Albany	427-8207
St. Peters Addiction & Recovery Center, Albany	458-8888
Conifer Park, Troy	274-5143
Hudson Mohawk Recovery Center, Troy	272-3918
Rensselaer County Substance Abuse Services, Troy	270-2800
Alcoholism Council of Schenectady	346-4436
Alcoholics Anonymous	489-6779
Narcotics Anonymous	435-0215
Al-Anon/Adult Children	477-4476

Smoke-Free Environment

The Sage Colleges are committed to providing a smoke-free environment for students, faculty, staff, administrators and visitors. As of 1997, smoking is not permitted in any building on either campus. Our desire to be an entirely smoke-free environment is consistent with our position as an educational leader in health sciences.

New York State Clean Indoor Air Act

The Sage Colleges' Smoke-Free Environment Policy was adopted in accordance with Article 13-E of the New York State Public Health Law, "Regulation of Smoking in Certain Public Areas." It is the intention of this legislation and Sage's policy to protect members of the community from involuntary exposure to second-hand tobacco smoke.

Sage Policy

Smoking (the burning of a lighted cigar, cigarette, pipe or any other matter or substance which contains tobacco) is expressly prohibited in **all indoor areas** of the College premises, including vehicles, unless otherwise designated. Smoking is also prohibited within 25 feet of any building entrance or exit, under any covered walkway or building overhang, within the immediate vicinity of all windows and air intakes. Smoking is prohibited in all enclosed public areas on the Troy and Albany Campuses of The Sage Colleges. Residence Hall rooms and college-owned vehicles are also designated as smoke-free areas.

Sage Guidelines

- "No Smoking" signs will be displayed at the entrances of buildings on The Sage Colleges campuses.
- Copies of the Colleges ' Smoke-Free Environment Policy will be publicly displayed.
- Copies of the New York State Clean Indoor Air Act will be available in each campus library.
- The policy will be included in the Student Handbooks and The Sage Colleges' Employee Handbook.
- The sale of any tobacco products is prohibited on both Sage campuses.

Policy on Sexual Assault

The Sage Colleges, including Russell Sage College, Sage College of Albany, Sage After Work, and Sage Graduate School, believe that sexual assault is intolerable, and that the entire Sage community has the right to be free of violence, abuse, force and threats that are sexual in nature. Although the Sage community experiences very little crime on campus (see the report on Campus Crime Statistics), Sage is particularly concerned that the entire community be aware of behaviors that are intolerable and the consequences of those behaviors. Sex offenses are among the most serious of all criminal offenses because they not only involve physical injury and personal exploitation, but they also frequently result in emotional trauma which stays with a victim long after legal issues surrounding an incident have been resolved. The Penal Law of New York state recognizes this fact and attaches very serious penalty to many of these offenses. The behaviors discussed below are also prohibited by The Sage Colleges, and may result in serious disciplinary actions, whether or not a victim chooses to pursue criminal prosecution.

An evolution in the Penal Law in recent years has made criminal prosecution for sexual assault more likely to be successful. Requirements that a victim demonstrate "earnest resistance," which frequently resulted in more serious injury to a victim, have been eliminated, and requirements for corroboration, or evidence independent of the victim's testimony, have been lessened. New York State has also made it possible to convict persons of either gender for these offenses.

The Sage Colleges will not tolerate the behaviors discussed below. The Sage Colleges also find false allegations of sexual offenses to be equally intolerable.

The most serious sex offenses involve lack of consent on the part of the victim. It is important to understand that in the Penal Law, "consent" does not have its ordinary meaning. Lack of consent, for Penal Law purposes, results from:

- **Forcible compulsion**, which means to compel behavior by the use of physical force or a threat - expressed or implied - that puts a person in fear of physical injury to himself, herself or another, or in fear that he, she or another will immediately be kidnapped; or
- **Incapacity to consent**, which occurs when a person is:
  - less than 17 years of age;
  - mentally disabled (which means that a person suffers from a mental disease or defect which renders him or her incapable of appraising the nature of his or her conduct);
  - mentally incapacitated (which means that a person is rendered temporarily incapable of appraising or controlling conduct due to the influence of a narcotic or intoxicating substance administered to him or her without his or her consent); or
  - physically helpless (which means that a person is unconscious or otherwise physically unable to communicate unwillingness to participate in an act).

The following behaviors, when they involve the circumstances above, are prohibited by law and College policy:

- **rape**, which is sexual intercourse in its ordinary meaning and occurs upon penetration of the penis into the vagina;
- **criminal sexual act**, which is oral sexual conduct or anal sexual conduct; or
- **sexual abuse**, which involves the touching of the intimate parts of another, or the insertion of a foreign object into another.

The "intimate parts of another" include the genitalia, breasts and buttocks. Sexual abuse may involve the touching of the victim by the offender or the touching of the offender by the victim, and may occur directly or through clothing.

Each of the behaviors above may occur in varying levels of seriousness, as determined by the reason for the lack of consent or the age of the victim. Penalties for these offenses vary greatly, depending upon the seriousness of the crime, the age of the victim and the prior criminal history of the offender. Penalties for these offenses may be as serious as incarceration for a period of not less than 25 years. In addition to criminal penalties, the judicial process of The Sage Colleges may be initiated. Penalties will vary according to the specific incident, but may be as serious as permanent expulsion from The Sage Colleges.

Other behaviors may also be considered sex offenses, depending on the circumstances under which they occur. Although the law may consider them less serious, and provide penalties that involve incarceration for less than a year, they are equally intolerable within the College community. They include:

- **sexual misconduct**, which occurs when a person engages in sexual intercourse, oral or anal sexual conduct with another without their consent, or with an animal or dead human body;
- **aggravated harassment**, which includes sexually explicit communication with the intent to harass, alarm, threaten or annoy another;
- **public lewdness**, which involves the exposure of intimate body parts in a lewd manner, or engaging in lewd behavior when observable in public; and
- **criminal trespass**, which occurs when a person enters an area for the purpose of covertly viewing another, or the behavior of others, for sexual gratification.

For a more complete description of New York state law regarding sexual assault and the penalties for those convicted of sexual assault, please consult the New York Penal Law, Articles 70 and 130.

Victims of sexual assault should immediately get to a safe place and contact Sage's Office of Public Safety as soon as it is safe to do so by dialing 3177 from any campus phone. Public Safety will summon emergency medical services or law enforcement as necessary. Victims should avoid bathing or any cleaning that might destroy valuable evidence. The Office of Public Safety, as well as other Campus Life offices, will be available to assist the victim in deciding whether or not to pursue criminal charges. The Sage Colleges judicial process will also be invoked as appropriate.

Sexual assault prevention programming begins with a student's orientation program and is subsequently available from the Office of Public Safety and the Wellness Center. Victims of sex offenses are encouraged to utilize the variety of services available to them, including Public Safety, the Wellness Center and the Office of Campus Life. Students will be assisted and supported in a confidential manner. The student may also be encouraged to utilize rape crisis agencies in the appropriate county and participate in the criminal justice process so that offenders are held accountable for their behavior.

Sexual Offender Registry

The federal Campus Sex Crimes Prevention Act enacted in 2000 went into effect October 28, 2002. The law requires institutions of higher education to issue a statement advising the campus community where law enforcement agency information provided by a State concerning registered sex offenders may be obtained. It also requires sex offenders required to register in a State to provide notice, as required under state law, of each institution of higher education in that State at which the person is employed, carries on a vocation, or is a student. The New York State sex offender registry may be accessed at www.criminaljustice.state.ny.us/nsor /index.htm.

In addition, the City of Albany maintains a sex offender registry that may be accessed by "Entities of Vulnerable Population." The University Heights Association's Office of Public Safety (which provides Public Safety services for Sage College of Albany) has been declared such an entity and the registry may be accessed through the Director of Public Safety.

Services for Students with Disabilities

The Sage Colleges promote self-advocacy for students with disabilities and facilitates a positive and adaptive learning environment for such students. Students seeking accommodations are required to present a recent (within the past three years of the current date or as prevailing scientific knowledge warrants) evaluation of their disability conducted by a licensed professional. It is imperative that upon admission, students requesting accommodations contact the Director of Disabilities Services in the Academic Support Center, with offices in Hart Hall in Troy (244-2208) and The Library in Albany (292-1764). Following is the complete College policy and a review of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Rehabilitation Act of 1973, Section 504

From *Rights of Individuals with Handicaps under Federal Law*

U.S. Department of Education/Office of Civil Rights

As part of the Rehabilitation Act of 1973 (Public Law 93-112), Congress enacted Section 504, the first federal civil rights law protecting the rights of individuals with handicaps. Section 504 provides that "no qualified individual with a disability in the United States...shall, solely by reason of handicap, be excluded from, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Section 504 covers only those persons with handicaps who are otherwise qualified to participate in and benefit from the programs or activities receiving federal financial assistance. This coverage extends to persons who have handicaps as well as persons who have a history of a handicapping condition and persons perceived by others to have a handicap.

An individual with handicap(s) is anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activities, such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. The term "physical or mental impairment" includes, but is not limited to, speech, hearing, visual and orthopedic impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, diabetes, heart disease, mental retardation, emotional illness, and specific learning disabilities such as perceptual handicaps, brain injury, dyslexia, minimal brain dysfunction, and developmental aphasia. In accordance with a formal opinion issued by the Attorney General in 1977, alcoholism and drug addiction are also handicapping conditions.**1**

1 *Although alcoholism and drug addiction are handicapping conditions, the 1978 amendments to the Rehabilitation Act of 1973 (Public Law 95-602) clarified the status of alcohol and drug abusers as they relate to employment by stating that the term handicapped "...does not include any individual who is an alcoholic or drug abuser and whose current use of alcohol or drugs prevents such individual from performing the duties of the job in question, whose employment by reason of such current alcohol or drug abuse would constitute a direct threat to property or the safety of others."*

For purposes of postsecondary and vocational education services, a qualified handicapped person is an individual with handicap(s) who meets the academic and technical standards requisite to admission or participation in the recipient's education program or activity. The Sage Colleges are recipients.

The regulation enumerates specific programs and activities which postsecondary and vocational education recipients must operate in a nondiscriminatory manner. This includes, but is not limited to: recruitment, admission, academic programs, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, and extracurricular programs. For federally assisted programs or activities operated by postsecondary education recipients, the specific obligations with regard to students with handicaps include the following:

- Qualified handicapped persons must be afforded an equal opportunity to participate in and benefit from all postsecondary education programs and activities, including education programs and activities not operated wholly by the recipient.
- Qualified handicapped persons must be afforded the opportunity to participate in any course, course of study, or other part of the education program or activity offered by the recipient.
- All programs and activities must be offered in the most integrated setting appropriate.

Americans with Disabilities Act (ADA) of 1990

The landmark Americans with Disabilities Act (ADA) enacted in 1990 (104 Stat 327) provides comprehensive civil rights protection to qualified individuals with disabilities in the areas of employment, public accommodations, state and local government services, and telecommunications. A primary goal of the ADA is the equal participation of individuals with disabilities in the "mainstream" of American society. Title II of the Act took effect in 1992 and covers programs, activities, and services of public entities. Most of the requirements of Title II are based on Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability in federally assisted programs and activities. The ADA extends Section 504's non-discrimination requirement to all activities of public entities, not only those that receive federal financial assistance.

Under Title II, a public entity may not deny the benefits of its programs, activities, or services to individuals with disabilities because its facilities are inaccessible. A public entity's programs, services, and activities, when viewed in their entirety, must be made readily accessible to and usable by individuals with disabilities, except when doing so would result in a fundamental alteration in the nature of the programs, result in undue financial and administrative burdens, or threaten or destroy the historic significance of an historic property. This standard, known as "program accessibility," applies to all existing facilities of a public entity. Under this standard, the College is not required to make all its facilities or every part of single facility accessible. Program accessibility may be achieved by a number of methods, including but not limited to: alterations of existing facilities to remove architectural barriers, the relocation of activities or services from inaccessible buildings, the redesign of equipment, the assignment of aides to beneficiaries, home visits, or delivery of services at alternate accessible sites. When choosing a method of providing program access, it is required that priority be given to the one that results in the most integrated setting appropriate to encourage interaction among all users, including individuals with disabilities.

Academic Accommodations

The Sage College is committed to achieving equal educational opportunity and full participation for persons with disabilities. Sage promotes self-advocacy for students with disabilities and facilitates a positive and adaptive learning environment.

Students' Rights and Responsibilities

Every student with a documented disability has the following **rights**:

- Equal access to courses, programs, services, jobs, activities and facilities available through the College.
- Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case by case basis when requested by the

student.
- Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose the disability to, except as required by law.
- Information reasonably available in accessible formats.

Every student with a disability has the **responsibility** to:

- Meet the College's qualifications and essential technical, academic, and college standards.
- Identify themselves in a timely manner to the Director of Disabilities Services as an individual with a disability when seeking accommodation.
- Provide documentation to the Director of Disabilities Services from an appropriate professional source that verifies the nature of the disability, functional limitations, and the need for specific accommodations.
- Follow specific procedures for obtaining reasonable accommodations, academic adjustments, and/or auxiliary aids.

Faculty Members' Responsibilities

- Discuss with the student the accommodation letters presented to them for their review and sign the letters of accommodation with the student**.**
- Discuss with the Director of Disabilities Services any concerns related to the accommodation or arrangements that have been requested by the student during the initial contact.
- Determine the conditions under which an exam is to be administered (e.g., computer with word processing including use of spell checker, calculator).
- Provide appropriate accommodations.
- Assure the timely delivery of an exam, along with necessary instructions and materials for proper administration, if the exam is to be administered outside of class. The faculty member may also make arrangements for the exam to be given to the student and for delivery and return of the exam.
- Assure confidentiality of information regarding students with disabilities.

The Sage Colleges' Rights and Responsibilities

The Sage College, through its Director of Disabilities Services, has the right to:

- Maintain the College's academic standards.
- Request current documentation from a student completed by an appropriate professional source to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids.
- Discuss a student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation with the student's signed consent authorizing such discussion.
- Select among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids in consultation with the students with disabilities.
- Deny a request for accommodations, academic adjustments, and/or auxiliary aids if the documentation does not identify a specific disability, the documentation fails to verify the need for the requested services, or the documentation is not provided in a timely manner.
- Refuse to provide accommodations, adjustments, and/or auxiliary aids that are inappropriate or unreasonable, including any that:
    - Pose a direct threat to the health and safety of others;
    - Constitute a substantial change or alteration to an essential element of a course or program; or
    - Pose undue financial or administrative burden on the College.

The Accommodation Process

Any student with a documented disability is eligible to receive accommodations. The purpose of accommodations or modifications is to reduce or eliminate any disadvantages that may exist because of an individual's disability. The law does not require the College to waive specific courses or academic requirements considered essential to a particular program or degree. Rather, the College is mandated to modify existing requirements on a case by case basis in order to ensure that individuals are not discriminated against on the basis of their disability. Students wanting to access such services must identify themselves and provide appropriate verification of their disability to the Director of Disabilities Services. Eligibility for reasonable and appropriate accommodations will be determined on an individual basis.

Appropriate documentation will assist the student and the College in determining reasonable accommodations as stipulated under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and other pertinent state and federal regulations.

Students requesting accommodations of either an academic or personal nature must meet with the Director of Disabilities Services and present appropriate documentation prior to receiving services. Documentation must be current (in most cases within three years of the current date or as prevailing scientific knowledge warrants) and must be submitted by a qualified practitioner. This documentation must be a comprehensive assessment including recommendations for accommodations. Students must present evidence of a clinical interview by a qualified professional, their complete medical and educational history, and evidence of a diagnosis that substantially limits one or more of the major life functions.

It is the responsibility of the student requesting accommodations to do so and present documentation in a timely manner prior to the beginning of each academic semester.

Accommodations

To access services, students must refer themselves to the Director of Disabilities Services and provide adequate documentation from a licensed professional to the Disabilities Services Office. Since the purpose of the documentation is to assist the student and the College in determining reasonable accommodations (e.g., extended test time, reduced course load, auxiliary aids, etc.), these guidelines must be followed to assure that the diagnostic evaluation report is appropriate for verifying accommodation needs. Specific procedures need to be followed in order to obtain reasonable and appropriate accommodations, academic adjustments and /or auxiliary aids, any deviation from the process may slow down the process or accommodations may not be granted.

Students must meet with the Director of Disabilities Services with current documentation (in most cases within three years of current date or as prevailing scientific knowledge warrants) from a licensed professional to request services. Accommodation letters will be developed at this time.

Students must meet with the faculty member to review the accommodation letters and discuss accommodations. It is best to do this review after class or to set up an appointment with the faculty member. The student decides whether to disclose his/her disability to the professor or whether to share any pertinent information with them. Students are not required to identify their disability, although this information is often helpful to the professor. The student may want to explain how his/her disability may affect coursework in general; again this is not required. After the review of the accommodation letter, the faculty member and student both sign the accommodation letter.

Students should then review the accommodations. For testing accommodations, it is important to check in again with the professor at least one week before the exam date as a reminder and to be sure both parties have the same understanding of what is to occur. Meeting with the professor throughout the semester is necessary to discuss your accommodation needs.

Accommodation Disagreements

If a disagreement arises concerning specific accommodation requests, a student should immediately inform the Director of Disabilities Services. If there is a conflict with the Director of Disabilities Services, then the Associate Dean for Academic Services may be notified to assist in the resolution process.

Academic Adjustments

Academic requirements must be modified, on a case by case basis, to afford qualified handicapped students and applicants an equal education opportunity. For example, modification may include changes in the length of time permitted for completion of degree requirements. However, academic requirements that the recipient can demonstrate are essential will not be regarded as discriminatory. A recipient may not impose upon qualified handicapped persons rules that have the effect of limiting their participation in the recipient's education program or activity; for example, prohibiting tape recorders in classrooms or guide dogs in campus buildings. Qualified handicapped persons with impaired sensory, manual, or speaking skills must be provided auxiliary aids, such as taped texts, interpreters, readers, and classroom equipment adapted for persons with manual impairments. Recipients can usually meet this obligation by assisting students to obtain auxiliary aids through existing resources, such as state vocation rehabilitation agencies and private charitable organizations. In those circumstances where the recipient institution must provide the educational auxiliary aid, the institution has flexibility in choosing the effective methods by which the aids will be supplied. So long as no handicapped person is excluded from a program because of the lack of an appropriate aid, the recipient need not have all available aids on hand at all times.

Procedures for Requesting Academic Adjustments

A student who wishes to request academic adjustments under Section 504 of the Rehabilitation Act of 1973 should do so by writing to the Director of Disabilities Services. The Sage Colleges reserves the right to require medical, psychological, neurological, or psychoeducational verification of the handicap causing the student to seek adjustments of academic conditions. Notification of any request for academic accommodations should be sent to the Director of Disabilities Services immediately. The Director will notify the faculty member(s) of the request; discuss options, if any, to meet the request; agree on the acceptable adjustments; and notify the student seeking the accommodations within 10 working days. **If an agreement cannot be reached, the Dean of the College will be notified for a meeting with all parties**. The Director of Disabilities Services shall file a final report of the discussion and resolutions no later than five working days after the agreement with all parties has been reached.

Procedures for Grievances Alleging Discrimination Based on Disability

Any member of The Sage Colleges community, including faculty, administrators, staff, and students, who has any grievance in relation to the law or any acts prohibited by the law may file a written complaint within 30 working days of the occurrence of the alleged action. The complaint should be filed with the Director of Disabilities Services as the person designated to coordinate the efforts of the College to comply with and carry out its responsibilities under the law. The written complaint should explain:

- who was discriminated against;
- in what way;
- by whom;
- when the discrimination took place;
- who can be contacted for further information;
- the name, address, and telephone number of the complainant; and
- as much background information as possible about the alleged discriminatory act.

These are suggestions, not requirements. Within five working days, the Director of Disabilities Services shall acknowledge receipt of the complaint and assign an individual to investigate the complaint. The individual investigating the complaint shall submit a written report to the Director with a copy to the complainant within 10 working days from the date assigned. The complainant shall have 10 working days from receipt of the investigation report to contact the Director to support or refute information contained in the investigation report. The Director of Disabilities Services will review the report and related material, and submit a written recommendation to the College President within five working days after the time period given the complainant to respond. A copy of this recommendation shall be sent to the complainant and the investigator. The President, as chief executive officer of the institution, shall make disposition of the complaint or refer it for the established grievance procedures of The Sage Colleges.

Anyone who believes there has been an act of discrimination on the basis of handicap in violation of Section 504 against any person or group in a program receiving financial assistance from the U.S. Department of Education, may file a written complaint with the Office for Civil Rights of the U.S. Department of Health and Human Services within 180 days of the alleged discrimination (unless the time for filing is extended for good cause by the regional civil rights director), and send it to the regional office that serves the state in which the discrimination allegedly occurred:

Office for Civil Rights, New York Office
U.S. Department of Education
75 Park Place, 14th Floor
New York, NY 10007-2146 (212) 637-6466
FAX# (212) 264-3803; TDD (212) 637-0478

Student Right to Know, Privacy & Records Policies

Student Right to Know Law

The Sage Colleges will provide information regarding graduation and persistence rates, in accordance with provision of the federal Student Right to Know Law. The information is available from the Office of the Registrar. In addition, The Sage Colleges publishes required information under the Campus Security Act in a safety and security brochure and posts the information on the Office of Public Safety web page.

Privacy and Confidentiality

The Family Educational Rights and Privacy Act (Buckley Amendment) passed in 1974 regulates the procedures for handling student records. According to the U.S. Department of Health, Education and Welfare, the Act was designed to ensure that students and parents (in cases where the student is considered a dependent) would have specific educational records made accessible for reasons of inspection and correction and to restrict the release of most records so as not to violate their privacy and confidentiality when student consent is lacking.

According to the Act, the following records are not accessible:

- financial records of a student's parents;
- confidential letters of recommendation received prior to January 1, 1975;
- confidential letters of recommendation for which the student has signed a waiver of access; and
- records created and maintained by a professional for the sole purpose of treating the student (i.e., records kept by a college physician, psychiatrist, or counselor). The student may choose a qualified professional to review these records.

Access to Directory and Records Information

The College is permitted under the Family Educational Rights and Privacy Act (Buckley Amendment) to make directory information about students available to the public. Directory information includes: the student's name, address, telephone listing, e-mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (for members of athletic teams), dates of attendance, degrees and awards received, and the most recent previous educational agency attended.

If a student would prefer that any or all of this information not be made public, the student may inform the College of this within the first month of his or her first semester of each academic year. Forms are available from the Registrar's Office with which the student may inform the College what information they do not wish to be made public.

Records Inspection

The following student records are available for inspection at the specified locations:

Student Services	Transcript of grades* Grade lists* Academic warning, probation and suspension lists* Transfer credit records Degree information General student records Financial Aid files
Campus Life/Residence Life Offices	Judicial records Parking/traffic violations lists*
Dean's Office	Dean's List
Academic Support Center	HEOP records

** The entire content will not be released, only the data directly related to the individual requesting access.*

Procedures for Review of Records

The Act specifies that a college official has 45 days to respond to a student's request to view their records. The Sage Colleges will initially respond to a request by setting up an appointment with the student within the 45 day period. Ideally, the student will be able to access the records within a couple of weeks.

All records must be reviewed in the presence of a College official. The student may be asked to show proper identification to the college official and sign a permit form. Students may request a copy of their records in most cases, but the College is entitled to charge for copies. Copies cannot be made of records when a "hold" status exists or when the names of other students or information related to other students are involved (i.e., restricted records such as a grade list).

Inspection and Correction of Records

If a student wishes to challenge any part of a record, it may be done informally by addressing the issue with the administrator in charge of the record in question. If an agreement cannot be reached, the student should request a hearing with the Dean of the College. If the student still believes that his or her rights are being violated after following the above procedure, an investigation can be requested by the Review Board of the Family Educational Rights and Privacy Act Office, U.S. Department of Education, 600 Independence Ave., SW, Washington, DC 20202. An investigation could lead to a hearing.

Access to Records by Another Party

Each individual record will include the names of those persons not employed by the College who request or obtain access to a student record. The legitimate interest of the person making the request will also be recorded. The College permits third parties to gain access to students' records when requests come from:

- a person designated by the student with the student's written consent;
- an accrediting agency doing a college evaluation;
- certain federal or state agencies;
- officials of other schools in which a student seeks acceptance or intends to enroll when the student requests that the information be released; or
- other faculty members, administrators, or staff members who either seek access for a legitimate educational reason or who are required to handle the records as part of their official duties at the College.

Student records, except for the permanent transcript and certification of completion required for state licensure in some academic programs, are kept for a period of six years from the date of graduation or last attendance. The permanent transcript is maintained "forever" in the Office of the Registrar. The certification of completion, if required for licensure, is maintained in the academic program office.

Campus Crime Statistics

Albany Campus

OFFENSE	YEAR	ON CAMPUS PROPERTY	NON CAMPUS PROPERTY	PUBLIC PROPERTY	OPTIONAL TOTAL	**RESIDENTIAL FACILITIES
MURDER/NON-NEGLIGENT MANSLAUGHTER	2005	0	0	0	**0**	0
	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
NEGLIGENT MANSLAUGHTER	2005	0	0	0	**0**	0
	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
ROBBERY	2005	0	0	1	**1**	0
	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
AGGRAVATED ASSAULT	2005	0	0	1	**1**	0
	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
MOTOR VEHICLE THEFT	2005	1	0	0	**1**	0
	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
ARSON	2005	0	0	0	**0**	0
	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
BURGLARY	2005	4	0	0	**4**	0

	2006	0	0	0	**0**	0
	2007	4	0	0	**4**	0
	2005	1	0	0	**1**	0
SEX OFFENSES, FORCIBLE	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
	2005	0	0	0	**0**	0
SEX OFFENSES, NON-FORCIBLE	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
	2005	0	0	0	**0**	0
LIQUOR LAW ARRESTS	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
LIQUOR LAW VIOLATIONS	2005	18	0	0	**18**	18
REFERRED FOR DISCIPLINARY	2006	6	0	0	**6**	6
ACTION	2007	17	0	0	**17**	17
	2005	0	0	0	**0**	0
DRUG LAW ARRESTS	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
	2005	0	0	0	**0**	0
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	2006	0	0	0	**0**	0
	2007	4	0	0	**4**	4
	2005	0	0	0	**0**	0
ILLEGAL WEAPONS POSSESSION ARRESTS	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
ILLEGAL WEAPONS POSSESSION	2005	0	0	0	**0**	0
VIOLATIONS REFERRED FOR	2006	0	0	0	**0**	0
DISCIPLINARY ACTION	2007	1	0	0	**1**	1

****CRIMES REPORTED IN THE RESIDENTAL FACILITIES COLUMN ARE INCLUDED IN THE ON CAMPUS CATEGORY.**

7 7**Troy Campus**

OFFENSE	YEAR	ON CAMPUS PROPERTY	NON CAMPUS PROPERTY	PUBLIC PROPERTY	OPTIONAL TOTAL	**RESIDENTIAL FACILITIES
	2005	0	0	0	**0**	0
MURDER/NON-NEGLIGENT	2006	0	0	0	**0**	0
MANSLAUGHTER	2007	0	0	0	**0**	0
	2005	0	0	0	**0**	0
NEGLIGENT MANSLAUGHTER	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
	2005	0	0	0	**0**	0
ROBBERY	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
	2005	0	0	0	**0**	0
AGGRAVATED ASSAULT	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
	2005	0	0	0	**0**	0
MOTOR VEHICLE THEFT	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
	2005	0	0	0	**0**	0
ARSON	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
	2005	1	0	0	**1**	0
BURGLARY	2006	2	0	0	**2**	0
	2007	5	0	0	**5**	0
	2005	0	0	0	**0**	0
SEX OFFENSES, FORCIBLE	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
	2005	0	0	0	**0**	0
SEX OFFENSES, NON-FORCIBLE	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
	2005	0	0	0	**0**	0
LIQUOR LAW ARRESTS	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
LIQUOR LAW VIOLATIONS	2005	4	0	0	**4**	0
REFERRED FOR DISCIPLINARY	2006	4	0	0	**4**	0
ACTION	2007	2	0	0	**2**	2
	2005	0	0	0	**0**	0
DRUG LAW ARRESTS	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
	2005	0	0	0	**0**	0
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
	2005	0	0	0	**0**	0
ILLEGAL WEAPONS POSSESSION ARRESTS	2006	0	0	0	**0**	0
	2007	0	0	0	**0**	0
ILLEGAL WEAPONS POSSESSION	2005	0	0	0	**0**	0
VIOLATIONS REFERRED FOR	2006	0	0	0	**0**	0
DISCIPLINARY ACTION	2007	0	0	0	**0**	0

****CRIMES REPORTED IN THE RESIDENTAL FACILITIES COLUMN ARE INCLUDED IN THE ON CAMPUS CATEGORY.**

CAMPUS LIFE:
Learning Outside the Classroom

- Academic Services
  - Center for Advisement & Career Planning
  - New Student Orientation
  - Academic Advising
    - First Year Experience
  - Academic Support
  - Higher Education Opportunity Program (HEOP)
- Cultural Enrichment & Diversity
- Student Development Programs
  - Leadership Development
  - Student Government

Campus Life Mission Statement

The Campus Life division of The Sage Colleges provides programs, services, opportunities, and environments for students to become involved in educationally purposeful activities outside of the formal classroom. The comprehensive program is intended to build responsible communities of learners, support the overall educational and personal development of each student, assist students with accomplishing their educational goals, and prepare students to lead in finding solutions to major societal challenges. These goals are implemented through purposeful programs in the following functional areas:

- athletics and recreation
- student life
- student leadership
- spiritual development
- cultural enrichment and diversity
- residence life
- public safety
- health and counseling services
- academic services

Academic Services

Designed to enhance the academic experience for all Sage students, Academic Services offers the resources of the Academic Support Center, the Higher Education Opportunity Program (HEOP), The Writing Studio, the Center for Advisement and Career Planning, and New Student Orientation. With offices on both the Albany and Troy campuses, we provide services to assist, support, and guide students in reaching their educational, professional, and personal goals. The Academic Services staff is eager to be part of student success.

Center for Advisement and Career Planning

The Centers for Academic Advising and Career Planning (CAACP) are located on the Albany Campus in Library (Third Floor) and on the Troy Campus in Hart Hall (Second Floor), and is home to Academic Advising, Career Planning, and Orientation Programs. The Center for Academic Advising and Career Planning operates as a comprehensive integrated advising system to provide students with a coherent educational plan. The Center is dedicated to providing all students with a sense of direction. Whether students are sure of what they want to do after leaving Sage, or are just beginning to think about what lies ahead, there is something helpful at the CAACP. As an integrated service center, we aim to ensure students are pursuing a career plan they are passionate about, developing a professional resume they can be proud of, and furthering life long learning skills related to an ever changing workplace. The role of the CAACP is to assist students in understanding the relationship between college experiences and future professional roles. This is done by guiding students in developing plans of action including course selection, community service, internships and work experiences, all which lead to the achievement of academic and career goals.

All Sage students are encouraged to make use of Career Planning services beginning with their first semester. Career specialists in the CAACP help students with all aspects of the career decision making process while incorporating information on current employment trends. Experienced professionals assist students with employment preparation and in developing impressive and professional job search skills and materials needed for the contemporary workplace, such as a professional resume that includes multiple relevant work experiences, also known as internships. To further students' understanding of careers and the workplace, career specialists assist students in obtaining internship experiences. At Sage, students complete internships during a regular semester or during summer and winter breaks. Internships help students become aware of the skills and competencies needed for career success in their field of study.

It is the mission of the CAACP to actively work with all students to help them develop an increasingly self-managerial role in establishing and meeting important life goals. In turn, students are responsible for learning College policy and degree program requirements, for being full partners in the creation of a career plan, and for taking full advantage of faculty advisors and career specialists as educational planning resources.

New Student Orientation

Recognizing the important link between positive college experiences, feelings of connectedness to the College, and individual student success, The Sage Colleges hold comprehensive orientation programs in early summer and at the start of each academic semester. Undergraduate students and families become linked to the College through carefully designed activities and interactions with faculty, college staff and administrators, and current Sage students who serve as mentors. Welcoming each student into an academic community, and introducing him or her to the tools and information needed to start the college journey, orientation is the first step in a student's successful transition to Sage.

Academic Advising

Students at The Sage Colleges begin their academic planning with faculty advisors the moment they enroll. At Sage, students register online for their courses for the entire academic year. This requires careful and advance planning for students to be sure their academic and career needs are met. Faculty advisors are experienced in assisting students in selecting courses to meet College and major requirements, encouraging the use of support services and opportunities that strengthen their educational objectives at the College, and providing information about related career fields.

At SCA, in addition to receiving an assigned faculty advisor, all new students are assigned a career specialist through the Center for Academic Advisement and Career Planning in accordance with their major. The SCA faculty advisor and career specialist team are real world experts who assist students in making an educated choice of major and in clarifying career goals consistent with their interests and abilities. Because these individuals work with particular majors, they understand College policy and degree requirements and are up-to-date on current employment trends.

At RSC, the transition to College is made easier for first year students through their participation in the First Year Experience Program. First year students are assigned

into mentor groups and meet weekly with their mentors, providing not only a sense of connectedness for students but the opportunity to build critical skills, offer support, and create connections during the important first semester. The combination of connecting with faculty and a weekly opportunity to meet with their mentor group plays a key role in assisting students in making a successful transition to Sage.

Academic Support Center

The Academic Support Centers at the Sage College are committed to helping all undergraduate students develop the skills they need to become independent and successful learners. The Centers on both campuses offer individual consultations with academic support staff, peer tutoring, and workshops on test preparation, time management, and other study skills. The Academic Support Center at Russell Sage College, located on the second floor of Hart Hall, is also home to the Writing Studio, which is staffed by graduate and undergraduate student writers who are specifically trained to help students imporove their writing skills. The Academic Support Center at Sage College of Albany, located on the third floor of the Library, boasts a Writing Lab and a Math Lab in which students can seek specialized support.

Higher Education Opportunity Program (HEOP)

The Higher Education Opportunity Program (HEOP) is designed to provide comprehensive support services to talented and motivated students who, despite academic and economic disadvantages in their backgrounds, have the potential to earn a Sage degree. Our program includes a summer institute (prior to the first year of study - required for all students in the HEOP program), as well as supplemental instruction, assessments, tutorial services, financial support and counseling in academic, social, career and personal concerns. The HEOP program is administered through Academic Services, located in Hart Hall, second floor (Troy campus) and Library - third floor(Albany campus).

To apply for the HEOP program, students must be residents of New York state; possess a New York state high school diploma or equivalent; and meet academic and financial criteria set by the College and the New York State Education Department. Transfer students can also take advantage of the HEOP program at Sage if they have previously been enrolled in an approved HEOP, EOP, SEEK or College Discovery Program. For more information, call (518) 244-2210 or 1-888-VERY SAGE.

Office of Cultural Enrichment and Diversity

The mission of the Office of Cultural Enrichment and Diversity is to support a campus climate that appreciates and respects all dimensions of diversity. The Office promotes the celebration of diversity and globalization by exposing the Sage community to a variety of academic, cultural and social activities, from lectures, discussions and training workshops to cultural celebrations, poetry readings, receptions, art exhibits and more. The office provides support services to the international student population at Sage and supports Sage students who wish to study abroad. Students who study abroad receive assistance from the point of pre-application until they transition back to the United States.

The Office works with students, staff and faculty to develop and implement plans that help build a more diverse and global community and enhance the value of that community for each of its members. The Office's activities are guided by the fundamental principle that students, faculty, administrators and staff are empowered as a result of participating in ongoing cultural diversity efforts, exploring perceptions, challenging stereotypes and encouraging collaborative efforts.

The Office also oversees the Cultural Enrichment Center (CEC), located on the Albany campus in the lower level of the Kahl Campus Center and on the Troy campus in Hart Hall. The Center houses a collection of art, books, artifacts, and videos and is perfect for informal gatherings, club meetings, mentor groups, seminars, and receptions. The space is available for use by all members of the Sage community.

Student Development

Enrichment of student life at The Sage Colleges is achieved through a blending of academic experiences with co-curricular opportunities for involvement, leadership, social interaction, and community building. Special efforts are made to complement classroom learning with co-curricular activities. Student-led events such as the Activities Fair, Earth Day, and Orientation provide fun and learning for the entire campus community.

Leadership Development

Sage offers many leadership development opportunities, both in and out of the classroom. The programs model an emergent leadership paradigm and recognize the leadership potential of all students. Active participation in college leadership activities prepares students to be effective leaders, role models, and change agents in their careers, families and communities.

The Leadership Selection Process is a program through the Campus Life division to select highly qualified students for vital positions on campus. These positions are important to the success of all our students, and provide the candidates with an opportunity to gain valuable leadership experience. At Sage, students have the opportunity to explore leadership in a variety of ways - as a mentor, resident assistant, tutor and many other exciting positions which require a wide range of qualifications, including: leadership potential, a positive attitude, and a willingness to learn.

Russell Sage College

Russell Sage College for women offers many leadership opportunities both in and out of the classroom. Whether a student is interested in being a resident assistant, a class officer or an admission tour guide we encourage students to challenge themselves and task risks. We recognize the leadership potential of all students and offer various programs and trainings throughout the year to develop skills. We believe that active participation in leadership activities prepares students for their future careers and to be leaders in the community. If you are wondering how to get started or what opportunities are available stop into the Office of Student Development in Cowee Hall. At RSC *all* of our student leaders are women and on their way to becoming **women of influence.**

Sage College of Albany

Leadership opportunities for learning outside the classroom are plentiful at Sage College of Albany. Some examples include the Learning CAFÉ and the Leadership Getaway.

- The Learning CAFÉ (Career, Activities, Finance, Education) is a co-curricular program that focuses on essential skills necessary for a successful college experience. The Learning CAFÉ is designed to assist students who want to learn how to enhance their leadership abilities, career preparation, and understanding of their finances. Recognizing that our students come with a variety of skills and backgrounds, the Learning CAFÉ will sharpen their skills through their choice of a variety of workshops and hands-on experiences.
- The Leadership Getaway is an annual spring leadership workshop that allows students the opportunity to get away for the weekend to develop all forms of leadership skills. Students learn to increase self-confidence, trust, networking, communication skills, and develop a keen insight into the role that a student leader plays in the college.

Student Government

Student Government functions as a legislative advisory group to address student concerns and issues. Student Government allocates funds to student organizations, clubs and classes, and also coordinates social, cultural, and educational programming. Student Government funds the Sage Recreation Association (SRA) at Russell Sage College and the Association of Campus Events (ACE) at Sage College of Albany, both of which offer students opportunities for off-campus trips and tours, and

sponsor traditional campus events. Each organization plans and organizes a lively selection of campus programming throughout the year.

CAMPUS LIFE:
Resources & Services

- Residence Life
  - Housing
  - Dining
- Public Safety
  - Parking
  - Sage IDs
  - Weather-Related Emergencies
- Athletics & Recreation
  - NCAA Division III Athletics
  - Recreation & Fitness
- Health & Counseling Services
- Spirituality Center

Campus Life Mission Statement

The Campus Life division of The Sage Colleges provides programs, services, opportunities, and environments for students to become involved in educationally purposeful activities outside of the formal classroom. The comprehensive program is intended to build responsible communities of learners, support the overall educational and personal development of each student, assist students with accomplishing their educational goals, and prepare students to lead in finding solutions to major societal challenges. These goals are implemented through purposeful programs in the following functional areas:

- athletics and recreation
- student life
- student leadership
- spiritual development
- cultural enrichment and diversity
- residence life
- public safety
- health and counseling services
- academic services

Residence Life, Housing & Dining

Residence Life

Living on campus is a very important aspect of a college education. Residence halls are more than just dormitories or places to eat and sleep. They are places where students can develop meaningful friendships, explore new ideas and become involved with the College community as a whole. The residence halls are active living and learning centers that complement the academic programs of the College and offer students the opportunity to become involved in their own learning and development through participation in intellectually challenging and engaging programs.

Successful living in the residence halls is dependent upon balancing the greatest possible freedoms for the individual with sensitivity to and respect for the rights of others. A willingness to discuss, negotiate, and compromise is essential for all students. Individual and cultural differences contribute to the unique texture of the residence hall and students are encouraged to take advantage of the opportunities to learn from one another.

Residence Halls

Russell Sage College

Russell Sage College is committed to the belief that living in residence enhances a student's overall education. There are nine distinct residence halls on the Troy campus that provide settings conducive to co-curricular activities intended to complement each student's academic learning and personal growth. Thus, **full-time students at Russell Sage are required to live in college housing.**

Some exceptions to this policy may include: students who are married; students living in their parents' or guardians' residences within commuting distance; students who have already obtained a baccalaureate degree; and students who are 23 years or older. Generally, a reasonable commute is thought to be from a home within a 30-mile radius of the college. Requests for exemptions to the residence requirement must be submitted **in writing** to the office of the Dean of Students. The Dean of Students or designee reserves the right of decision in such residential matters as reassigning rooms or canceling residence contracts if such action is determined to be in the best interest of the individual or the College.

Sage College of Albany

The Albany campus boasts a modern co-ed residence hall, which provides a lively living and learning environment on the picturesque campus quad, close to classrooms and campus resources. **First-year full-time students are required to live in the Albany Residence Hall**. Some exceptions to this policy may include: students who are married; students living in their parents' or guardians' residences within commuting distance; and students who are 23 years or older. Generally, a reasonable commute is thought to be from a home within a 30-mile radius of the College. After their first year, students may choose to live in the Residence Hall (they must be in good academic standing to be eligible), in the University Heights College Suites adjacent to campus, or off-campus in the local community.

University Heights College Suites

This apartment-style housing complex adjacent to the Sage College of Albany campus is open to students of Sage College of Albany, Sage Graduate School and other colleges in the University Heights neighborhood. The co-ed University Heights College Suites are two- and four-bedroom units with fully furnished living rooms and bedrooms, and fully equipped kitchens. This housing option offers undergraduate students who have completed their first year and graduate students a more independent style of living with the convenience of being close to campus. Information regarding housing at University Heights can be obtained through the Residence Life Office.

Sage Graduate School Housing

Housing is available to Sage Graduate School students on a limited basis on the Troy campus. Students must be registered for at least six credits and be matriculated in the Graduate School. This living experience is customized for graduate students who want the convenience of on-campus housing but need the flexibility found in off-campus living. Graduate students live in Ricketts Hall. Manning Hall may be used as graduate housing "overflow." Undergraduate students living on campus who graduate in December and are continuing on for graduate study at Sage must transfer to graduate housing for the spring semester.

Off-Campus Housing

The Campus Life offices on both Sage campuses maintain information about off-campus housing options (apartments to rent, etc.) available to qualified students. **Note:** Full-time Russell Sage College students are required to live on campus, with some exceptions (detailed above); and first-year Sage College of Albany students are required to live in the Residence Hall for at least one year. For more information about off-campus housing, contact Campus Life (518) 292-1753 (Albany campus) or Student Development at (518) 244-2207 (Troy campus).

Meal Plans

Undergraduate students who live in residence halls on the Troy and Albany campuses are required to select a meal plan. The College has worked closely with Dining Services to provide meal plans that meet the needs of all resident students. These options include “munch money,” which can be used like cash at any of the campus retail dining locations.

Meal plans are also available for students living at the University Heights College Suites. While these students are not required to have a meal plan, it is strongly recommended that they purchase a minimal plan for convenience. There are several meal plans available to students residing at University Heights and most of these plans include “munch money.”

Commuter meal plans can be used to make purchases at any Sage Dining operation on the Troy or Albany campuses for yourself, your friends, or your guests, but ONLY the person pictured on the ID card can present that card. If the card is lost and reported, funds can be transferred onto a replacement ID card.

For graduate students, meal plans are available but not required. A variety of meal plans are available, including “munch money,” which can be used like cash at any of the campus retail dining locations. Full details on meal plans are available from Dining Services or Residence Life offices.

Public Safety

Public Safety services for The Sage Colleges are provided by the University Heights Association, a consortium of the Albany College of Pharmacy, Albany Law School, Albany Medical Center and The Sage Colleges.

The Sage Colleges are committed to providing the safest and most secure environment possible on both campuses. Toward that goal, a staff of professional public safety officers utilizes contemporary technologies and strategic programming to enhance the learning environment. Students, staff and faculty play an important role in this process through the Public Safety Advisory Committees, which exist on both campuses.

Public Safety offices are located on the Albany campus in Kahl Campus Center (second floor) and on the Troy campus in the John Paine Building (first floor). In an emergency, Public Safety can be reached at (518) 244-3177 or by simply dialing 3177 from any telephone on the Sage network. Non-emergency calls can be made to (518) 244-4741 or to 4741 from the Sage network.

Under the Campus Security Act, the College is required to publish certain information such as **campus crime statistics**. The statistics are published in a safety and security brochure, are available online (see the Clery Report for the Troy campus and Albany campus) and can be obtained from the Office of Public Safety on either campus. The Office of Public Safety also publishes the Policy on Sexual Assault, found in the Campus Policies section of your College’s Catalog online.

Parking

All students and employees of The Sage Colleges who wish to park on either campus must register their vehicles and purchase a parking permit from the Office of Public Safety (Troy campus) or the Office of Student Services (Albany campus). Parking permits are valid for the entire academic year, beginning in September, and are good for both campuses, including the UHA campus during designated hours. The fee for the entire year is $40. Permits purchased after January 1 are $25 and permits purchased after June 1 are $15. Purchasers should be prepared to produce a valid Sage ID card (see below) as well as a valid motor vehicle registration for the vehicle to be registered. Violators of The Sage Colleges’ parking policies may be subject to ticketing, towing and revocation of parking privileges.

Sage Identification Cards

Sage students must have a valid Sage photo ID card in order to use the Sage libraries or computer facilities or to be issued a parking permit. With proof of registration, returning students may obtain an update sticker for their ID free of charge. Photo IDs and update stickers can be obtained in the Office of Public Safety in the John Paine Building (Troy campus) or the Campus Life Office (Albany campus). Students are reminded that they are required to display their ID card to any College official upon request.

Weather-Related Emergencies

In the event of an emergency requiring immediate action by student, faculty and staff, The Sage Colleges will notify those populations by means of a text message sent to cellular telephones and e-mail addresses registered with the Colleges through e2Campus, an emergency mass notification system used by Sage. The system is voluntary but we strongly encourage students to enroll. Students may do so at the Sage website or on the front page of Campus Cruiser.

In the event of snow or other weather-related emergencies, Sage will remain open, if at all possible, to serve students and faculty who are able to get to class. The institution will officially close only when it is impossible to clear the parking lots and sidewalks. Students should use individual judgment in deciding whether they can and should travel in any weather-related emergency.

Classes Delayed

An announcement that the start of day classes has been delayed means that staff and administrators are expected to report at the delayed opening hour indicated. Classes scheduled to begin prior to the delayed opening hour will not be held. Students and faculty are expected to meet for classes held at or after the hour of campus opening.

Classes Cancelled

An announcement that classes have been cancelled means that students and faculty do not attend classes, but administrative offices are open and staff and administrators are expected to report to work at the usual time. The cancellation of day classes **does not** automatically mean that evening or weekend classes and events or activities are also cancelled. When this is the case, every effort will be made to post a separate message before 3 p.m.; however, the rapid change in a situation may require a later cancellation time.

Colleges Closed

An announcement that The Sage Colleges are closed means that classes have been cancelled, and no public events or activities will be held. (New York State Theatre Institute [NYSTI] productions on the Troy campus are an exception; please contact NYSTI directly at (518) 274-3200 for information about specific events.) Students, faculty, staff, and administrators should **not** report to class or work. However, essential services for the campuses will be provided (residence halls and dining services). The Colleges will only be closed in extreme circumstances. These may require closing after classes have begun for the day.

For Sage weather-related information, call the *Times Union* Sourceline at (518) 446-4000. At the prompt, enter the code 9826.

The following radio and TV stations have agreed to carry any announcements of cancellation or delay of start for Sage:

TV: Channels 6, 9, 10 and 13

Radio: 590AM, 810AM, 92.3FM, 95.5FM, AND 99.5FM

Students, faculty, staff and administrators will also be notified of closings or cancellations via broadcast voicemail and Campus Cruiser.

The Sage Colleges Emergency and Weather-Related Information Line is (518) 244-4548. A recorded message provides a brief announcement regarding Sage's status. This should be used as a last resort for getting information, as the volume of calls can be heavy and can clog Sage's telephone system.

Athletics & Recreation

The Sage Colleges has many opportunities for students to participate in intercollegiate athletics (at Russell Sage College), club and intramural sports, and fitness and recreation programming using the excellent facilities on both campuses.

Athletics at Sage

Affiliations: NCAA Division III, ECAC

Conference: Skyline

Mascot: Gator

Colors: Sage Green and White

Currently Offered:

Women: Basketball, Lacrosse, Soccer, Softball, Tennis, Volleyball

Men: Golf, Tennis; 2009-10 Basketball, Volleyball; 2010-11 Cross Country, Soccer

Facilities: Sage athletes have access to three separate facilities throughout The Sage Colleges. The Jeanne H. Neff Athletic Center, located approximately one-half mile from Russell Sage College, is the home of Sage Athletics. It includes two gymnasiums and state-of-the art strength and conditioning rooms. The conditioning room includes a complete stability and weighted ball collection and several cardio machines. The strength room features two squat racks, two multifunction machines, several plate-loading machines, and a complete free-weight selection. A new softball field was completed in 2008, and a lacrosse/soccer field is planned.

The Ellis H. and Doris B. Robison Athletic Center and the Gator Pit Weight and Fitness Center are available for use on the Russell Sage Campus. On the Sage College of Albany campus, student-athletes can use the Kahl Gymnasium and The Fit Stop.

For varsity athletic schedules and directions, visit: www.sagegators.com or call (518) 244-2283. Student-athletes interested in competing for Sage athletics should contact the appropraite team's head coach or Recruiting Coordinator Lindsay Sawyer.

Recreation and Fitness

The Recreation and Fitness Department at The Sage Colleges promotes lifelong health and wellness through diverse and comprehensive programs, while fostering a sense of identity for those in the Sage community. Through The Fit Stop, Gator Pit, group fitness classes, club sports, intramural sports, outdoor education, and partnerships within Sage and with outside agencies, the Recreation and Fitness Department:

- Provides fitness opportunities for people of all abilities
- Creates a fun and competitive environment
- Promotes leadership and team building skills for participants as well as student employees
- Challenges community members to try new activities
- Encourages positive lifelong health and wellness habits
- Educates community members regarding health, wellness and safety life skills

The Fit Stop: The fitness center is located on the lower level of Kahl Campus Center on the Albany campus. The Fit Stop provides a complete line of fitness equipment, including a Precor EFX546 Cross Trainer, Precor EFX556 Total Body, Concept II Rowers and Cybex Eagle Strength machines.There is also a free-weight section with three benches, a smith rack and a supply of dumbbells.

Gator Pit: The fitness center in the Robison Center on the Troy campus, offers students a large cardio section, complete LifeFitness strength circuit and free weight area, and a new core area, with the equipment you need to focus on your abs and back!

The Pool: The lower level of Hart Hall on the Troy campus is home to The Sage Colleges indoor swimming pool. The newly renovated 25' x 60' pool offers members of the Sage community opportunities for lap swim and open swim. There are also many social programs in the pool such as Dive-In Movies and a variety of water sports. The pool is complemented by several changing areas, a shower room, and an observation deck.

Group Fitness: The Recreation and Fitness Department provides students with diverse group fitness classes. Classes meet different times during the day and evening. Recent classes have included Pilates, karate fitness and yoga.

Intramurals/Open Gyms: Intramurals are offered throughout the academic year. Competitions are developed based on student interest. The Recreation staff creates a fun competitive environment for students who participate. We also take our intramurals to the next level by competing in the UHAC Tournament which is an intramural competition among the schools of the University Heights Association. Intramurals have included flag football, 5-on-5 basketball, 3-on-3 basketball, indoor soccer, ultimate frisbee, volleyball, floor hockey, pickleball, and badminton.

Club Sports: Students interested in competing in sports may explore developing a club team. Recent active club teams have included: women's ice hockey, crew, running, skiing, and cheerleading.

Education Programs: The Recreation and Fitness Department provides educational programming on a variety of health and wellness topics. Programs that have been offered include CPR/first aid, weight training, and nutrition.

Recreation Programs: One-day events are designed to reach individuals of varying ability and interest. Recreation programs are developed based on student interest. These programs are designed to be fun, while giving students the opportunity to get to know other members of the Sage community. Recreation programs have included Sage Olympics, Sage Games, ski trips, snow tubing trips, ice skating, and student vs. staff series.

For more information, visit the Recreation and Fitness Department website, stop by, or e-mail recreation@sage.edu.

Health & Counseling Services

The health and counseling services provided by The Sage Colleges are intended to assist students in reaching an optimal level of health and wellness by providing physical, preventive, psychological, and supportive services. Staff provide direct service and treatment to students and implement health and wellness promotion projects that empower students to increase their sense of well-being, satisfaction and self-esteem.

Wellness Center

The Sage Colleges Wellness Center is a member of the American College Health Association and is dedicated to the wellness, health, safety and academic success of our students. The Wellness Center provides information to students on improving all aspects of their personal wellness: physical, intellectual, emotional, social, spiritual and occupational. The center has brochures available on everything from “AIDS” to “Zen Meditation.”

The Wellness Center is located in Kellas Hall on the Troy campus and Kahl Campus Center (lower level) on the Albany campus. Wellness Center services are available to all full-time undergraduate students free of cost, and to graduate students and part-time undergraduate students on a fee basis. A range of acute and preventive health care services are available regardless of personal health insurance. Consultations and referrals to off-campus professionals and agencies are also available.

A complete and current (within the past 12 months) medical history and physical is required of every full-time undergraduate student, and any other student who wishes to use Wellness Center health services.

Counseling Services

Confidential, professional counseling is available regarding a range of personal issues and concerns. Certified clinicians provide counseling by appointment. Consultation and referrals to off-campus professionals and agencies are also provided. Counseling services are located in the Wellness Center in Kellas Hall (Troy campus) and Kahl Campus Center, Lower Level (Albany campus).

Health Insurance

All full-time undergraduate students must provide documentation of health insurance or purchase health insurance through The Sage Colleges at the Office of Student Services, with offices in Cowee Hall (Troy campus) and the Administration Building (Albany campus). Full-time students can utilize the Wellness Center regardless of what type of health insurance they have.

Immunization Requirements

New York State Public Health Law requires that individuals born after December 31, 1956 who are taking six credits or more in a semester, provide evidence of immunization against measles, mumps, and rubella. In addition, as of August 15, 2003, New York State Public Health Law requires any student taking six or more credits, regardless of date of birth, to complete a Meningitis Response Form and return it to the Wellness Center by mail or fax. Compliance forms are provided with admission materials or may be found on the Wellness Center website or the Student Services website, and must be submitted prior to class registration.

Students in Nursing and other health professional programs have additional requirements, which are available from the appropriate academic department.

Workshops/Support Groups

The wellness staff offer a range of support and skill-building groups each year depending on student interest. Examples include eating disorders and recovery support groups, assertiveness training workshops, smoking cessation groups, and stress and relaxation hours. Contact the Wellness Center if you are interested in a group.

Nutrition Education

Students have the opportunity to meet individually with a graduate assistant who can offer education about healthy eating and nutrition. The graduate assistant providing this service is usually enrolled in the graduate-level Dietetic Internship (DI) program at Sage Graduate School or is pursuing a master’s degree in Applied Nutrition from Sage Graduate School.

Spirituality Center

The Jane Haight Wells Spirituality Center on the Russell Sage College campus offers Sage community members a place where they can nourish the spiritual dimension of their lives. The center offers a safe place for spiritual gatherings, religious ritual, healing, celebration, educational events and social justice activities. In addition, the Spirituality Center offers a variety of social, communal and service activities through which students are encouraged to live the spirituality they embrace. Spiritual Advisors for RSC are available for individual guidance regarding a student’s spiritual life.

It is the responsibility of the Jane Haight Wells Spirituality Center to help students explore their spirituality and integrate this into their everyday lives. There are opportunities for exploration and worship on campus for those who desire it, and information available to students who desire to worship off-campus. The Center offers service opportunities ranging from volunteer work for Habitat for Humanity, to working in nearby soup kitchens. Students are consistently encouraged to become advocates in the local and global communities. This center also serves as a resource for speakers for the campus community and works in collaboration with other campus departments to further the well-rounded and inclusive education of our students. For more information on Spirituality Center programs and services, visit the website or call (518) 244-4507.

Academic Technology and Libraries

Libraries
Libraries on both the Albany and Troy campuses serve The Sage Colleges. The collections, hours, services and policies reflect usage by The Sage Colleges' diverse student body of full-and part-time students enrolled in a range of programs from associate through doctoral degree levels.

The two Libraries' combined holdings include more than 225,000 volumes of books, serials and microforms, and more than 30,000 media items. Electronic resources, which are available to both on-campus and off-campus users, include nearly 40,000 unique journal titles and some 10,000 multidisciplinary e-books and subject-specific reference resources. Specialized resources such as a digital library of 700,000 images in art, architecture, humanities and social sciences are also available. Other collections include the College Archives and Special Collections, the Helen L. Verschoor Fine Arts Collection (Albany), and the Carol Ann Donohue Memorial Collection of 20th century English language poetry (Troy).

The Libraries actively collect materials to support all programs at The Sage Colleges, and maintain particular strengths in women's studies, fine art, nursing and allied health, education, and physical and occupational therapy. Direct loan of library materials is available to students, faculty, administrators, staff, alumni and retirees of The Sage Colleges, and to holders of valid library cards issued by the Capital District Library Council's Direct Access Program. The Sage Libraries are active in regional and national library resource-sharing networks, thereby expanding materials available to students and faculty working in virtually any discipline. Interlibrary loan traffic flows electronically through Sage's ILLiad system, dramatically shrinking turnaround.

The Libraries on both campus are fully wireless and equipped with networked computer stations, providing access to various online library catalogs, an array of research databases, as well as to the Internet. Online databases are accessible from on- and off-campus locations 24 hours a day. Librarians are available whenever the Library is open (at the reference desk or through phone, e-mail or live “chat”) to answer questions and provide assistance in the use of the varied information resources and services.

Individual and group library orientations are arranged through the reference librarians. Information literacy sessions, tailored to specific disciplines, are available either in-class or in the Libraries. Faculty may schedule these specialized classes with the librarian who serves as the liaison to their department.

For complete details on the services and resources of the Libraries, visit the Libraries web page (http://library.sage.edu).

Computer Centers
The **Albany Computer Center** is located in Froman Hall and consists of one open lab, four teaching labs and one networking lab. These labs are equipped with up-to-date computers running Windows XP Professional. The Albany Campus also features several specialized labs that are staffed by professionals and student consultants:

- A lab equipped for AutoCad in the Interior Design Building and Froman Hall
- An Apple-based digital imaging lab in the Graphic Design Building; and another in Froman Hall
- A learning support computer lab in the Kahl Campus Center.

The **Troy Computer Centers** are located in Education Building basement, in Ricketts Hall, and in Hart Hall. The Education Building houses three up-to-date Windows-based computer classrooms. The computer classroom in Ricketts Hall also serves as an open lab, and the Academic Support Center in Hart Hall sponsors a computer-based writing center.

Note: The Troy campus no longer has a public computer lab in the Education building. As with Ricketts Hall, the Education building's computer classrooms will also serve as an open lab when classes are not in session. People using these computers may be asked to relocate if there is a class about to start. There are many public computers available for use in the Library.

A Sage ID is required to use the computer centers.

Technology Use
Through SageNet - the computer network of The Sage Colleges - students, faculty and staff can access networked software, e-mail, the Internet, and library resources. Rooms in the residence halls are hardwired into SageNet. SageNet is also accessible via a bank of dial-up high speed modems. Many of the campus classrooms are equipped with computer demonstration and network access equipment.

Upon registering at Sage, all students are issued the following accounts:

- A **SageNet** account, which provides access to disk storage space on SageNet, electronic media at the Sage Libraries, and dial-up access to SageNet;
- A **Campus Cruiser** account, which supports e-mail service, is the official college information distribution system, and provides basic online academic support;
- A **Moodle** account, which is the online tool for all of the College's courses. Moodle is a course management system, which facilitates sharing of information within class populations; and
- A **SageAdvisor** acount, which is the online interface for student and employee activities such as online registration, paying registration fees, viewing grades and schedules, and other official academic and advising activities. Your SageNet ID and password grants you access to this system.

If you have trouble with any of your College user IDs or passwords, contact the Help Desk at (518) 244-4777 or helpdesk@sage.edu.

REGISTRATION

For current registration procedures, visit the Sage Graduate School website

Who May Register - Student Status
Students returning to academia or attending graduate school for the first time who are uncertain of their program may take up to 9 credits without applying for admission to the College. To enroll for additional credits, students must either apply for admission (matriculate) and gain acceptance to a graduate certificate or degree program before completing 9 credit hours or indicate visiting-student status.

Matriculation
A students who begins coursework as non-matriculated student and who wishes to pursue a degree is required to apply for admission and gain acceptance to a graduate program before completing 9 credit hours of graduate coursework. For admission apply online.

In order to maintain matriculated status, a student must satisfactorily complete at least one course each year (September – August) with an overall cumulative grade point average of 3.0 or better.

Non-Matriculation
Students who do not matriculate before completing 9 credit hours and who do not intend to earn a certificate or degree from Sage should request visiting-students status. Credits accumulated as a visiting student do not necessarily count toward a certificate or degree program.

Registration Requirements
To register for a graduate-level course, a student is required at the time of registration to hold a bachelor's degree from an accredited institution. For a student to receive credit for a graduate course, the official undergraduate transcript with bachelor's degree posted must be on file in the office of graduate admission. This is required for non-matriculated as well as matriculated students. If the transcript is not on file at the time of registration, the student must have it sent directly to the office of graduate admission from the degree-granting institution before mid-semester. Transcripts, credit for the course, and permission to register for the next semester will be withheld if the undergraduate transcript is not received as required.

Russell Sage College and Sage College of Albany seniors may be admitted to graduate courses on a strictly controlled basis requiring written permission from the Dean of Sage Graduate School.

Semester Course Load

Full-time student..... 9 or more credits per semester*
Part-time student..... fewer than 9 credits per semester

* Some financial aid programs require a minimum of 12 credits per semester.

Registration, Course Planning, and Catalog Year
To plan a curriculum or a semester's course of study, students should use the Catalog published the year they entered the College or any **subsequent** Catalog. It is the student's responsibility to use the appropriate Catalog to outline course requirements and to inform the Registrar, in writing, of any desired change in catalog year. The catalog year may only be advanced; it may not be reversed. Degrees from accredited programs, or degrees that qualify students for certification, may require that students follow requirements subsequent to those in effect when the student matriculated.

A student must be sure to consider the prerequisite requirements for each course when planning their schedule; a student must have credit for or be enrolled in all prerequisites before enrolling in any course. A student may get permission to override a prerequisite only from the faculty member teaching the course or from the program coordinator in the discipline where the course is offered.

The College reserves the right to add, change, or delete curricular offerings and/or to make curricular refinements.

Student Responsibility
The ultimate responsibility for fulfilling graduation requirements rests with the individual student. In consultation with his/her advisor, each student reviews his/her academic program to make certain that requirements for the degree are being met satisfactorily. In addition to the requirements listed here, programs may have additional requirements. Each student is responsible for communicating with program advisors to ensure that all prerequisite and required coursework and associated activities such as internships, theses and portfolios are identified, scheduled and completed.

Change of Program or Advisor
Students wishing to change their program or advisor should consult with their program director or assigned faculty advisor to discuss the advantages and disadvantages of such a change. To initiate a change of program, students must submit a completed "Sage Graduate School Program Change Program Form." Forms are available on the Sage Graduate School website, the SGS Office in Frear House in Troy, the Office of Student Services (Cowee Hall on the Troy campus or the Administration Building on the Albany campus). The form should be submitted to the new program director for approval and signature. If the student is admitted to the new program, the program director will complete a new program of study with the student and submit the program of study and the change form to the Sage Graduate School Office to complete the change of program.

Add - Drop - Withdraw from a Course

- Students may not enter a course after the add/drop period.
- Courses which the student drops prior to the end of the first five days of classes will not be recorded on their academic record.
- Students who withdraw from a course after the add/drop period will receive a grade of "W" on their academic record for that course.
- All withdrawals from courses must be initiated by the student through the Registrar's Office.
- The last day to withdraw from a course is the last day of the last day of class.
- Students who withdraw from a course must be aware that the withdrawal may affect their financial aid.

Leave of Absence
Students who need to suspend their studies must request a leave of absence in writing from their graduate program director. Leaves of absence are granted by the Dean of the Graduate School in consultation with other administrators. Students should be aware that changing their status might affect their financial aid eligibility. A leave of absence does not necessarily stop the academic time clock (see "Time Limit for Degree Completion").

Student Not Currently Enrolled
Any matriculated student who does not take at least one course during any one year period of time will be classified as on-leave. Upon returning such students should meet with their program director to update their program of study and change their status to active. Note that the hiatus from courses does not change the time limit for degree completion. Students who are not enrolled for 24 consecutive months will be administratively withdrawn from their programs and will have to reapply for admission.

Reenrollment/ Readmission
Former matriculated students whose time limits have expired must contact the Office of Admission for a readmission/re-enrollment application. If any post-secondary institutions (college, university, technical, proprietary school, etc.) were attended while away from The Sage Colleges, official transcripts must be forwarded to the Student Services Office. Upon re-enrolling, students are newly matriculated for the program of study in the catalog year for which they are re-enrolling.

COURSEWORK

Characteristics of Graduate Study

The Sage Graduate School Curriculum Committee requires that graduate courses exhibit the following characteristics categorized by content, role of the instructor, and role of the student.

Content

- An emphasis on theory and the translation of theory into practice.
- A greater reliance on the development of critical evaluation skills through analysis of research literature.
- The range of content covered addresses the depth and complexity of recent developments in the field at a substantial, professional level.

Role of the Instructor

- The role of the instructor goes beyond that of a conveyor of information.
- The instructor of a graduate course develops a learning environment that allows students to construct their own knowledge and understanding.
- Graduate courses rely on interactive, collaborative problem solving to a greater extent, allowing students the opportunity to integrate and apply what is learned to relevant and current situations.

Role of the Student

- Graduate students are expected to assume responsibility for their own learning.
- Graduate students are presumed to have knowledge based in the discipline that prepares them for independent pursuit of knowledge, expertise and skills.
- Graduate students are expected to be proficient in written and spoken communication.

Class Attendance

Prompt attendance at all academic appointments (classes, lectures, conferences, and examinations) is an essential part of the educational plan for degree programs and is expected of students. In the event of a class absence, it is the student's responsibility to contact the instructor directly, by phone or e-mail. The responsibility for work missed because of absence rests entirely upon the student.

Special Academic Courses

Online Courses

Sage offers a number of courses online, which not only provides flexibility and convenience for students with busy schedules, but also provides an opportunity to explore new avenues of learning. Online courses are coordinated through the Sage Online program.

Blended Learning Courses

Sage offers courses that are partially taught online. These courses blend the classroom and online learning environments enhancing the overall interaction between instructor and student. In the process, these courses reduce the number of times students need to appear in a classroom, providing flexibility and convenience to students with heavy work and family obligations.

Weekend and Institute Courses

Sage frequently offers weekend or institute courses designed to meet the needs of busy professionals. Weekend format courses typically meet Friday nights and Saturdays and Sundays for two or more consecutive weekends. Institutes will be scheduled in concentrated periods of time suitable for that profession.

Independent Projects

An independent project is endorsed at the graduate level when such study contributes significantly to the student's overall objectives and satisfies the academic standards of Sage Graduate School. Graduate students undertaking an independent project must be matriculated, and have at least a 3.0 cumulative grade point average. No more than six credit hours of independent study may be counted as credit toward graduation. All independent projects must have the written approval of the student's program director and the Dean of Sage Graduate School before a student registers for and begins the independent project. The required independent project form is available from the Graduate School, program director, or student services office.

Clinical Courses, Field Placements, Externships and Internships

Clinical courses, internships and field placements are an integral part of the curricula of graduate programs. The specific objectives and learning outcomes for these are determined by the faculty. The clinical or field placement is approved by the faculty. The student is evaluated by the clinical and field supervisor, as well as program faculty. Unsatisfactory performance, as defined by course objectives, may be grounds for immediate removal from the placement, required remediation, failure in the course, and/or dismissal from the graduate program, based on the recommendation of the program director.

In addition the Center for Academic Advising and Career Planning, with offices on both campuses (John Paine Building in Troy and Kahl Campus Center in Albany) has extensive listings of internship opportunities, job resources, an employer database, alumni career networks, links to job sites on the Internet, and access to local and national job banks. Career counselors are also available to help with career assessment, guidance, and placement. Students may wish to explore these opportunities before discussing options with their program director or advisor.

Accelerated Undergraduate/Graduate Programs

Students of Russell Sage College and Sage College of Albany can take advantage of policies that allow acceleration of programs offered at Sage Graduate School. Undergraduate students in good standing, with a GPA of 3.0 or better may take graduate courses for undergraduate credit, with advisor approval and permission of the Dean of Sage Graduate School.

Undergraduate students who are seniors and who have a GPA of 3.0 or better may take two graduate courses for graduate credit, with advisor approval and permission of the Dean of Sage Graduate School. These courses may satisfy undergraduate requirements, or if they are completed beyond the 120 credits required for the baccalaureate degree, may satisfy graduate requirements.

Undergraduate students hoping to enroll in graduate coursework should be aware of the restrictions on the policies that support acceleration. No undergraduate degree can be completed with fewer than 120 credits. The masters degree must include a minimum of 30 credits beyond the 120 required for the baccalaureate degree. Students in undergraduate programs should seek advisement from their program advisor and from the graduate program to which they will apply, to ensure that the courses selected apply to the appropriate programs.

Accelerated programs allow highly qualified students earn both a bachelor's and master's degree in a continuous course of study, saving both time and money. Sage offers the following accelerated programs:

- Pre-Law/Law (a 3+3 program with Albany Law School, for Russell Sage students only)
- BA or BS and Master's in Business Administration (M.B.A.) at Sage
- BA or BS and MS in Education at Sage
- BA and M.A.T. in adolescence (secondary) education for Art, English, Mathematics or Social Studies at Sage
- BS and MS in Nursing at Sage
- BA or BS leading to the MS in Occupational Therapy at Sage
- BA or BS leading to the DPT in Physical Therapy at Sage
- Dual BS degrees in Mathematics and Engineering (Rensselaer)

The Nursing program requires both the graduate and undergraduate degree in that discipline. Other accelerated programs allow students to choose their undergraduate major from a large roster of arts and science as well as professional majors. Indeed, combinations of undergraduate work in the liberal arts (e.g., a major in English, Sociology, or Psychology) with graduate professional work, are considered particularly effective.

In all accelerated undergraduate/graduate programs, students must maintain certain minimum GPA requirements and meet specific program requirements. See the appropriate catalog pages or consult with the program directors in the specific disciplines for more information.

Academic Adjustments for Students with Disabilities

Academic requirements must be modified, on a case-by-case basis, to afford qualified handicapped students and applicants an equal education opportunity. Complete information on these policies and procedures for requesting these adjustments at http://www.sage.edu/current/DisabilitiesServices/

CREDIT

Transfer of Credit

A maximum of nine semester hours or 25 percent of the degree program, whichever is greater, may be transferred from another accredited institution toward a master's degree at Sage Graduate School. Transfer credits must be graduate courses and must have been completed within five years preceding the first course taken at Sage that counts toward the graduate degree. Transfer credit is granted at the discretion of the graduate program director and the Dean of Sage Graduate School. Courses with grades of "Pass," "Satisfactory" and grades below "B" will not be transferred. The student should initiate a request for transfer of credit by making a written request to the program director.

Students who wish to complete a course or courses at another institution while enrolled in a degree program at Sage Graduate School must seek written approval from the program director before taking the course and requesting transfer of the credits.

Repeat Course Policy

Students are permitted to retake any course at Sage Graduate School. Credits and grade points for the first grade will be deleted from the cumulative record, while the grade itself will remain on the transcript and the repeat noted. The course information will be listed in the usual manner the second time it appears on the transcript. Generally, the course should be repeated in the following semester. However, it may be repeated any time prior to graduation. No matter which grade is higher, the most recent grade counts in calculating the cumulative grade point average.

Repetition of coursework for which credit has been granted may jeopardize financial aid eligibility. It is the **student's responsibility** to understand his or her financial aid situation and the possible consequences of repeating courses. Students with questions regarding the impact of course repeats on financial aid should consult the Office of Student Services.

EVALUATION OF ACADEMIC WORK

Grading Policy

Written coursework that does not conform to the fundamentals of good English usage will be returned to the student for revision or adversely graded at the discretion of the instructor.

At the end of each term, the standing of a student in each of his/her courses is reported by the instructor to the Registrar and is entered on the student's permanent record. Standing is expressed according to proficiency using a grading system with plus and minus designations, which is also used to determine quality points for calculating grade point averages. At Sage Graduate School the grades of A+ and D are NOT used. Sage uses the following grading systems:

Sage Graduate School Grades

A = Distinguished Work
B = Average Work
C = Below Average Work
F = Failure

I (grade) = Incomplete

A grade of Incomplete ("I") may be awarded at the discretion of the faculty member if a student is unable to complete all the work for a course due to illness or a comparable emergency. In order for a grade of "I" to be granted, a student should have completed most of the work for the course in the opinion of the instructor. If an "I" is granted, the student has the right to complete the work by the date specified by the faculty member. The grade of "incomplete" at the end of any term must be removed before the end of that term the following year. When an instructor assigns a grade of incomplete, they must also assign a parenthetical grade indicating the grade to be assigned if no change of grade notice is filed with the Office of Student Services by the completion date.

Students with two or more incompletes will have a Dean's hold on placed on their registration, until their continued status in the program is reviewed by the program director. The student will not be allowed to re-register for the course (either for credit or audit) in a subsequent semester until the Incomplete is removed.

Z = Absent, No Credit

This grade will be given if the instructor makes the judgement that not enough work has been submitted to assign a grade. A "Z" could be assigned in the following circumstances: (a) students who registered for a class and never attended but remained enrolled; (b) students who stopped attending prior to the due date for any graded work and neither withdrew nor dropped the course according to procedure; or (c) students whose work during the course received passing grades but who stopped attending, did not withdraw from the course, and did not make arrangements with the instructor for completion of the course.

The "Z" grade does not award credit and does not afford the opportunity to finish the incomplete work after the end of the term. Students must re-register and pay for the course and complete work in order to receive course credit.

Graduate students who have two or more incompletes will be placed on a "Graduate Dean Hold" and will not be allowed to register for subsequent semesters without clearance from the program director and dean.

P = Passing

Indicates that the student has passed the course (for courses designated as Pass/Fail)

W = Withdrawal

This grade can only be used by the Registrar's office, when the student officially withdraws from the class or when the student is administratively withdrawn. The Dean of the Graduate School may direct the Registrar to administratively withdraw students at any time during a semester up to the date that final grades are due from faculty. In extremely rare cases, circumstances might warrant the issuance of a "W" after the conclusion of a semester and after the faculty member has assigned a letter grade (A, B, C, D, or F as appropriate) or an Incomplete (I) grade. In this event, deans will consult with the Registrar, and the faculty member that assigned the original grade. The faculty member will then make a decision regarding the issuance of a "W" in place of the original grade. In the event the faculty member is no longer with the institution the decision will then be made by the appropriate Department Chairperson.

RP = Research in Progress

In designated courses such as theses, research projects, honors projects, and independent projects, incomplete work may be assigned a grade of "RP." "RP" grades indicate that the initial expectation was that the work to be evaluated normally requires more than one semester. The "RP" grade may not be used in place of an incomplete ("I" grade) for any course which students are normally expected to complete within the original semester. Within one year from the time the "RP" grade is assigned, students must complete a course for which the "RP" grade was given. A student whose research requires longer than one year may request an extension of the "RP" for up to one additional year. The program director may grant the request for an extension of the "RP" grade, depending on the degree of completion of the project. The extension will be granted only if there has been substantial progress. If a course is not completed in one year from the end of the semester in which the grade of RP was assigned, then the grade will be automatically converted to an NC. The student will be required to re-register for the course

DP = Dissertation in Progress

This grade is only assigned for incomplete doctoral dissertations. To sustain the grade of DP the student must register for a minimum of one credit of independent study in the discipline each term that the dissertation remains incomplete. (Fall, Spring and Summer each count as one term.) If the student fails to register for a minimum of one credit of independent study, the grade of DP will be converted to an NC. The student would be required to re-register for the course.

NC = No Credit

No Credit grade is awarded when Research in progress or Dissertation in progress have not been completed within the time limits.

Calculating Grade Point Average (GPA)

To determine a student's grade point average (GPA), Sage uses the following system of quality points:

Graduate
A = 4.0
A- = 3.7

B+	= 3.3
B	= 3.0
B-	= 2.7
C+	= 2.3
C	= 2.0
C-	= 1.7
F	= 0.0

(I, P, W, and Z grade designations not calculated in grade point average. Note: there is no grade of D in Sage Graduate School.)

Audit

Students who wish to audit a course must have the instructor's permission to do so and will be permitted to audit a course on a space-available basis, limited to not more than 10 percent of class enrollment. They are not required to submit credentials if they intend only to audit, but they must declare their request to audit a course at registration or no later than the end of the Add-Drop period. Auditors pay all fees and partial tuition (see Section on Tuition, Fees and Deposits for tuition charges). Auditors may elect to take the final examination but do not receive academic credit for the audited course. Graduate students auditing an undergraduate course must comply with the policies that govern the undergraduate program.

Change of Final Grade

Final grades recorded by the faculty are permanent and remain so with the exception of "I" (Incomplete). The grade of "incomplete" at the end of any term must be removed before the end of that term the following year, unless an extension has been granted.

Except for mathematical errors, the registrar may alter final grades only after the Dean of the College has granted approval. The instructor must initiate corrections by submitting a grade change form with the explanation for the change of grade to the Dean of the College.

A student who believes he/she has been penalized unjustly in the final grade received should follow the appeals procedure outlined in the Academics Standards section above.

ACADEMIC STANDARDS

Academic Standing/Criteria for Continuation

Students maintain acceptable academic standing by meeting the following criteria:

- an average of “B” or above (GPA of 3.0 or above on a 4.0 scale)
- completion of program within the specified time limits
- no more than two “Incomplete” or “RP” grades on the transcript
- a ratio of “Attempted” to “Completed” credits, excluding credits in the current semester, of .75 or better
- an acceptable level of professional behavior

To maintain matriculation students must complete one course each year (September-August) at Sage Graduate School.

Students who do not maintain acceptable academic standing are subject to dismissal from the program, based on the recommendation of the program director. If such dismissal becomes necessary, fees will not be refunded or remitted, in whole or in part, and neither Sage nor any of its officers shall be liable whatsoever for such exclusion.

Academic Standing/Criteria for Graduation

To be eligible to receive a graduate degree, a student must have a “B” average (3.0 on a 4.0 scale) at the time of graduation in the graduate courses taken as part of the degree program at Sage.

Time Limit for Degree Completion

A graduate degree program requiring fewer than 42 credit hours must be completed within six years from the end of the semester of completing the first applicable course. Seven years is allowed for completion of graduate programs 42 credit hours or more.

Academic Dishonesty/Misconduct

Academic dishonesty and misconduct violate the essential mission of an academic institution and will not be tolerated at The Sage Colleges in any of its forms. Academic dishonesty and misconduct include cheating; failing to obtain Institutional Review Board (IRB) approval before beginning any research; plagiarism; multiple submissions; complicity in academic dishonesty/misconduct; abuse of materials; or alteration of records. Following are several definitions and examples of academic dishonesty:

Academic Fraud = The alteration of documentation relating to the grading process (e.g., changing exam solutions to negotiate for a higher grade or tampering with an instructor’s grade book).

Collaboration = Deliberate facilitation of academic dishonesty in any form (e.g., allowing another student to observe an exam paper or recycle one’s old term paper).

Copying = Obtaining information pertaining to an exam question by deliberately observing the paper of another student.

Cribbing = Use or attempt to use prohibited materials, information, or study aids in an academic exercise.

Fabrication = Unauthorized falsification or invention of any information in an academic exercise (e.g., use of a purchased term paper or falsifying lab records).

Plagiarism = Representing the work or words of another as one’s own through deliberate omission of acknowledgment or reference.

Sabotage = Destruction of another student’s work related to an academic exercise (e.g., destroying a model, lab experiment, computer program, or term paper developed by another student).

Substitution = Using a proxy, or acting as a proxy, in any academic exercise.

A faculty member may take any of the following disciplinary actions when a student engages in an act of academic misconduct:

- a written reprimand
- A zero or “F” on the assignment(s) involved
- An “F” in the class involved
- Revocation or a change of grade

Sanctions beyond those listed here, including suspensions or dismissal in serious cases, may be issued by the Institution only, not by an individual faculty member. To view the complete Student Conduct Code, see http://www.sage.edu/sgs/academics/conduct/

Sage Graduate School Grievances and Appeals

Students who wish to request reconsideration of academic decisions made with regard to their progress and performance in the academic program may appeal to the Academic Standards Subcommittee of the Sage Graduate School Curriculum Committee. Students who wish to appeal to the Academic Standards Subcommittee must write to the Dean of Sage Graduate School, explaining the nature and rationale for the request. The student’s program director and the dean each make a recommendation to the Academic Standards Subcommittee, which then makes a determination regarding the student’s request. The Dean of Sage Graduate School communicates the determination to the student.

The Sage Graduate School Grievance Appeals Panel reviews student grievances which have been acted upon by the Academic Standards Committee of the SGS Curriculum Committee. The Grievance Appeals Panel will consider student grievances concerning academic matters including:

- the degree process such as grading, evaluation, or status
- allegedly unprofessional conduct toward students
- allegedly unfair or discriminatory treatment of students
- allegedly unfair disciplinary actions

The request for an appeal must be made in writing to the Dean of Sage Graduate School, within 30 days of the student’s receipt of the determination of the Academic Standards Subcommittee. The letter requesting an appeal must state the basis of the grievance and the facts that support it. It should include a summary of steps already taken (or why steps were omitted). The student/appellant must state why the resolution is unfair or unsatisfactory. The student must state what the desired remedy is. The Dean will transmit the appeal to the Sage Graduate School Curriculum Committee (SGSCC) Chairperson to determine whether or not the appeal will be accepted for review. If the appeal involves a student from the program in which the Chair of the SGSCC serves, the Chair will designate a member of the SGSCC who is not affiliated with the appellant’s program to determine whether or not the appeal will be accepted for review. If an appeal is accepted for review, a Grievance Appeals Panel will be formed to hear the case within 20 business days of receipt of the student’s request.

Conditions for Dismissal

The administrative officers at Sage reserve the right to require at any time the withdrawal of students for reasons of health or conduct or whose academic standing does not comply with the regulations; in such cases fees will not be refunded or remitted, in whole or in part, and neither Sage nor any of its officers shall be under any liability whatsoever for such exclusion.

HONORS and GRADUATION

Honor Societies

Phi Kappa Phi - Founded in 1897 at the University of Maine, Phi Kappa Phi is an honor society that draws its members from all academic disciplines within colleges and universities. Selected outstanding graduate students of The Sage Colleges are invited to become members of Phi Kappa Phi. See www.phikappaphi.org

Outstanding Graduate - Each year the College recognizes the outstanding graduate for each degree program at the annual Spring Research Symposium.

Broughton Fellowships - The Fellowship is intended to create opportunities for advanced scholarly work for graduate students doing creative, advanced study and research, including preparing a dissertation, thesis or final project for a graduate degree, at Sage Graduate School. Students in all graduate programs are eligible. Each Broughton Fellow is required to give a public lecture at the Sage Graduate School Annual Research Symposium. Broughton Fellows are recognized at commencement by wearing blue cord. The Broughton Fellowship was established by the late William G. Broughton of Schenectady, N.Y., in honor of his parents, Henry Primm Broughton and Jane Tinkham Broughton. More information is available at the Broughton Fellows website.

Graduation

The Sage Colleges confers degrees three times each year: in August, December and May. However, a Commencement ceremony is now held only in May. Students become candidates for graduation upon filing a completed “Graduation Application” with the filing fee and submitting it to the Office of Student Services. The filing deadlines are:

- February 15 for May degree conferral
- June 1 for August degree conferral
- October 1 for December degree conferral

For participation in Commencement, students must meet all degree requirements before Commencement day or must have fulfilled all their degree requirements except the completion of their final internships, externships, clinicals, student teaching or practica in which they must be enrolled during the term preceding Commencement. These students will be allowed to participate in Commencement, but are not eligible for degree conferral.

Post–Baccalaureate
Certificate in Nursing

Advanced Certificate Program in
Counseling for Nurses

Changes in society as well as in the health care system result in increased stress to the population in general and more specifically to health care consumers. Consequently, counseling is often needed for assistance in coping with these changes and stressors. Since nurses are key health care providers throughout the health care system, they can provide this needed counseling with additional knowledge and skills beyond their baccalaureate preparation.

This 15-credit program provides an opportunity for nurses working in a variety of settings (hospice, schools, nursing homes, and other community agencies; in-patient and out-patient psychiatric facilities; and general hospitals) and with different age groups (child, adolescent, adult and aged) to increase their learning and skills in counseling individuals, groups, and families. Nurses can help counsel clients and families to promote mental health in resolving losses and other crises, to adjust to and cope with acute and chronic health challenges, and to deal with mental health issues.

Admission Requirements:
The general admission requirements for Sage Graduate School must be followed. An interview with the Director of the Graduate Program in Nursing is recommended.

Admission Criteria:

- Registered nurses with a baccalaureate degree. If the degree is not nursing, then the required upper department level nursing courses (12 credits maximum) which are comparable to baccalaureate nursing must be taken prior to admission.
- GPA of baccalaureate program must be at least 2.75 GPA. Probationary admission is possible if GPA lower. Probationary is changed to regular admission if first course taken is at least a "B."
- Two letters of recommendation
- Career goals statement

For further information contact the graduate program in Nursing at 518-244-2384 or e-mail nursing@sage.edu.

Program Summary		**Credit Hours**
NSG 558	Paradigms & Perspectives of Advanced Practice Nursing (Fall, Spring, Summer I)	3
	(Required core for all program areas in the Master's of Nursing)	
*NSG 606	Practice Models in Counseling and/or Psychotherapy for Nurses (Fall only)	3
*NSG 557	Group Processes in Health Care (Spring only)	3
Choice of a or b		3
	*a) NSG 610 Family Processes (Spring only)	
	*b) NSG 615 Diagnostic Mental Health Assessment and Interventions (Spring only)	
NSG 629	Advanced Certificate Practicum (Fall only)	3
(80 hours practicum with on-site preceptor. Students with faculty design their clinical to build on their own expertise in having worked with a particular client population and further develop career goals. Clinical practicum may be conducted in home geographical location.)		
***Required courses in psychiatric-mental health**		
Master's of Nursing.		
Total Credits Hours Required:		**15**

Since the above courses are included in the master's of nursing, students can pursue their studies in the master's psychiatric-mental health nursing track. (Even the 80 hours of practicum can be applied to the total required for the master's.) If students wish to pursue other nursing program areas for the master's, nine credits plus the practicum hours can be applied.

Dietetic Internship

Type of Program

Registered Dietitians in the Capital District of New York State and faculty of Sage Graduate School have combined efforts to provide a Dietetic Internship (DI) for students who have successfully completed an accredited American Dietetic Association (ADA) didactic program in dietetics (DPD). Successful candidates for the program qualify to take the registration examination for dietititians to earn “R.D.” status. Classes begin in late August of each year, and the supervised practice experience is typically completed in late June of the following year.

Philosophy

Dietetics is a profession undergoing many changes as a result of the expanding health care industry, emergence of the obesity epidemic, a new era of nutritional genetics, and reimbursement for medical nutrition therapy (MNT). The Dietetic Internship at Sage Graduate School prepares nutrition students for the future. In this program, students are exposed to the variety and diversity of dietetic practice through planned experiences in multiple settings. Drawing upon the resources and professionals in the Capital District, students work with Registered Dietitians in traditional hospital practice, long-term care facilities, outpatient clinics, government food management programs, and other settings.

With an understanding that learning has theoretical underpinnings, the program also requires students to concurrently complete five graduate classes for 15 credits. Students may choose to apply the graduate coursework to one of three graduate degree programs at Sage Graduate School; Applied Nutrition, Community Health Education, or Health Services Adminstration. Students have access to the Albany Medical College library and The Sage Colleges’ library, periodicals and databases, computers and software programs, seminars, and visiting lecturers for further academic development. Thus, the diversity of planned experiences and locations combined with the academic enrichment will serve to position the graduate for a variety of career choices as well as for beginning their graduate education.

Program Goals

It is the expectation of the Sage Graduate School Dietetic Internship that graduates will achieve the following goals prior to completion of this program.

- Be prepared for an entry-level position in dietetics.
- Demonstrate the ability to think critically, analytically, and progressively when seeking solutions to practice-related issues.
- Possess the aptitude to participate as a health care team member.
- Be ready to interpret legislation and participate in the public policy process.
- Demonstrate competence in current technology in the practice of dietetics.
- Apply research for specific applications in dietetics, such as quality management and outcomes management.
- Exhibit effective oral and written communication skills.
- Apply the concept of lifelong learning as a personal and professonal obligation for dietetics practice.

ADA Accreditation Status

The Sage Graduate School Dietetic Internship is currently granted accreditation by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association. The Dietetic Internship at Sage Graduate School received full accreditation in July 1999. The program may accept up to 16 interns per class.

CADE is the only accrediting agency for dietetics education recognized by the United States Department of Education (USDE) and is affiliated with the Council for Higher Education Accreditation (CHEA). The address and telephone number of CADE are: 120 South Riverside Plaza, Suite 2000, Chicago, IL. 60606-6995, 312-899-4876. Sage Graduate School of The Sage Colleges is accredited by the Middle States Association of Colleges and Secondary Schools and is chartered by the Board of Regents of the University of the State of New York.

Program Format

The Dietetic Internship integrates five graduate courses with more than 1,000 hours of supervised practice experience in a variety of settings within a 50-mile radius of Albany and Troy, N. Y. Students unable to relocate to the Capital Distric of New York may be able to obtain placements in other locations, such as Lower Hudson Valley, North Country Region, Utica/ Rome area and Western Massachusettes..The program generally follows the Sage Graduate School academic calendar. The experience component includes two weeks of orientation, 13 weeks for clinical, 13 weeks for food service management, and seven weeks for community nutrition. Field trips and attendance at the New York State Dietetic Association Annual Meeting are also included.

To view current Academic Calendar, please click here

For a list of affiliate institutions, please click here.

Full Time: Students attend the supervised practice four days per week for a minmum of 32 hours per week in the field. Two graduate courses are taken each during the fall and spring terms, and one course is taken during summer session 3. The internship director is available for advisement about graduate coursework.

Part Time: The internship may be completed on a part-time basis. Part-time participants complete a minimum of 16 hours of supervised practice per week plus one or two graduate courses each semester. The part-time schedule takes two years to complete all requirements. The DI director works with each part-time intern to arrange the practical experience schedule. One graduate course is taken in the fall semester and continued in the spring semester of the first year. One graduate course is taken in Summer Session 3 of the first year. Two

graduate courses are taken in the fall semester of the second year. One course is taken in the spring semester of the second year.

Practicum Course Waiver for Professional Learning Experiences

In 1994, the American Dietetic Association revised their standards of education for Dietetic Internships to allow credit for prior learning experience toward the supervised practical experience hours. Based on the ADA's standards of education with corresponding criterion and guidelines, Sage Graduate School has approved a program which enables interns to waive a portion (from 1 to 6 credits) of the Dietetic Internship. Graduate credit will not be awarded; rather, students will be able to complete the program in less time by receiving a waiver for up to two of the three practicum courses: NTR 531 Practicum/Food Service Systems Management and NTR 532 Practicum/Community Nutrition I. Due to the broad nature of these two courses, it is expected that individuals will rarely meet the criteria to waive both practicum courses. The waiver option offers a creative and flexible opportunity for non-traditional students and those with extensive experience in nutrition and dietetics practice to complete the Dietetic Internship in a modified format. Applicants are encouraged to discuss this process with the DI director and submit the Practicum Course Waiver Application* and the portfolio(s) with Dietetic Internship application. Waiver may be downloaded here.

Program Expectations

- Administrative Dietetics (one semester- Fall or Spring)
- Clinical Dietetics (one semester- Fall or Spring)
- Community Dietetics (Summer Session 3)

Successful completion of the supervised practice experiences includes the ability to demonstrate entry-level competence in each of the areas of practice. Students are evaluated by facility preceptors as well as the DI director. Tools utilized to evaluate entry-level competencies include, but are not limited to: assignments, quizzes, observation during supervised practice experiences, and a final exam. The internship director reserves the right to have students repeat rotations and/or assignments where objectives and competencies have not been met.

The fourth component is the successful completion of five graduate courses, which are integrated with the practical experience, with a"B" grade or better. The option of completing a master's degree would require that the student coordinate the graduate program with a specific graduate program advisor.

The final component is the successful completion of a comprehensive online examination, which simulates the registration examination, with a minimum grade of 70 percent correct.

All five components must be successfully completed to receive a verification statement and qualify for the registration examination. For additional details on program expectations, please click here.

Admission Requirements

Students must meet Dietetic Internship requirements and, if appropriate, the requirements for matriculation into Sage Graduate School. Requirements are:

- A baccalaureate degree.
- Completion of an accredited American Dietetic Association (ADA) didactic program in dietetics (DPD) with a verification statement form signed by the undergraduate DPD program director.
- Overall GPA of 2.75, GPA for DPD courses of 3.0.
- Recency of education: Additional coursework in dietetics or a related area is required to update a degree which was completed four or more years prior to applying to the Dietetic Internship. A minimum of three courses, equivalent to the following Russell Sage College nutrition science courses NTR 404, NTR 415, and NTR 417, are required for degrees completed four or more years prior to completing this application.
- Factors considered for admission are recommendation letters, relevant work and/or volunteer experience, extracurricular activities and letter of application. Applicants are considered on the basis of qualifications, without regard to race, color, creed, sex, or national origin.

NOTE: Nutrition degrees meeting ADA's Plan IV didactic requirements are no longer valid and require a more extensive recency of education.

Application Process

Dietetic Internship aplication materials may be downloaded from: ADA application, Waiver and Recommendation Form. The Sage Graduate School for Admission form may be downloaded from: Application for Admission

Office of Graduate Admission
Sage Graduate School
The Sage Colleges
45 Ferry St., Troy, NY
12180–4115
OR call 1-888-VERYSAGE

Application postmark deadline for the traditional Dietetic Internship 2009-2010 class is on February 17, 2009. Students will be notified of their acceptance status on April 20, 2009 via the computer matching process, from D&D Digital, Inc.

The application package must include:

- DI application form, 3 copies.
- Three original letters of recommendation, 3 copies of each.

- Official transcripts of ALL colleges attended for DPD courses.
- Verification Statement or Declaration of Intent with original signature.
- A letter of application, 3 copies.
- An interview with the DI director, either in person or via telephone, may be required.
- $40 application fee (fee is waived for current RSC students and graduates of The Sage Colleges).

Please click link for details on the application process and ADA application procedures.

International Applicants: Please click link for additional requirements - Instructions for International Applicants

Program Tuition and Fees

In addition to tuition for 15 graduate credits, there is a Dietetic Internship program fee. A car and valid driver's license are required as travel to facilities is necessary. Students have housing, board and transportation expenses, parking fees, ADA affiliate and district membership fees, and professional liability and health insurance fees. Professional dress clothes, lab coat, reference books, materials, and supplies for graduate courses are also necessary for the planned experiences.

Click here for current tuition and fees

Dietetic Internship Program Summary		**Credits**
NTR 530	Practicum in Clinical Nutrition	3
NTR 531	Practicum in Food Service Systems Management	3
NTR 532	Practicum in Community Nutrition I	3
NTR 548	Contemporary Topics in Dietetics	3
NTR 549	Nutrition and Disease Management for Pediatrics	3
Total Credit Hours Required:		**15**

Certificate in Forensic Mental Health

A graduate Certificate in Forensic Mental Health is available for students enrolled in the MA in Counseling and Community Psychology. This interdisciplinary certificate provides specialized expertise for professionals who work with clients who have both mental health needs and criminal justice system involvement. The certificate program includes courses offered both by the Sage Graduate School and Albany Law School.

Certificate Program Requirements

FMH/PSY 505	Introduction to Forensic Mental Health	3
FMH/PSY 515	Evaluation & Treatment of Adult Offenders	3
FMH/PSY 520	Evaluation & Treatment of Court Involved Youth	3
PSY 575	Abnormal Psychology	3
LAW	Family Law OR Law & Psychiatry	3
LAW or FMH	Elective by advisement	3
	Total Credits	**18**

DEPARTMENT OF NURSING

Certificate in Gerontology

The certificate program in Gerontology incorporates a multidisciplinary approach to the study of aging, including policies developed and services offered to meet the needs of the elderly in our society. The curriculum blends liberal studies and professional orientations.

The purpose of the program is to provide the formal study of aging and older adults. The goals of the program are as follows:

- Increase students' knowledge of the aging process,
- Enhance students' understanding of aging as a developmentally appropriate and expected part of the universal human experience,
- Broaden students' awareness of and attitudes toward older adults,
- Offer students the basic knowledge and skills that underlie providing services to and enhancing opportunities for older adults,
- Provide opportunities for students to interrelate knowledge, experience, and professional application regarding services for older adults.

The Gerontology Certificate program encourages students to develop a broad view of aging for professional applications. Upon completion of the program, students will have an excellent foundation for providing services for older adults, working in the fields of policy planning or administration of services for older adults, and working in various health care professions with older adults.

Admission Requirements

Applicants to the Gerontology Certificate program must meet Sage Graduate School admission requirements.

Program Requirements

The Gerontology Certificate program provides a formal course of the study of aging and older adults. The program is a sequence of four core courses (3 credits each) and a final project (3 credits) for a total of 15 credits. Courses may be used as electives in existing graduate degree programs at Sage, according to the requirements of the particular program. Courses may be used in existing graduate degree programs at Sage, such as Psychology, Nursing, and Community Health Education according the requirements of the program.

Gerontology Certificate Program Summary		**Credits**
Core Requirements		
GNT/NSG 501	Perspectives on Aging	3
GNT 504	Health Policy for Aging	3
GNT510	Mind-Body Aging	3
GNT522	Palliative Care and Chronic Illness	3
Final Project		
GNT587	Internship **OR**	
GNT590	Culminating Project	3
Total Credits Required:		**15**

Management Certificate Programs
Human Resource Certificate

The business programs of Sage Graduate School offers three distinct certificate programs: Human Resources, Managing Not-for-Profit Organizations, and Marketing. These certificates provide students with the specific tools necessary to compete in today's marketplace. Completion of each certificate program requires five complementary courses necessary to build the skills and insight within each discipline. The five certificate courses may be used as electives in the M.B.A. degree program.

Human Resources Certificate		**15**
MBA 651	Human Resource Management	3
Choose four of the following:		
MBA 653	Compensation Administration	3
MBA 654	Labor & Industrial Relations Policy	3
MBA 656	Personal Development and Leadership Essentials	3
MBA 657	Innovative Organization Communications	3
MBA 596	Topics in Human Resource Management	3

Managing Not-for-Profit Organizations Certificate		**15**
PAD 558	Budgeting and Finance for Government, Non-Profit and Health Organizations	3
PAD 555	Administrative Organization & Behavior	3
MBA 571	Management of Change & Innovation	3
PAD 572	Planning, Program Analysis & Evaluation	3
PAD/MBA Elective		3

Marketing Certificate		**15**
MBA 576	Marketing Systems	3
Choose four of the following:		
MBA 582	Consumer Behavior	3
MBA 598	Selected Topics in Marketing	3
MBA 672	Marketing Strategy	3
MBA 673	Advertising Theory and Practice	3
MBA 679	Small Business Development	3
MBA 681	Marketing Research	3
MBA 683	New Product Development	3
MBA 684	Professional Sales Management	3

Management Certificate Programs
Managing Not-for-Profit Organizations Certificate

The business programs of Sage Graduate School offers three distinct certificate programs: Managing Not-for-Profit Organizations, Human Resources, and Marketing. These certificates provide students with the specific tools necessary to compete in today's marketplace. Completion of each certificate program requires five complementary courses necessary to build the skills and insight within each discipline. The five certificate courses may be used as electives in the M.B.A. degree program.

Managing Not-for-Profit Organizations Certificate		**15**
PAD 558	Budgeting and Finance for Government, Non-Profit and Health Organizations	3
PAD 555	Administrative Organization & Behavior	3
MBA 571	Management of Change & Innovation	3
PAD 572	Planning, Program Analysis & Evaluation	3
PAD/MBA Elective		3

Human Resources Certificate		**15**
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MBA 657	Innovative Organization Communications	3
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MBA 598	Selected Topics in Marketing	3
MBA 672	Marketing Strategy	3
MBA 673	Advertising Theory and Practice	3
MBA 679	Small Business Development	3
MBA 681	Marketing Research	3
MBA 683	New Product Development	3
MBA 684	Professional Sales Management	3

Management Certificate Programs
Marketing

The business programs of Sage Graduate School offers three distinct certificate programs: Human Resources, Managing Not-for-Profit Organizations, and Marketing. These certificates provide students with the specific tools necessary to compete in today's marketplace. Completion of each certificate program requires five complementary courses necessary to build the skills and insight within each discipline. The five certificate courses may be used as electives in the M.B.A. degree program.

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MBA 673	Advertising Theory and Practice	3
MBA 679	Small Business Development	3
MBA 681	Marketing Research	3
MBA 683	New Product Development	3
MBA 684	Professional Sales Management	3

Human Resources Certificate		**15**
MBA 651	Human Resource Management	3
Choose four of the following:		
MBA 653	Compensation Administration	3
MBA 654	Labor & Industrial Relations Policy	3
MBA 656	Personal Development & Leadership Essentials	3
MBA 657	Innovative Organization Communications	3
MBA 596	Topics in Human Resource Management	3

Managing Not-for-Profit Organizations Certificate		**15**
PAD 558	Budgeting and Finance for Government, Non-Profit and Health Organizations	3
PAD 555	Administrative Organization & Behavior	3
MBA 571	Management of Change & Innovation	3
PAD 572	Planning, Program Analysis & Evaluation	3
PAD/MBA Elective		3

Post–Master's Certificate Programs in Nursing

The certificate program provides an opportunity for professional nurses who have completed a Master's Degree in Nursing to obtain a Sage certificate in a clinical specialization or functional role area different from their initial graduate nursing focus. The program enables career change and fosters an exchange of ideas and networking at the post–graduate level.

Candidates for the certificates may attend on a full or part time basis depending on the area of study. The program can vary from 9 credits to 31 credits depending on the individual's background and the desired certificate. It is expected that candidates for post-master's certificates will have taken courses in their master's program equivalent to NSG 558 and NSG 559. Students may be able to waive certain courses depending on previous coursework. However, students may be required to take additional courses depending on previous coursework. Consistent with ANCC guidelines, CNS and NPs need a minimum of 500 hours to eligible for the ANCC exams.

Admission Requirements
In addition to the general admission requirements for Sage Graduate School, applicants must have a master's degree in nursing. A phone or in-person interview with the Director of the Graduate Program in Nursing is required. Certificate program students may be eligible for federal, state, or institutional financial aid.

Each Post-Master's Certificate in Nursing is individually designed according to previous educational background. The Graduate Nursing Program Director will work with each student to discuss specific required coursework.

General Overview of Certificates		**Credit Hours**
Administrator/Executive		
NSG 649	Transforming Advanced Practice Roles	3
NSG 652*	Clinical Delivery Systems: Operations and Finance	3
NSG 653	Practicum I: Clinical Delivery Systems (cross-listed with NSG 628, NSG 638, NSG 617)	3
NSG 654	Practicum II: Clinical Delivery Systems (cross-listed with NSG 616)	3
*Sage's PAD/HSA 558 or HSA 565 can be substituted for NSG 652		
Total credit hours required:		**12**
Clinical Specialist		
BIO 560	Advanced Human Pathophysiology	3
NSG 616	Advanced Clinical Role Practicum (Clinical Specialization Course) (AHN,CHN only)	3
NSG 628,638	Roles in Clinical Area in AHN, CHN	3
NSG 647, 650	Roles in Clinical Area in PMH	6
NSG 619	Diagnostic Health Assessment	3
	Successful completion of a Health Assessment Examination is required for entry in NSG 619. Mandatory Clinical Lab Fee. NSG 619 is pre-requisite for all subsequent nurse practitioner clinical courses	
NSG 622	Advanced Pharmacology in Acute and Chronic Care (AHN, PMH only)	3
NSG 624	Advanced Psychopharmacology (PMH only)	2
NSG 649	Transforming Advanced Nursing Roles	3
Total credit hours required:		**9-20**
Educator		
NSG 662	Nurse Educator I: Facilitating Learning	3
NSG 663	Nurse Educator II: Tranforming Leadership	3
NSG 605	Nurse Educator Practicum	3
NSG 617	Advanced Practice Psychiatric-Mental Health NSG(PMH only)	3
Total credit hours required:		**9-12**

Adult Health, Community Health, Psychiatric Mental Health Additional Clinical Area of Concentration

Cognate Courses		
BIO 560	Advanced Human Pathophysiology	3
BIO 584	Neurobiology	3
NSG 567	Epidemiology and Health Research	3
9 credits in clinical area of specialization **OR**		

12 credits in clinical area of specialization (PMH)		9-12
Total credit hours required:		**12-15**

Post-Masters' Certificates for Nurse Practitioners

Acute Care Nurse Practitioner

	Prerequisite: Completion of an MS degree program in Adult Health Nursing or Medical–Surgical Nursing as clinical specialist	
BIO 560	Advanced Human Pathophysiology	3
NSG 619	Diagnostic Health Assessment	3
	Successful completion of a Health Assessment Examination is required for entry in NSG 619. Mandatory Clinical Lab Fee. NSG 619 is pre-requisite for all subsequent clinical courses	
NSG 622	Advanced Pharmacology in Acute and Chronic Care	3
NSG 636	Health, Healing and Self–Care	3
NSG 642	Acute Care Nurse Practitioner Role	3
NSG 643	Advanced Role Practicum I	3
NSG 644	Advanced Role Practicum II	3
NSG 649	Transforming Advanced Practice Roles	3
Total credit hours required:		**24**

Adult Nurse Practitioner

BIO 560	Advanced Human Pathophysiology	3
NSG 636	Health, Healing and Self–Care	3
NSG 610	Family Processes OR	
NSG 501	Perspectives on Aging	3
NSG 622	Advanced Pharmacology in Acute and Chronic Care	3
NSG 619	Diagnostic Health Assessment	3
	Successful completion of a Health Assessment Examination is required for entry in NSG 619. Mandatory Clinical Lab Fee. NSG 619 is pre-requisite for all subsequent clinical courses	
NSG 621a	Adult and Geriatric Health Care (Theory)	3
NSG 621b	Adult and Geriatric Health Care (Practicum)	3
NSG 649	Transforming Advanced Nursing Roles	3
Functional Area Course		
NSG 623	Individualized Study in Advanced Clinical Nursing Practice	3
Total credit hours required:		**27**

Family Nurse Practitioner

BIO 560	Advanced Human Pathophysiology	3
NSG 636	Health, Healing and Self-Care	3
NSG 610	Family Processes	3
NSG 622	Advanced Pharmacology in Acute and Chronic Care	3
NSG 619	Diagnostic Health Assessment	3
	Successful completion of a Health Assessment Examination is required for entry in NSG 619. Mandatory Clinical Lab Fee. NSG 619 is pre-requisite for all subsequent clinical courses	
NSG 621a	Adult and Geriatric Health Care (Theory)	3
NSG 621b	Adult and Geriatric Health Care (Practicum)	3
NSG 649	Transforming Advanced Practice Roles	3
NSG 660	Women and Children’s Health Theory	3
NSG 661	Women and Children's Health (Internship)	3
Functional Area Course		

NSG 623	Individualized Study in Advanced Clinical Nursing Practice	3
Total credit hours required:		**33**

Gerontological Nurse Practitioner

BIO 560	Advanced Human Pathophysiology	3
NSG 501	Perspectives on Aging	3
NSG 619	Diagnostic Health Assessment	3
	Successful completion of a Health Assessment Examination is required for entry in NSG 619. Mandatory Clinical Lab Fee. NSG 619 is pre-requisite for all subsequent clinical courses	
NSG 621a	Adult and Geriatric Health Care (Theory)	3
NSG 621b	Adult and Geriatric Health Care (Practicum)	3
NSG 622	Advanced Pharmacology in Acute and Chronic Care	3
NSG 636	Health, Healing and Self–Care	3
NSG 649	Transforming Advanced Practice Roles	3
Functional Area Course		
NSG 623	Individualized Study in Advanced Clinical Nursing Practice	3
Total credit hours required:		**27**

Psychiatric-Mental Health Nurse Practitioner

BIO 560	Advanced Human Pathophysiology	3
BIO 584	Neurobiology	3
NSG 557	Group Processes in Health Care	3
NSG 606	Practice Models in Counseling and/or Psychotherapy for Nurses	3
NSG 610	Family Processes	3
NSG 615	Diagnostic Mental Health Assessments and Interventions	3
NSG 619	Diagnostic Health Assessment	3
	Successful completion of a Health Assessment Examination is required for entry in NSG 619. Mandatory Clinical Lab Fee. NSG 619 is pre-requisite for all subsequent clinical courses	
NSG 622	Advanced Pharmacology in Acute and Chronic Care	3
NSG 624	Advanced Psychopharmacology	2
NSG 647	PMH Nurse Practitioner Practicum I	3
NSG 649	Transforming Advanced Practice Roles	3
NSG 650	PHM Nurse Practitioner Practicum II	3
Total credit hours required:		**35**

Certificate of Advanced Study and Master of Science in Professional School Counseling

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (http://www.ncate.org).

Conceptual Framework

The mission of the School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, value diversity, and are reflective and knowledgeable about best practices. Therefore, we ask Sage students to consider two essential questions throughout their studies and field experiences: "Who am I in the lives of those with whom I work?" "Who am I in the life of my educational community?" **We expect all Sage candidates to demonstrate leadership and create optimal educational outcomes for all learners.**

The motto of Russell Sage College, "To Be, To Know, To Do," informs the educational purpose of The Sage Colleges, where the common effort is to translate learning into action and application, within a framework that recognizes the obligation of educated persons to lead and serve their communities. In the School of Education, this motto is extended to form the basis for our programs. We expect Sage candidates:

I. To be well-grounded in knowledge about schools/communities, learners and learning, Sage candidates will:

understand self in relation to learners, their families, and the local and global community - particularly in terms of power, privilege and knowledge with regard to culture, class, language, ability and gender;

use interpersonal skills and demonstrate collaborative attitudes which result in successful partnerships with colleagues, families and other community members;

improve society by promoting, modeling, and using democratic practices in their settings;

demonstrate a commitment to substantive self-reflection (including quantifiable and qualitative sources of information), on-going learning and professional development;

II. To know curricular content and models of instruction, Sage candidates will:

demonstrate an ability to respond to the strengths and needs of all learners, using assessment data to inform instructional decisions;

use knowledge in their designated fields to inspire learners to grow and to meet high standards;

employ/promote pedagogical/counseling/leadership practices that engage learners in active ways;

demonstrate knowledge in their content areas ensuring maximum achievement for all learners;

III. To do what is necessary to ensure the success of all learners--and to collaborate with families/community members in respectful, culturally responsive ways, Sage candidates will:

engage in reflective practices;

demonstrate a positive, respectful view of learners, their families, communities, and colleagues;

listen deeply to the experiences and perspectives of all those within the community to ensure a healthy and safe learning environment;

model ethical behavior and active citizenship;

promote the success of all learners through advocacy and action and support the development of leadership throughout the community;

build trust and garner support for a vision of inclusive schools that value diversity.

National Accreditation Advantage

Sage's School of Education first received accreditation from the National Council for the Accreditation of Teacher Education (NCATE) in October 2001. NCATE accreditation means that graduates are recognized as having completed an Education program that meets the highest standards in the field. Sage graduates should note the NCATE accreditation on their resumes and be prepared to talk about its significance.

- Sage is one of only 45 colleges and universities in New York State to receive prestigious NCATE accreditation. Across the nation, relatively few private colleges can claim this level of excellence in teacher education programs.
- The NCATE accreditation process helped articulate what qualities a Sage educator, counselor, or leader possesses: belief in full inclusion, valuing diversity, reflection, and knowledge about best practices. NCATE accreditation is a mark of assurance that teachers, counselors, and leaders educated at Sage are competent, caring, and highly qualified.
- NCATE accreditation means that Sage graduates are better prepared to help their students reach high standards.
- Graduates of NCATE accredited programs can more easily receive certification and teaching jobs in other states; NCATE is recognized throughout the nation.

School Counseling Certification

The Master of Science (M.S.) program in Professional School Counseling prepares counselors for New York State certification as School Counselors. The program is designed to develop specific areas of competency in human growth and development; social and cultural foundations; helping relationships; groups; career development; appraisal; research and evaluation; and professional orientation.

The program prepares school counselors to:

- help elementary and secondary pupils gain understanding of their social, intellectual, and emotional development,
- be knowledgeable about educational, occupational, and social opportunities,
- have decision-making and planning skills,
- communicate effectively with school personnel, parents, and particularly with students, about issues that facilitate or inhibit personal planning, self-steem, achievement, and choice.

After completing their M.S. degree, school counselors seeking to earn New York State permanent certification are encouraged to enroll in the program's 12-credit Certificate of Advanced Study.

All matriculated students complete a signed program schedule. Any change in stated coursework must receive written approval of the assigned faculty advisor.

Admission Requirements

See the Sage Graduate School admission requirements for more information.

Degree and Certification Requirements

New York State presently requires successful completion of 30 hours of graduate study and a supervised internship for provisional certification as a school counselor. This certification is valid for five years. Permanent certification requires further graduate study through completion of a total of 60 credits in guidance and counseling, attainment of the master's degree and two years of relevant experience.

- Applicants for New York State certification will have to be fingerprinted and undergo a criminal history review, per New York State Law.
- United States citizenship or Declaration of Intent to become a U.S. citizen is a requirement for certification in New York State.
- The School of Education requires all students to subscribe to LiveText, an electronic portfolio system.

Program Prerequisites

Nine credits in social science, a course in statistics, EDU 201 or other educational foundations course, and PSY 570 or other developmental psychology course are prerequisites to the program.

The following is effective as of June 2009:

Certificate of Advanced Study

PSY 581	Program Evaluation **-OR-**	3
	SCP 594 Implementing the ASCA National Model	
SCP 589	Issues in School Counseling	3
One of the following:		3
	SCP 595 Conflict Resolution in School Settings	
	SCP 596 Integrating Mindfulness into School Counseling Practice	
	PSY 548 Counseling and Child Psychopathology	
SCP 590	Advanced Practicum/Internship	3
One elective by advisement		3
Total Credits		**12**

Master of Science in Professional School Counseling

Program Summary		**Credits**
SCP 502	Critical Thinking: Research into Practice	3
SCP 540	Knowledge, Skills and Contextual Dimensions of School Counseling	3
SCP 550	Role of the Professional School Counselor	3
SCP 553	Career Counseling	3
SCP 555	Group Procedures in School Counseling	3
SCP 560	Pre-practicum in School Counseling	3
SCP 571	Working with Parents in Education	3
PSY 571	Counseling	3
SCP 575	Appraisal Process in School Counseling	3
Choose one of the following:		3
	SCP 594 Implementing the ASCA National Model SCP 595 Confict Resolution in School Settings SCP 596 Integrating Mindfulness into School Counseling Practice PSY 548 Counseling and Child Psychopathology	
SCP 585	Counseling in Schools with Culturally Diverse Populations	3
SCP 586	Practicum in School Counseling *(Prereq SCP 560)*	6
SCP 587	Internship (600 clock hours)	9
	Candidates must have completed 36 credits and must have approval of the program director to enroll in the internship.	
NCR 070	Identifying and Reporting Child Abuse and Maltreatment	0
NCR 071	School Violence Prevention Workshop	0
Total Credits		**48**

School of Education Attendance Policy

While individual instructors may approach attendance and participation in varied ways in their grading policies, students in the School of Education should be aware that missing 1/4 or more of class sessions MAY result inAUTOMATIC class failure. Class content and participation are vital to meeting the objectives of School of Education courses.

Certificate in Teaching Excellence (Online)

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (http://www.ncate.org).

Conceptual Framework

The mission of the School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, value diversity, and are reflective and knowledgeable about best practices. Therefore, we ask Sage students to consider two essential questions throughout their studies and field experiences: "Who am I in the lives of those with whom I work?" "Who am I in the life of my educational community?" **We expect all Sage candidates to demonstrate leadership and create optimal educational outcomes for all learners.**

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I. To be well-grounded in knowledge about schools/communities, learners and learning, Sage candidates will:
   - understand self in relation to learners, their families, and the local and global community - particularly in terms of power, privilege and knowledge with regard to culture, class, language, ability and gender;
   - use interpersonal skills and demonstrate collaborative attitudes which result in successful partnerships with colleagues, families and other community members;
     improve society by promoting, modeling, and using democratic practices in their settings;
   - demonstrate a commitment to substantive self-reflection (including quantifiable and qualitative sources of information), on-going learning and professional development;

II. To know curricular content and models of instruction, Sage candidates will:
   - demonstrate an ability to respond to the strengths and needs of all learners, using assessment data to inform instructional decisions;
   - use knowledge in their designated fields to inspire learners to grow and to meet high standards;
   - employ/promote pedagogical/counseling/leadership practices that engage learners in active ways;
   - demonstrate knowledge in their content areas ensuring maximum achievement for all learners;

III. To do what is necessary to ensure the success of all learners--and to collaborate with families/community members in respectful, culturally responsive ways, Sage candidates will:
   - engage in reflective practices;
   - demonstrate a positive, respectful view of learners, their families, communities, and colleagues;
   - listen deeply to the experiences and perspectives of all those within the community to ensure a healthy and safe learning environment;
   - model ethical behavior and active citizenship;
   - promote the success of all learners through advocacy and action, and support the development of leadership throughout the community;
   - build trust and garner support for a vision of inclusive schools that value diversity.

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Sage's School of Education first received accreditation from the National Council for the Accreditation of Teacher Education (NCATE) in October 2001. NCATE accreditation means that graduates are recognized as having completed an Education program that meets the highest standards in the field. Sage graduates should note the NCATE accreditation on their resumes and be prepared to talk about its significance.

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- The NCATE accreditation process helped articulate what qualities a Sage educator, counselor, or leader possesses: belief in full inclusion, valuing diversity, reflection, and knowledge about best practices. NCATE accreditation is a mark of assurance that teachers, counselors, and leaders educated at Sage are competent, caring, and highly qualified.
- NCATE accreditation means that Sage graduates are better prepared to help their students reach high standards.
- Graduates of NCATE accredited programs can more easily receive certification and teaching jobs in other states; NCATE is recognized throughout the nation.

The Certificates in Teaching Excellence

The Certificates in Teaching Excellence are designed for:

- In-service teachers wishing to update their skills in the areas of assessment and planning, literacy or technology integration.
- School administrators desiring to develop current expertise in the area of assessment and planning, literacy or technology integration.
- Teachers pursuing a certificate of study for career advancement. In addition to learning about a particular area of interest, course work or a certificate may enable teachers to move forward on the salary schedule depending on their school district and state.

The School of Education offers online certificates in assessment and planning, literacy and technology integration. Each of these 13 credit hour programs presents current information for certificate participants.

Certificate in Assessment and Planning: This area focuses on assessment from general education to special education with an emphasis on core subject areas of mathematics and language arts. Participants are guided in developing an applied project in assessment tailored to their individual needs, which might be at the classroom, school or district level. This integrated project allows students to apply their advanced understandings in a practical, targeted area of interest.

Certificate in Literacy: This certificate area examines literacy K-12, from emergent readers and writers to secondary studentsâ€™ literacy needs. Woven throughout the program is the attention on the quickly evolving and changing digital literacies and critical media literacies related to content area instruction. Students will also develop expertise in the selection of relevant and engaging literature choices for students of all ages. Many of the assignments with the courses encourage the participant to develop applied projects that target their individual classroom or school needs.

Certificate in Technology Integration: Technology is rapidly changing and many teachers need to develop or retool their digital literacy skills. This certificate is designed to address cutting edge technology for education including Web 2.0 tools and social bookmarking. The coursework engages students in developing possibilities and improving technology integration for their own classroom, content area, or school. The final project encourages participants to apply their new understandings in developing an applied project that targets their individual, classroom or school needs.

NOTE: Any two of these three certificates may be used toward the completion of the Masterâ€™s in Teaching Excellence (MTX). See catalog page regarding MTX program.

Program of Study

Assessment and Planning Certificate

MTX 501	Assessment Strategies in Special Education	3
MTX 502	Assessment Approaches	3
MTX 503	Literacy Assessments	4
MTX 504	Applied Project Assessment and Planning	2
MTX 581	Assessment Planning and Portfolio	1
	Assessment and Planning Total Credits	**13**

Literacy Certificate

MTX 551	Reading and Writing in the Content Area	3
MTX 552	Social Justice Through Reading Children's and Adolescent Literature	3
MTX 553	Advanced Emergent Language and Literacy	3
MTX 554	Critical Media Literacy	1
MTX 555	Engaging Intermediate and Secondary Writers	1
MTX 556	Literacy and Technology in the K-12 Classroom	1
MTX 582	Literacy Portfolio	1
	Literacy Total Credits	**13**

Technology Integration Certificate

MTX 571	Software, Websites and Equipment	4
MTX 572	Educational and Social Technology Integration	4
MTX 573	Applied Project in Technology Integration	4
MTX 583	Technology Integration Portfolio	1
	Technology Integration Total Credits	**13**

Please Note:

- Students in the Program must have access to a computer that has audio capabilities with speakers/headphones and Microsoft Office Stuite (2003â€"PC version; 2004 Mac version). Students must know how to access and make mp3 recordings. Additionally, students must be able to make and view videos (Quicktime or mp4) as well as have access to Skype for phone conferencing.
- Students enrolled in the Certificate Program may apply for the Masters in Teaching Excellence and the credits earned in this program will be applied towards the Masters in Teaching Excellence as per The Sage Collegeâ€™s policies.
- Students enrolled in the Assessment Certificate Program must have access to most recent editons of standardized assessments in literacy, specifically the *Woodcock Johnson Achievement Test*, and the *Wide Range Achievement Tes*t; additional choice instruments will be required and must be approved by your instructor in MTX 503.
- Students in the certificate program must have access to video equipment such that student videos may be submitted in â€˜movâ€™ format.

Master of Science in Applied Behavior Analysis and Autism

Are you interested in working with people diagnosed with autism? Do you want to learn effective strategies that will make a difference to children and adults with this disorder? Then Sage Graduate Schoolâ€™s Master of Science in Applied Behavior Analysis and Autism is for you.

At Sage, you will receive thorough training in a therapeutic approach to the treatment of Autism Spectrum Disorders (ASD) that has empirical research to support its effectiveness with this population.

This degree program is delivered totally via distance learning, utilizing online delivery of classes, as well as clinical supervision by geographically close adjunct supervisors or alternative supervision (e.g., webcam observation).

ASD is rapidly becoming the most often diagnosed childhood disorder. Applied Behavior Analysis (ABA), a branch of psychology rooted in the application of science to the study of human behavior, is a special therapy that has been shown to be quite effective in reducing the impact of autism spectrum disorders.

Your studies will combine two tracks, plus supervised practice. You will thoroughly study Applied Behavior Analysis, both the conceptual underpinnings as well as the skills necessary to effect behavioral change. You will learn: strategies for defining and assessing behaviors; how to develop instructional goals that are measurable: what antecedent strategies promote learning; how to use consequences to effect positive change; and, rules for determining success and mastery. You will learn the procedures and strategies for dealing with language development, abnormal behavioral patterns, and socialization issues. Your application of these skills will be evaluated in clinical settings where you will be working with persons with autism and other disorders.

The second major focus of the program involves a deep understanding of autism. You will learn about the etiology of the disorder and assessment strategies. You will understand how persons with autism spectrum disorders (ASD) are affected in all areas of development, including language, learning, socialization, and personal behaviors. Different theoretical explanations of ASD will be covered, as well as different therapeutic approaches towards solving language, learning, and behavioral issues.

Faculty

Your faculty for the ABA courses are all Board Certified Behavior Analysts who have experience working with children and adults who are affected by autism spectrum disorders and will bring to your education the reality of working with this population. The supervisors of your clinical practica are nationally Board certified and have broad experience dealing with myriad challenges that afflict persons with autism.

Admission

Applicants for admission to the Applied Behavior Analysis and Autism program must meet the Sage Graduate School admission requirements:

- Official transcripts of ALL previous undergraduate and/or graduate study
- Two letters of reference (academic or professional)
- Undergraduate courses in statistics, history and systems of psychology (not required of psychology majors), and at least three other behavioral sciences courses
- Satisfactory â€œPersonal Prospectusâ€ statement regarding rationale for interest in the program
- Phone interview
- Current resume

Applicants who meet all admission requirements will be admitted as regular graduate students. Those who do not fully meet the requirements may be admitted on a provisional basis if they show promise for success in the program.

Degree Requirements

1. Completion of all required courses.
2. Completion of clinical practica in community settings.
3. Completion of a thesis research seminar (3 credit hours).

Program	Summary	Credits
ABA 501	Introduction to Applied Behavior Analysis	3
ABA 505	Functional Assessment and Behavioral Intervention	3
ABA 601	Professional Practice in Applied Behavior Analysis	3
ABA 605	Research and Ethics in Applied Behavior Analysis	3
ABA 610	Advanced Topics in Applied Behavior Analysis	3
ABA 510, 511, 512, 513	Clinical Practicum in Applied Behavior Analysis (four 2-credit modules)	8
ABA 515	Diagnosis and Assessment of Children with ASD	3
ABA 520	Interventions in Autism	3
ABA 525	Social, Communication and Play Skills	3
ABA 526	Interventions in Behavioral Support, Early Learning Activities, and Academics	3
ABA 615	Research Seminar in Behavior Analysis	3
	Total Credits	38

Students Who Already Possess a Masterâ€™s Degree
Candidates who have previously completed a masterâ€™s degree in a related area such as psychology or special education and are interested only in Board certification as a Behavior Analyst may choose to complete the ABA courses only (15 credits) plus the clinical practicum courses, and receive a recommendation to take the examination that leads to BCBA certification.

Eligibility for Board Certification
Those who complete the master â€™s program in Applied Behavior Analysis and Autism are eligible to take the national examination to become a Board Certified Behavior Analyst (BCBA).

Notice to Applicants & Candidates
Services restricted to New York State licensed professionals, including licensed psychologists, cannot be rendered by program students or graduates unless: (a) they are licensed in New York State to provide such services, or (b) they provide those services in an exempt setting as salaried employees.

School of Education Attendance Policy
While individual instructors may approach attendance and participation in varied ways in their grading policies, students in the School of Education should be aware that missing 1/4 or more of class sessions MAY result inAUTOMATIC class failure. Class content and participation are vital to meeting the objectives of School of Education courses.

Master of Business Administration (M.B.A.)

Twenty-first century business requires competent managers and administrators – women and men with the ability to plan, inspire, and direct the work of others. The professional M.B.A. program at Sage Graduate School is designed to develop leaders who can manage complex organizations and who have the desire and capability to move into high level positions. For nearly three decades, Sage MBA's have taken major leadership roles in business, government, health care and non-profit organizations. Top management positions are well within the reach of our graduates.

The Sage M.B.A. is particularly tailored to professionals in the workplace. The M.B.A. program is contemporary and practitioner oriented and includes behavioral aspects of management. Thanks to our flexible schedule, with evenings, weekend, summer, and on-line courses even the busiest student can complete their degree within two years. Our experienced faculty delivers technical, operational, and analytic knowledge and skills through courses such as finance, economics and marketing. These areas are supported by courses in human resource management, management information systems and strategy/executive decision making. Our faculty believes in hands-on applications, case work, and outside "real-world" business projects which allow our students to have both a practical and theoretical base to their education. When combined with business experience, the Sage M.B.A. will develop leaders prepared to make effective decisions in any organization.

Concentrations

Students can choose from among several specialized courses in fulfilling their elective category, or opt to concentrate in Business Strategy, Finance, Marketing, or Human Resources. These concentrations are structured to cover the knowledge and skills central to establishing competencies in the area most critical and interesting to the student. For those students who do not want an area of concentration they may choose from a wide number of traditional MBA elective and/or may elect to take graduate courses found in other graduate programs. For example, the student can complete their nine credit hours requirement by choosing from a vast array of complementary graduate courses in areas such as Health Services, Community Psychology, or Education, etc. Taking electives outside of department offering must however be first approved by the Program Director or your Advisor.

Admission Requirements

Applicants to the program must meet the general admission requirements for Sage Graduate School. The Graduate Management Aptitude Test (GMAT) is not required for admission.

Program Requirements

The Sage M.B.A. requires a minimum of 42 semester hours of graduate coursework. If students do not have previous preparation in management/business, proficiency coursework also may be required. To determine whether proficiency coursework is necessary, prospective students should meet with the program director. All students taking M.B.A. courses, including non-matriculants, must seek academic advisement on a regular basis by contacting the M.B.A. office at (518) 292–1700.

The Sage M.B.A. assumes a certain level of technical proficiency. The College uses MS-Office ® as the standard for electronic communication. Students should have proficiency with MS-Word ® and a working knowledge of Excel ® and Access ®. The standard statistical software used by the college is SPSS ®. Educational versions of this software are available through the College Bookstores. Most M.B.A. classes are taught in classrooms wired for internet connections. Students are encouraged to bring their own laptops.

M.B.A. Program Summary		Credits
Proficiency (12 Credits)		
(The following four courses have specific undergraduate equivalencies. Course requirements may be waived based on the program director's evaluation of undergraduate courses.)		
MBA 551	Financial Accounting	3
MBA 552	Economic Analysis	3
MBA 553	Statistical Reasoning	3
MBA 563	Legal Environment	3
Foundation (30 Credits)		
MBA 570	Critical Thinking: Transformation in a Complex World	3
MBA 571	Management of Change & Innovation	3
MBA 564	Research Design	3
MBA 561	Managerial Economics	3
MBA 574	Financial Management	3
MBA 576	Marketing Systems	3
MBA 656	Personal Development & Leadership Essentials	3
MBA 651	Human Resource Management	3
MBA 671	Management Information Systems	3
MBA 695	Executive Decision Making	3

Choose One Specialization (9 credits)

Business Strategy Specialization	
Select three of the following:	9
MBA 685 Quality Management	
MBA 599 Selected Topics in Management	
MBA 679 Small Business Development	
MBA 683 New Product Development	
MBA 672 Marketing Strategy	
Finance Specialization	
Select three of the following:	9
MBA 597 Selected Topics in Finance	
MBA 664 Investment Analysis and Portfolio Management	
MBA 665 Bank Management	
MBA 666 Financial Markets and Institutions	
MBA 667 Capital Budgeting	
Human Resources Specialization	
Select three of the following:	9
MBA 555 Administrative Organization and Behavior	
MBA 596 Selected Topics in Human Resources	
MBA 653 Compensation Administration	
MBA 561 Organizational Design & Development	
MBA 654 Labor & Industrial Relations Policy	
Marketing Specialization	
Select three of the following:	9
MBA 582 Consumer Behavior	
MBA 598 Selected Topics in Marketing	
MBA 683 New Product Development	
MBA 672 Marketing Strategy	
MBA 684 Professional Sales Management	
Capstone: Integrative Experience	3
MBA 696 Competitive Advantage	
Total credits for the M.B.A.:	**42-54**

Program Delivery

The Sage MBA Program has always been known for its flexibility and its student focus. Our responsibility is to help define, inspire and grow strong business decision makers. To this end, Sage has created a series of curricular milestones that will aid in structuring student development. Three Sage milestones, revolving around class activities, are strategically placed at three different levels of the program. These milestones not only help to focus and organize the uniqueness of Sage's program, but are invaluable aids to student development and self-assessment.

- **Milestone One:** A major case study culminates our introductory course - MBA 571 Management of Change and Innovation. Teams comprised of approximately 4 to 7 students present a major case to the business faculty and to invited business leaders. This challenging and multi-functional case study incorporates many of the future demands and expectations of the program. Students must participate in this milestone after fulfilling a minimum of 6 credit hours in the Proficiency requirements and/or taking no more than 12 credits hours in the Foundation requirements. Students who are unable to meet these requirements can seek permission from the Graduate Program Director to enroll in this course .
- **Milestone Two:** Upon completion of 12 credit hours, and/or a maximum of 18 hours, students are required to take MBA 570 Critical Thinking: Transformation in a Complex World. This course culminates in a student debate between two or more teams. The topics entail controversial societal-business issues. Students present their findings to an audience during the Sage Research Symposium.
- **Milestone Three:** Sage's third milestone is found in the programs last course -MBA 696 Competitive Advantage. Working in teams students participate in an intensive consulting project with an outside business client. This course culminates the Sage professional MBA and has proven to be a challenging and significant experience in the student academic career.

Joint Degree M.B.A./J.D.

Sage Graduate School offers a joint degree program with Albany Law School. Since business and law are complementary, certain courses in each are readily

applicable to the other and the total number of credits needed for graduation can be reduced.

Students must meet the admission standards of both Sage Graduate School and Albany Law School. The applicant should apply for the “Joint Degree J.D./M.B.A. Sage” on both the Sage Graduate School and the Albany Law School application. All correspondence from the student should also indicate the joint degree. Each school will evaluate the application based on its own requirements and standards. No special requirements are imposed on applicants to the joint degree program, although the student may still be required to complete the Sage M.B.A. prerequisite sequence if he or she does not have the appropriate preparation.

Applicants must score well on the Law School Admission Test (LSAT) and have a bachelor's degree. Completed application forms must be filed with Albany Law School before March 15 for the fall semester. It is preferable that application to the dual program be made by the end of the first year of study at Albany Law School.

The first year of study is exclusively at Albany Law School, during which time the student should prepare a plan with both schools for completion of all requirements. The student may be able to complete all requirements in less than four years, if summers are fully utilized. Decisions regarding the various scheduling options must be made in collaboration with the student’s academic advisors.

Albany Law School requires 87 credit hours for graduation. The student must satisfy the New York Court of Appeals mandated residence requirement of six semesters of full-time study, with a majority of credits in day courses. However, in the joint degree program students can satisfy the residency requirement by taking five semesters of residence in the Law School, and the remaining semester full time at Sage. Since 12 Sage credits can be utilized for the J.D. degree, the student must complete 75 credits at Albany Law School.

Full tuition will be paid at the school in which the joint degree student is registered each semester. Any additional fees required by each school must be paid. In any semester in which the student is registered in both schools, each school will bill tuition according to the courses being taken.

Registration procedures will be managed by the registrar in each school so as to accommodate the needs of the joint degree student for that semester.

Students are not eligible to take the New York State Bar Examination until the J.D. degree is awarded.

NOTE: Both Sage Graduate School and Albany Law School reserve the right to alter, amend or change both their individual and/or joint programs. Students should confirm all information.

Master of Science in Childhood Education

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (http://www.ncate.org).

Conceptual Framework

The mission of the School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, value diversity, and are reflective and knowledgeable about best practices. Therefore, we ask Sage students to consider two essential questions throughout their studies and field experiences: "Who am I in the lives of those with whom I work?" "Who am I in the life of my educational community?" **We expect all Sage candidates to demonstrate leadership and create optimal educational outcomes for all learners.**

The motto of Russell Sage College, "*To Be, To Know, To Do*," informs the educational purpose of The Sage Colleges, where the common effort is to translate learning into action and application, within a framework that recognizes the obligation of educated persons to lead and serve their communities. In the School of Education, this motto is extended to form the basis for our programs. We expect Sage candidates:

I. To be well-grounded in knowledge about schools/communities, learners and learning, Sage candidates will:

understand self in relation to learners, their families, and the local and global community - particularly in terms of power, privilege and knowledge with regard to culture, class, language, ability and gender;

use interpersonal skills and demonstrate collaborative attitudes which result in successful partnerships with colleagues, families and other community members;

improve society by promoting, modeling, and using democratic practices in their settings;

demonstrate a commitment to substantive self-reflection (including quantifiable and qualitative sources of information), on-going learning and professional development;

II. To know curricular content and models of instruction, Sage candidates will:

demonstrate an ability to respond to the strengths and needs of all learners, using assessment data to inform instructional decisions;

use knowledge in their designated fields to inspire learners to grow and to meet high standards;

employ/promote pedagogical/counseling/leadership practices that engage learners in active ways;

demonstrate knowledge in their content areas ensuring maximum achievement for all learners;

III. To do what is necessary to ensure the success of all learners--and to collaborate with families/community members in respectful, culturally responsive ways, Sage candidates will:

engage in reflective practices;

demonstrate a positive, respectful view of learners, their families, communities, and colleagues;

listen deeply to the experiences and perspectives of all those within the community to ensure a healthy and safe learning environment;

model ethical behavior and active citizenship;

promote the success of all learners through advocacy and action, and support the development of leadership throughout the community;

build trust and garner support for a vision of inclusive schools that value diversity.

National Accreditation Advantage

Sage's School of Education first received accreditation from the National Council for the Accreditation of Teacher Education (NCATE) in October 2001. NCATE accreditation means that graduates are recognized as having completed an Education program that meets the highest standards in the field. Sage graduates should note the NCATE accreditation on their resumes and be prepared to talk about its significance.

- Sage is one of only 45 colleges and universities in New York State to receive prestigious NCATE accreditation. Across the nation, relatively few private colleges can claim this level of excellence in teach education programs.
- The NCATE accreditation process helped articulate what qualities a Sage educator, counselor, or leader possesses: belief in full inclusion, valuing diversity, reflection, and knowledge about best practices. NCATE accreditation is a mark of assurance that teachers, counselors, and leaders educated at Sage are competent, caring, and highly qualified.
- NCATE accreditation means that Sage graduates are better prepared to help their students reach high standards.
- Graduates of NCATE accredited programs can more easily receive certification and teaching jobs in other states; NCATE is recognized throughout the nation.

M.S. in Childhood Education

Sage's graduate program in Childhood Education (grades 1- 6) is shaped by the conviction that theory and practice are closely interwoven. The program is designed to have a direct and positive impact on the performance of professional educators and master teachers, responding to the need for highly skilled professionals in the elementary schools, a need which will be increasingly evident in the years to come. The program combines advanced study and research with the opportunity to develop, refine, and evaluate leadership and teaching skills.

All matriculated students complete a signed program of study. Any change in stated coursework must receive written approval of the assigned faculty advisor.

Admission Requirements

See the Sage Graduate School Admission section for general requirements. Applicants for admission to the Childhood Education programs must meet the general admission requirements and must have or must complete as a part of their program, the equivalent of a bachelors' degree in a liberal arts or science area. In addition, applicants to the Childhood Education program must complete an:

- Interview with an appropriate advisor after all materials have been submitted
- Assessment of writing skills

This program is designed for candidates who hold a bachelor's degree with substantial preparation in liberal arts, but who have little or no background in professional education. The undergraduate preparation in liberal arts should represent the minimum requirements for undergraduate students in childhood education at Sage; deficiencies may be satisfied by coursework over and above the requirements of the approved program.

Program Summary

Prerequisites		**Credits**
EDU 576	Emergent Language and Literacy	3
EDU 576F	Emergent Language and Literacy Fieldwork	0
EDU 201	Education and Society	3
EDU 201F	Education and Society Fieldwork	0
EDU 206	Educational Psychology	3
EDU 206F	Educational Psychology Fieldwork	0
Developmental Psychology, Human Development, Lifespan Development or Child Psychology		3
Total Prerequisites:		**12**
Phase I		
EDU 502	Critical Thinking: Research into Practice	3
EDU 503	Teaching All Learners	3
EDU 588	Building Classrooms as Learning Communities	3
Phase II		
EDU 522	Teaching Math, Science and Technology	3
EDU 522F	Teaching Math, Science and Technology Fieldwork	0
EDU 523	Teaching the Humanities	3
EDU 572	Assessment Approaches	3
EDU 579	Social Justice through Reading Children's Literature	3
EDU 594	Teacher as Researcher	3
Non Credit Requirements		
*NCR 315	HIV/AIDS Workshop *(*pending course approval Sp09)*	0
NCR 316	Physical Education Standards Workshop	0
NCR 317	Health Education Standards Workshop	0
	Reporting and Identifying Child Abuse and Maltreatment *(see NYSED.gov website)*	0
	School Violence Prevention Workshop*(see NYSED.gov website)*	0
Phase III		
	Application for Student Teaching (Note: All coursework, including NCR workshops, must be complete before student teaching**.)** Deadline: Application is due in the School of Education office the first day of class the semester prior to student teaching.	
EDU 649	Student Teaching, grades 1- 3	3
EDU 650	Student Teaching, grades 4 - 6	3
EDU 650S	Student Teaching Seminar	0
EDU 650P	Portfolio	0
Total Credits:		**30**

Applicants for New York State certification must be fingerprinted and undergo a criminal history review, per New York State Law.

Candidates for NYS teaching certificates must pass the New York State Teacher Certification examinations, including the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills - Written, (ATS-W), at the appropriate level, and the Content Specialty Test(s) (CST) in each certificate area.

United States citizenship or Declaration of Intent to become a U.S. citizen is a requirement for certification in New York State.

Electronic Portfolio
The School of Education requires all students to subscribe to LiveText, an electronic portfolio system.

Field Experience Stipend Program
The Field Experience Stipend Program is a collaborative program between The Sage Colleges and local public schools. This collaboration allows Sage to provide graduate students with coursework concurrent with opportunities to build competencies in implementing teaching approaches with children and young adults. The program is a 10 month (September-June) full-time placement in an elementary school setting. Local school districts provide a stipend to interns for the public school year. Placements are open to Sage graduate students who are matriculated in Special Education, Literacy, M.A.T. and Childhood Ed. programs, and are taking at least one course per semester. For more detailed information, contact Dr. Linda Davern at (518)244-2277.

School of Education Attendance Policy
While individual instructors may approach attendance and participation in varied ways in their grading policies, students in the School of Education should be aware that missing 1/4 or more of class sessions MAY result inAUTOMATIC class failure. Class content and participation are vital to meeting the objectives of School of Education courses.

Master of Science in Childhood/Literacy Education

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (http://www.ncate.org/).

Conceptual Framework

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I. To be well-grounded in knowledge about schools/communities, learners and learning, Sage candidates will:

understand self in relation to learners, their families, and the local and global community - particularly in terms of power, privilege and knowledge with regard to culture, class, language, ability and gender;

use interpersonal skills and demonstrate collaborative attitudes which result in successful partnerships with colleagues, families and other community members;

improve society by promoting, modeling, and using democratic practices in their settings;

demonstrate a commitment to substantive self-reflection (including quantifiable and qualitative sources of information), on-going learning and professional development;

II. To know curricular content and models of instruction, Sage candidates will:

demonstrate an ability to respond to the strengths and needs of all learners, using assessment data to inform instructional decisions;

use knowledge in their designated fields to inspire learners to grow and to meet high standards;

employ/promote pedagogical/counseling/leadership practices that engage learners in active ways;

demonstrate knowledge in their content areas ensuring maximum achievement for all learners;

III. To do what is necessary to ensure the success of all learners--and to collaborate with families/community members in respectful, culturally responsive ways, Sage candidates will:

engage in reflective practices;

demonstrate a positive, respectful view of learners, their families, communities, and colleagues;

listen deeply to the experiences and perspectives of all those within the community to ensure a healthy and safe learning environment;

model ethical behavior and active citizenship;

promote the success of all learners through advocacy and action and support the development of leadership throughout the community;

build trust and garner support for a vision of inclusive schools that value diversity.

National Accreditation Advantage

Sage's School of Education first received accreditation from the National Council for the Accreditation of Teacher Education (NCATE) in October 2001. NCATE accreditation means that graduates are recognized as having completed an Education program that meets the highest standards in the field. Sage graduates should note the NCATE accreditation on their resumes and be prepared to talk about its significance.

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- NCATE accreditation means that Sage graduates are better prepared to help their students reach high standards.
- Graduates of NCATE accredited programs can more easily receive certification and teaching jobs in other states; NCATE is recognized throughout the nation.

M.S. in Childhood/Literacy Education

The Master of Science (M.S.) in Childhood/Literacy Education is a dual program designed for teachers who do not have a background in education and wish to become certified in both Childhood Education and Literacy Education. The program leads to two certificates, a benefit when seeking an elementary school position. Students gain experience in educating children in grades 1 - 6. Student teaching is offered in two placements, one in the early elementary grades and the other in the upper elementary grades, and students complete a clinical sequence in literacy as well.

All matriculated students complete a signed program schedule. Any change in stated coursework must receive written approval of the assigned faculty advisor.

Admission Requirements

Applicants for admission to the Childhood/Literacy Education program must meet the general admission requirements for Sage Graduate School and must have or must complete as a part of their program, the equivalent of a bachelors' degree in a liberal arts or science area. In addition, applicants to the Childhood/Literacy Education program must complete an:

- Interview with an appropriate advisor after all materials have been submitted
- Assessment of writing skills

This program is designed for candidates who hold a bachelor's degree with substantial preparation in liberal arts, but who have little or no background in professional education. The undergraduate preparation in liberal arts should represent the minimum requirements for undergraduate students in childhood education at Sage; deficiencies may be satisfied by coursework over and above the requirements of the approved program.

Program Summary

Prerequisite Courses (must be taken prior to program)		**Credits**
EDU 201	Education & Society	3
EDU 201F	Education & Society Fieldwork	0
EDU 206	Educational Psychology	3
EDU 206F	Educational Psychology Fieldwork	0
EDU 520	Foundations of Literacy	3
EDU 520F	Foundations of Literacy Fieldwork	0
	Developmental Psychology, Human Development, Lifespan Development or Child Psychology	3

Pedagogical Core

Phase I

EDU 502	Critical Thinking: Research into Practice	3
EDU 503	Teaching All Learners	3
EDU 574	Reading and Writing in the Content Area	3
EDU 588	Building Classrooms as Learning Communities	3

Phase II

EDU 522	Teaching Math, Science and Technology	3
EDU 522F	Teaching Math, Science and Technology Fieldwork	0
EDU 523	Teaching in the Humanities: Literacy, Social Studies, the Arts	3
EDU 572	Assessment Approaches	3
EDU 576	Emergent Language and Literacy	3
EDU 579	Social Justice Through Children's Literacy (to be taken with EDU 523)	3
RWL 502	Integrating Literacy Theory & Practice	3
RWL 594	Teacher as Researcher	3

Non-Credit Requirements

*NCR 315	HIV/AIDS Workshop *(*pending course approval Sp09)*	0
NCR 316	Physical Education Standards Workshop	0
NCR 317	Health Education Standards Workshop	0
	School Violence Prevention Workshop	0
	Reporting and Identifying Child Abuse and Maltreatment	0

Phase III

Application for Student Teaching (Note: All EDU coursework, including NCR workshops, must be complete before student teaching)

Deadline: Application is due in the School of Education office the first week of class the semester prior to student teaching.

EDU 649	Student Teaching (grades 1-3)	3
EDU 650	Student Teaching (grades 4-6)	3
EDU 650S	Student Teaching Seminar	0
EDU 650P	Student Teaching Portfolio	0
RWL 602	Diagnosis of Reading & Writing Difficulties	4
RWL 604	Teaching Struggling Readers and Writers	4
RWL 606	Practicum: Diagnosis and Remediation of Reading/Writing Difficulties	4
Total Credits		**51**

Applicants for New York State certification must be fingerprinted and undergo a criminal history review, per New York State Law.

Candidates for NYS teaching certificates must pass the New York State Teacher Certification examinations, including the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills - Written, (ATS-W), at the appropriate level, and the Content Specialty Test(s) (CST) in each certificate area.

United States citizenship or Declaration of Intent to become a U.S. citizen is a requirement for certification in New York State.

Electronic Portfolio

The School of Education requires all students to subscribe to LiveText, an electronic portfolio system.

Field Experience Stipend Program

The Field Experience Stipend Program is a collaborative program between The Sage Colleges and the local public schools. This collaboration allows Sage to provide graduate students with coursework concurrent with opportunities to build competencies in implementing teaching approaches with children and young adults. This program is a 10 month (September-June) full-time placement in an elementary school setting. Local school districts provide a stipend to interns for the public school year. Placements are open to Sage graduate students who are matriculated in Special Education, Literacy, and Childhood Education programs, and are taking at least one course per semester of the Field Experience Program. For more detailed information, contact the field experience coordinator in the School of Education at daverl@sage.edu or (518) 244-2277.

School of Education Attendance Policy

While individual instructors may approach attendance and participation in varied ways in their grading policies, students in the School of Education should be aware that missing 1/4 or more of class sessions MAY result inAUTOMATIC class failure. Class content and participation are vital to meeting the objectives of School of Education courses.

Master of Science in Childhood/Special Education

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (http://www.ncate.org/).

Conceptual Framework

The mission of the School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, value diversity, and are reflective and knowledgeable about best practices. Therefore, we ask Sage students to consider two essential questions throughout their studies and field experiences: "Who am I in the lives of those with whom I work?" "Who am I in the life of my educational community?" **We expect all Sage candidates to demonstrate leadership and create optimal educational outcomes for all learners.**

The motto of Russell Sage College, "*To Be, To Know, To Do*," informs the educational purpose of The Sage Colleges, where the common effort is to translate learning into action and application, within a framework that recognizes the obligation of educated persons to lead and serve their communities. In the School of Education, this motto is extended to form the basis for our programs. We expect Sage candidates:

I. To be well-grounded in knowledge about schools/communities, learners and learning, Sage candidates will:

understand self in relation to learners, their families, and the local and global community - particularly in terms of power, privilege and knowledge with regard to culture, class, language, ability and gender;

use interpersonal skills and demonstrate collaborative attitudes which result in successful partnerships with colleagues, families and other community members;

improve society by promoting, modeling, and using democratic practices in their settings;

demonstrate a commitment to substantive self-reflection (including quantifiable and qualitative sources of information), on-going learning and professional development;

II. To know curricular content and models of instruction, Sage candidates will:

demonstrate an ability to respond to the strengths and needs of all learners, using assessment data to inform instructional decisions;

use knowledge in their designated fields to inspire learners to grow and to meet high standards;

employ/promote pedagogical/counseling/leadership practices that engage learners in active ways;

demonstrate knowledge in their content areas ensuring maximum achievement for all learners;

III. To do what is necessary to ensure the success of all learners--and to collaborate with families/community members in respectful, culturally responsive ways, Sage candidates will:

engage in reflective practices;

demonstrate a positive, respectful view of learners, their families, communities, and colleagues;

listen deeply to the experiences and perspectives of all those within the community to ensure a healthy and safe learning environment;

model ethical behavior and active citizenship;

promote the success of all learners through advocacy and action and support the development of leadership throughout the community;

build trust and garner support for a vision of inclusive schools that value diversity.

National Accreditation Advantage

Sage's School of Education first received accreditation from the National Council for the Accreditation of Teacher Education (NCATE) in October 2001. NCATE accreditation means that graduates are recognized as having completed an Education program that meets the highest standards in the field. Sage graduates should note the NCATE accreditation on their resumes and be prepared to talk about its significance.

- Sage is one of only 45 colleges and universities in New York State to receive prestigious NCATE accreditation. Across the nation, relatively few private colleges can claim this level of excellence in teacher education programs.
- The NCATE accreditation process helped articulate what qualities a Sage educator, counselor, or leader possesses: belief in full inclusion, valuing diversity, reflection, and knowledge about best practices. NCATE accreditation is a mark of assurance that teachers, counselors, and leaders educated at Sage are competent, caring, and highly qualified.
- NCATE accreditation means that Sage graduates are better prepared to help their students reach high standards.
- Graduates of NCATE accredited programs can more easily receive certification and teaching jobs in other states; NCATE is recognized throughout the nation.

M.S. in Childhood/Special Education

Sage's dual program provides prospective educators with certification in both Childhood Education and in Special Education, enhancing candidates' employability when seeking positions in elementary schools.

All matriculated students complete a signed program schedule. Any change in stated coursework must receive written approval of the assigned faculty advisor.

Admission Requirements

Applicants for admission to the Childhood/Special Education program must meet the general admission requirements to Sage Graduate School and must have or must complete as a part of their program, the equivalent of a bachelors' degree in a liberal arts or sciences area. In addition, applicants to the Childhood/Special Education program must complete an:

- Interview with an appropriate advisor after all materials have been submitted
- Assessment of writing skills

This program is designed for candidates who hold a bachelor's degree with substantial preparation in liberal arts, but who have little or no background in professional education. The undergraduate preparation in liberal arts should represent the minimum requirements for undergraduate students in childhood education at Sage; deficiencies may be satisfied by coursework over and above the requirements of the approved program.

Program Summary

Prerequisite Courses (must be taken prior to program)		**Credits**
EDU 201	Education and Society	3
EDU 201F	Education and Society Fieldwork	0
EDU 206	Educational Psychology	3
EDU 206F	Educational Psychology Fieldwork	0
EDU 520	Foundations of Literacy	3
EDU 520F	Foundation of Literacy Fieldwork	0
	Developmental Psychology, Human Development, Lifespan Development or Child Psychology	3
Pedagogical Core		
Phase I		
SED 502	Critical Thinking: Research into Practice	3
SED 503	Teaching All Learners	3
EDU 588	Building Classrooms as Learning Communities	3
Phase II		
EDU 522	Teaching Math, Science and Technology	3
EDU 522F	Teaching Math, Science and Technology Fieldwork	0
EDU 523	Teaching in the Humanities: Literacy, Social Studies, the Arts	3
EDU 572	Assessment Approaches	3
EDU 574	Reading & Writing in the Content Area	3
SED 554	Assessment Strategies for Students with Disabilities	3
SED 555	Positive Approaches for Behavior Issues	3
SED 533	Strategies for Mathematics: Students w/Disabilities	2
SED 567	Legal & Historical Foundations of Special Education	2
SED 531	Individual Program Design 1	3
SED 531F	Individual Program Design 1 Fieldwork	0
SED 532	Individual Program Design 2	3
SED 582	Strategies for Literacy Development: Students w/Disabilities	3
SED 582F	Strategies for Literacy Dev: Stdts w/Disabilities Fieldwork	0
EDU 594	Teacher as Researcher	3
Non-Credit Requirements		
*NCR 315	HIV/AIDS Workshop *(*pending course approval Sp09)*	0
NCR 316	Physical Education Standards Workshop	0
NCR 317	Health Education Standards Workshop	0
	School Violence Prevention Workshop	0
	Reporting and Identifying Child Abuse and Maltreatment	0
Phase III	**Application for Student Teaching** (Note: All EDU coursework, including NCR workshops, must be complete before student teaching) Deadline: Application is due in the School of Education office the first day of class the semester prior to student teaching.	
EDU/SED 670	Student Teaching in Childhood/Special Education	4.5
EDU/SED 671	Student Teaching in Childhood/Special Education	4.5
EDU/SED 670S	Student Teaching Seminar	0
EDU/SED 670P	Student Teaching Portfolio	0
Total Credits		**52**

Applicants for New York State certification must be fingerprinted and undergo a criminal history review, per New York State Law.

Candidates for NYS teaching certificates must pass the New York State Teacher Certification examinations, including the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills - Written, (ATS-W), at the appropriate level, and the Content Specialty Test(s) (CST) in each certificate area.

United States citizenship or Declaration of Intent to become a U.S. citizen is a requirement for certification in New York State.

Electronic Portfolio

The School of Education requires all students to subscribe to LiveText, an electronic portfolio system.

Field Experience Stipend Program

The Field Experience Stipend Program is a collaborative program between The Sage Colleges and the local public schools. This collaboration allows Sage to provide graduate students with coursework concurrent with opportunities to build competencies in implementing teaching approaches with children and young adults. The program is a 10-month (September-June) full-time placement in an elementary school setting. Local school districts provide a stipend to interns for the public school year. Placements are open to Sage graduate students who are matriculated in Special Education, Literacy, and Childhood Education programs, and are taking at least one course per semester of the Field Experience Program. For more detailed information, please contact the field experience coordinator in the School of Education at daverl@sage.edu or (518) 244-2277.

School of Education Attendance Policy

While individual instructors may approach attendance and participation in varied ways in their grading policies, students in the School of Education should be aware that missing 1/4 or more of class sessions MAY result inAUTOMATIC class failure. Class content and participation are vital to meeting the objectives of School of

Education courses.

Master of Science in Community Health Education

Conceptual Framework

The mission of the School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, value diversity, and are reflective and knowledgeable about best practices. Therefore, we ask Sage students to consider two essential questions throughout their studies and field experiences: "Who am I in the lives of those with whom I work?" "Who am I in the life of my educational community?" We expect all Sage candidates to demonstrate leadership and create optimal educational outcomes for all learners.

The motto of Russell Sage college, "*To Be, To Know, To Do*," informs the educational purpose of The Sage Colleges, where the common effort is to translate learning into action and application, within a framework that recognizes the obligation of educated persons to lead and serve their communities. In the School of Education, this motto is extended to form the basis for our programs. We except Sage candidates:

I. To be well-grounded in knowledge about schools/communities, learners and learning, Sage candidates will:

understand self in relation to learners, their families, and the local and global community - particularly in terms of power, privilege and knowledge with regard to culture, class, language, ability and gender;

use interpersonal skills and demonstrate collaborative attitides which result in successful partnerships with colleagues, families and other community members;

improve society bypromoting/ modeling and using democratic practices in their settings;

demonstrate a commitment to substantive self reflection (including quantifiable and qualitative sources of information), on-going learning and professional development;

II. To know curricular content and models of instruction, Sage candidates will:

demonstrate an ability to respond to the strengths and needs of all learners, using assessment data to inform instructional decisions;

use knowledge in their designated fields to inspire learners to grow and to meet high standards;

employ/promote pedagogical/counseling/leadership practices that engage learners in active ways;

demonstrate knowledge in their content areas ensuring maximum achievement for all learners;

III. To do what is necessary to ensure the success of all learners--and to collaborate with families/community members in respectful, culturally responsive ways, Sage candidates will:

engage in reflective practices;

demonstrate a positive, respectful view of learners, their families, communities, and colleagues;

listen deeply to the experiences and perspectives of all those within the community to ensure a healthy and safe learning environment;

model ethical behavior and active citizenship;

promote the success of all learners through advocacy and action and support the development of leadership throughout the community.

build trust and garner support for a vision of inclusive schools that value diversity.

M.S. in Community Health Education

The Master of Science (M.S.) program in Community Health Education is designed to prepare students to work as health educators in community settings. Students are employed in not-for-profit organizations (e.g., YMCA, American Diabetes Association, Planned Parenthood), state and local health agencies and organizations, and hospitals. The Community Health Education program allows health educators and physical educators to complete the master's degree necessary for permanent or professional certification, and offers those already working in related areas such as dietetics or nursing an opportunity to share their expertise in the community setting.

The Community Health Education program is designed to address the increased interest in wellness in the workplace and community. There is rising demand for educators to work in agencies and organizations that promote health and fitness, including corporate fitness programs, managed care organizations, and hospital and community-based health care settings. For many teachers who must complete a master’s degree for certification, especially physical educators, the Community Health Education program provides a master’s degree that does not require a semester of student teaching. Instead, Community Health Education students complete a practicum in a community health setting. The practicum is arranged during evening hours, on weekends, or in the summer, allowing full-time teachers to meet certification requirements without leaving their teaching position.

All matriculated students complete a signed program schedule. Any change in stated coursework must receive written approval of the assigned faculty advisor.

Admission Requirements

In addition to the general admission requirements for Sage Graduate School, students must complete:

- the following prerequisite courses and/or experiences:
  - Anatomy and Physiology (grade C or better), and Human Development (grade C or better) **OR**
  - Developmental Psychology
- an assessment of written expression and critical analysis skills.

Program Summary		**Credits**
Content Core		
NSG 567	Epidemiology and Health Research	3
HED 558	Foundations of Health Education	3
HED 564	Health Education Methods	3
PSY 551	Community Psychology: Framework for Interventions	3
PSY 558	Community-Based Prevention and Social Change	3

NCR 070	Reporting & Identifying Child Abuse and Maltreatment	0
Red Cross Certification (First Aid and CPR)		
		15

Wellness Content Courses		
HED 541	Nutrition and Physical Fitness	3
HED 542	Chemical Dependency Education and Prevention	3
HED 543	Human Sexuality	3
PSY 562	Community Mental Health	3
		12

Culminating Experiences		
HED 640	Issues in Community Health: Planning, Budgeting, and Program Evaluation	3
HED 652	Community Health Education Practicum and Portfolio	3
		6

Total Credits	**33**

Electronic Portfolio

The School of Education requires all students to subscribe to LiveText, an electronic portfolio system.

Master of Arts in Community Psychology

Conceptual Framework:
The graduate programs in psychology at The Sage Colleges prepare students for work as mental health counselors and community psychologists. The programs have been designed for students who have made a commitment to advance social justice, to promote the well-being of individuals, families and groups with varying cultural traditions, and to develop change strategies to address social issues in diverse communities through the application of psychological principles, research and methods.

The 39-42 credit Master of Arts in Community Psychology focuses on the systems, practices and tools needed to effectively address mental health and community welfare issues.The goals of the program are to :

- Reorient the student's thinking from individually-focused to more community-focused and systems-oriented models. Train the student in a variety of prevention and intervention strategies to facilitate alteration of behavior in community settings. Train the student to evaluate the progress of social service, educational, and other helping programs
- Provide the student with evaluation, assessment, and consultation skills.

Students may pursue a General Track or focus their studies by selecting tracks in either Children's Services or Community Health Education. A Certificate program in Gerontology is available to Community Psychology students through the Sage Department of Nursing. Course schedules are flexible and include evening and weekend options to meet the needs of working students.**Note:** Admission to the New York State psychologist licensure examination requires a Ph.D. in psychology. This degree does not meet the educational requirements for licensure as a mental health counselor in New York State.

Program Design

The program consists of a community psychology core, required for all students, combined with one track selected from three available: general track, child care/children's services track, or community health education track. The admission and completion requirements may vary depending upon the track selected.

Admission Requirements

Applicants for admission to the community psychology program must meet the general admission requirements:

1. For all tracks:
    1. Official transcripts of ALL previous undergraduate/graduate study. Two letters of professional reference (at least one of which should be from an academic source). Undergraduate courses in statistics, history and systems of psychology (not required for undergraduate psychology majors), and at least three other courses in behavioral sciences. Satisfactory "Personal Prospectus" statement regarding rationale for interest in the program.
    2. Current Resume
2. In addition, for specific tracks:
    1. For child care and children's services track: one year of experience in a child care agency and 24 undergraduate credits in psychology including statistics, and history and systems of psychology.
    2. For general track and community health education track, there are no additional admission requirements.

Applicants who meet all admission requirements will be admitted as regular graduate students. Those who do not fully meet the requirements may be admitted on a provisional basis if they show high promise for success in the program.

Degree Requirements

1. Completion of all required and elective courses. Completion of externship in community settings.
2. Completion of a thesis (3 -6 credit hours) or research seminar (3 credit hours).

Community Psychology Program Summary

I. Core Requirements for all tracks**:** (All courses are three (3) credits.)	**Credit Hours**	
Community Psychology Sequence	**9**	
PSY 551 Community Psychology: Frameworks for Intervention		
PSY 558 Community-Based Prevention and Intervention		
PSY 562 Community Mental Health		
Research Methods Sequence	**6**	
PSY 563 Behavior Research Methods		
PSY 581 Program Evaluation		
Capstone Requirements:		
PSY 566 Externship	**3**	
PSY 589 Thesis *OR* PSY 590 Research Seminar	**3**	
Total Core Requirement Credits:		**21**

II. Track Requirements: Select one of the following tracks:	Credit Hours
A. CHILDREN'S SERVICES TRACK **Children's Services Sequence**	**12**
PSY 570 Developmental Psychology	
PSY 571 Counseling	
PSY 585 Risk and Resilence in Development	
PSY 587 Family Counseling: A Systems Perspective	
Public Administration Select three courses:	**9**
PAD 554 Foundations and Administration of Human Services Policy	

PAD 558 Government, Non-Profit ... Budgeting and Finance		
PAD 555 Administrative Organization and Behavior		
PAD 570 Human Services Delivery Systems		
Total Children Services track credit hours:		**21**
Total Community Psychology degree credit hours:		**42**
B. COMMUNITY HEALTH EDUCATION TRACK		
Community Health Education Sequence	**15**	
HED 558 Foundations of Health Education		
HED 508 Personal Behavior Choice		
HED 570 Stress Management		
HED 541 Nutrition & Physical Fitness		
PSY 567 Group Counseling Dynamics		
Select *one* of the following:		
PSY 570 Developmental Psychology		
PSY 585 Risk and Resilience in Development	**3**	
PSY 592 Alcoholism/Drug Addiction: Vulnerabilities, Dynamics and Problems		
GNT 501 Perspectives on Aging		
Total Community Health Education track credit hours:	**18**	
Total Community Psychology degree credit hours:		**39**
C. GENERAL TRACK		
General Psychology Requirements	**6**	
PSY 570 Developmental Psychology		
PSY 575 Abnormal Psychology		
General Psychology Electives	**12**	
Select four courses:		
PSY 567 Group Counseling Dynamics		
PSY 571 Counseling		
PSY 572 Assessment in Counseling		
PSY 585 Risk and Resilience in Development		
PSY 592 Alcoholism/Drug Addiction: Vulnerabilities, Dynamics and Problems		
GNT 501 Perspectives on Aging		
Selected courses in public administration may be taken by advisement only.		
Total General track credit hours:	**18**	
Total Community Psychology degree credit hours:		**39**

Master of Arts in Counseling and Community Psychology

Conceptual Framework:
The graduate programs in psychology at The Sage Colleges prepare students for work as mental health counselors and community psychologists. The programs have been designed forÂ students who have made a commitment to advance social justice, to promote the well-being of individuals, families and groups with varying cultural traditions, and to develop change strategies to address social issues in diverse communities through the application of psychological principles, research and methods.

The 60-credit program in Counseling and Community Psychology addresses expected competencies for mental health counselors working with individuals, groups and/or families. The program has been registered with New York State Education Department as meeting the educational qualifications leading to licensure as a Mental Health Counselor in New York State. Students learn how to provide evaluation, assessment, treatment and consultation services in community agencies serving adults, children and families.

Students enrolled in the Counseling and Community Psychology Masters Program may also elect to pursue a Certificate in Forensic Mental Health, or a Certificate in Gerontology (contact the Nursing Department for further information on this certificate).

Admission Requirements

In addition to the general admission requirements for Sage Graduate School, applicants must:

- have a minimum undergraduate GPA 3.0 for regular admission to the program.
- have completed undergraduate courses in Social Science Statistics and History & Systems of Psychology (not required for undergraduate psychology majors)
- have taken at least three undergraduate courses in Behavioral Sciences (for non-psychology majors)
- schedule an interview with the Graduate Program Director, following submission of all application materials.

Degree Requirements

1. Completion of all required and elective courses (60 credit hours).
2. Completion of an externship and two internships in community settings (3 credit hours each). All placements are after the completion of 45 credit hours.
3. Completion of a thesis (3 credit hours) or research seminar (3 credit hours).

Program Summary	**Credit Hours**
All courses are three (3) credits	
Total degree credit hours:	**60**

I. Core Counseling Requirements

PSY 571	Counseling
PSY 567	Group Counseling Dynamics
PSY 575	Abnormal Psychology
PSY 587	Family Counseling
PSY 588	Counseling Skills

II. Core Community Psychology Requirements

PSY 551	Community Psychology: Frameworks for Intervention
PSY 558	Community-Based Prevention and Intervention
PSY 562	Community Mental Health
PSY 570	Developmental Psychology

III. Research Methods Sequence

PSY 563	Behavior Research Methods
PSY 572	Assessment in Counseling
PSY 581	Program Evaluation

IV (a) STUDENTS IN CERTIFICATE IN FORENSIC PSYCHOLOGY MUST COMPLETE THE FOLLOWING:

PSY 505	Introduction to Forensic Mental Health
PSY 515	Evaluation and Treatment of Adult Offenders
PSY 520	Evaluation and Treatment of Court-involved Youth
Law*	Family Law OR
Law*	Law and Psychiatry

* by advisement

IV (b). Select four of the following electives with advisement (students NOT in forensic certificate) :

PSY 505	Introduction to Forensic Mental Health
PSY 547	Bereavement and Loss Counseling
PSY 548	Counseling and Child Psychopathology
PSY 549	Introduction to Play Therapy
PSY 585	Risk and Resilience in Development
PSY 592	Alcoholism/Drug Addiction: Vulnerabilities, Dynamics, and Problems
PSY 599	Selected Topics in Psychology (e.g., Couples Counseling; Sex Therapy, etc.)
PSY 612-13	Advanced Play Therapy
GNT 501	Perspectives on Aging
GNT 522	Palliative Care and Chronic Illness

HED 570	Stress Management Techniques

V. Community Placements

PSY 566	Externship
PSY 610	Internship in Counseling I
PSY 611	Internship in Counseling II

VI. Capstone Final Project (select one)

PSY 589	Thesis ***OR***
PSY 590	Research Seminar

In addition to the above course requirements, student are expected to:

- achieve a grade of B or better in all Core Counseling Requirements.
- demonstrate effective professional behavior, including effective interpersonal skills, sound judgment and ethical behavior.
- complete workshop on Identifying and Reporting Child Abuse Maltreatment, or the equivalent (offered through The Sage Education Department as NCR 070).

Doctor of Education (Ed.D.) in Educational Leadership

“Research shows that the leadership skills needed today are different from in the past, and preparation programs must adapt in order to better train people for leadership positions.” (*Growing Tomorrow’s Leaders Today: Preparing Effective School Leaders in New York State*, a publication of the New York State Board of Regents and the New York State Education Department).

The Doctor of Education program is designed to develop visionary educational leaders who are reflective and ethical practitioners and who will create learning communities where all children experience a sense of belonging, discover the excitement of learning, and demonstrate achievement individually and collaboratively. This program prepares graduates for roles as school district leaders and for leadership positions in educational coordination and policymaking at local, regional, and statewide levels.

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (http://www.ncate.org/).

Conceptual Framework

The mission of the School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, value diversity, and are reflective and knowledgeable about best practices. Therefore, we ask Sage students to consider two essential questions throughout their studies and field experiences: "Who am I in the lives of those with whom I work?" "Who am I in the life of my educational community?" **We expect all Sage candidates to demonstrate leadership and create optimal educational outcomes for all learners.**

The motto of Russell Sage College, "*To Be, To Know, To Do*," informs the educational purpose of The Sage Colleges, where the common effort is to translate learning into action and application, within a framework that recognizes the obligation of educated persons to lead and serve their communities. In the School of Education, this motto is extended to form the basis for our programs. We expect Sage candidates:

I. To be well-grounded in knowledge about schools/communities, learners and learning, Sage candidates will:

understand self in relation to learners, their families, and the local and global community - particularly in terms of power, privilege and knowledge with regard to culture, class, language, ability and gender;

use interpersonal skills and demonstrate collaborative attitudes which result in successful partnerships with colleagues, families and other community members;

improve society by promoting, modeling, and using democratic practices in their settings;

demonstrate a commitment to substantive self-reflection (including quantifiable and qualitative sources of information), on-going learning and professional development;

II. To know curricular content and models of instruction, Sage candidates will:

demonstrate an ability to respond to the strengths and needs of all learners, using assessment data to inform instructional decisions;

use knowledge in their designated fields to inspire learners to grow and to meet high standards;

employ/promote pedagogical/counseling/leadership practices that engage learners in active ways;

demonstrate knowledge in their content areas ensuring maximum achievement for all learners;

III. To do what is necessary to ensure the success of all learners--and to collaborate with families/community members in respectful, culturally responsive ways, Sage candidates will:

engage in reflective practices;

demonstrate a positive, respectful view of learners, their families, communities, and colleagues;

listen deeply to the experiences and perspectives of all those within the community to ensure a healthy and safe learning environment;

model ethical behavior and active citizenship;

promote the success of all learners through advocacy and action and support the development of leadership throughout the community;

build trust and garner support for a vision of inclusive schools that value diversity.

The program of study for the doctorate in educational leadership will:

- Provide advanced study in leadership and change theory for candidates entering significant leadership roles in school districts or other areas of broad educational influence;
- Lead to the creation of exceptional, inclusive learning communities in the schools and districts served by our graduates;
- Generate a forum for women and men of differing races and ethnicities to convene and challenge themselves as they investigate the effects of race, poverty, gender, and special needs on the achievement of children;
- Produce reflective and active educational leaders who respect the past but are not constrained by it in their thought or action on behalf of learners;
- Become a model of school - university cooperation in leadership development;
- Ignite and disseminate research-based decision-making and problem-solving for school districts in need.

Each candidate will intern throughout the first four semesters, experiencing the annual cycle of school district leadership functions. The internship competency areas relate specifically to the coursework of the semester. Candidates will serve the internship in two carefully selected school districts of varying socioeconomic status, one of which may be the district in which the candidate is currently working.

Area school districts, BOCES and other educational organizations provide research sites and work with program faculty to identify significant problems of practice for each cohort's dissertation, insuring that Ed.D. candidates' work is grounded in the real world. These partnerships provide relevancy for the research, build capacity for the school districts, and generate model university school district relationships. Candidates are expected to demonstrate competence individually and to work collaboratively, as a member of a research team to apply the research findings in the field, to understand the complex nature of the issues and problems that schools face, and to draw upon the richness and breadth of the university curriculum. The resulting research will not only address significant and real problems, concerns or questions, but will contribute to the knowledge base in the area of leadership practice.

Admission Requirements

The Program will be limited to qualified candidates who have completed a master’s degree or degrees, with no fewer than 60 graduate credits of study in education or related areas, and a GPA of no less than 3.5 in graduate coursework. Potential candidates will also present teaching or leadership certification and demonstrate potential for educational leadership based on prior work experience. Other requirements include an application to Sage Graduate School, three letters of professional

reference that address the candidate's potential in relationship to the NYSED nine essential characteristics of effective leaders, an on-demand writing sample to determine readiness and capability for scholarly writing, a current resume and a statement of career goals supporting the choice to enter doctoral study at this time, and participation in a personal admissions interview. See the Sage Graduate School admission requirements for more information.

Candidates for the program will be teachers, counselors, principals, and other mid-level professionals who have exhibited leadership potential through their work in schools, school systems, or other educational policy positions. The program is intended for practitioners and is designed to allow for continued employment throughout the period in which they will complete the program. Careful work with school and community leaders is intended to assist in increasing the numbers of highly qualified candidates from under-represented populations who enroll the doctoral program.

Degree Requirements

Candidates for the Ed.D. will complete 102 credits of graduate study, 42 of which must be completed in the Sage doctoral program. Those credits include core coursework, an experiential component integrated throughout the program, and a culminating research activity. The program is designed to be small; a maximum of 15 part-time candidates will be accepted. They will proceed through the program as a cohort that begins, after initial startup, every other year. The seven semester program design includes summer residencies, weekend format courses, online components, and interaction with state and national experts.

The Ed.D. in Educational Leadership is housed on Sage's Albany campus, with state of the art classrooms and small and large group meeting spaces. Additionally, extensive online resources including Moodle, databases, and journals support the online coursework of the candidates.

The School of Education requires all students to subscribe to LiveText, an electronic portfolio system.

PROGRAM SUMMARY

EDL	#	Course Title	Credits
715		Educational Leadership: An Endeavor of Human Relationships	4
735		School District Leader Internship I	2
720		Leadership of Learning Communities	5
736		School District Leader Internship II	1
725		Accountability and Leadership for School Districts	4
737		School District Leader Internship III	2
730		Law, Policy, Values: The Framework for Decisions, Planning, and Change	4
738		School District Leader Internship IV	1
741		Foundations of Inquiry I	1
742		Foundations of Inquiry II	2
745		Research and Evaluation	4
743		Foundations of Inquiry III	1
750		The System Leader	2
755		Dissertation I: Research and Reflection: Leading Change in Self and Schools	3
756		Dissertation II: Research and Reflection: Leading Change in Self and Schools	5
744		Foundations of Inquiry IV	1
		Total Program Credits	***42***

School of Education Attendance Policy
While individual instructors may approach attendance and participation in varied ways in their grading policies, students in the School of Education should be aware that missing 1/4 or more of class sessions MAY result inAUTOMATIC class failure. Class content and participation are vital to meeting the objectives of School of Education courses.

M.S. Forensic Mental Health

Forensic Mental Health is one of the fastest growing areas of specialization in psychology and criminal justice. As more jurisdictions recognize the expanding demand for programs, services, planning, and supervision of clients who have both mental health needs and criminal justice involvement, educated personnel will be in demand to address these needs. These "boundary spanners" provide professional expertise across the many social systems utized by these clients, including criminal justice, mental health, substance abuse and social services systems. To meet these needs, this 36-credit interdisciplinary graduate program includes coursework offered by both theSage Graduate School and Albany Law School.

If you already have a baccalaureate degree in a field such as psychology, criminal justice or law, you may elect to pursue the 18-credit Certificate in Forensic Mental Health.

For students wishing to practice as mental health counselors in juvenile, forensic or correctional settings, the Certificate in Forensic Mental Health can be included as part of the 60-credit M.A. in Counseling and Community Psychology offered through the Psychology Department.

ADMISSION

In addition to the general admision requirements for the Sage Graduate School, applicants must have:

- a minimum undergraduate GPA of 3.0 for regular admission to the program
- satisfactory completion of undergraduate or graduate coursework in statistics
- satisfactory completion of two (2) courses in social and behavioral sciences
- completion of the FMH application form
- two (2) letters of recommendation, including at least one academic reference

Degree Program Requirements		
SOC 550	Research Methods (online)	2
FMH/PSY 505	Introduction to Forensic Mental Health	3
FMH/PSY 510	Victimology & Victim Services	3
FMH/PSY 515	Evaluation & Treatment of Adult Offenders	3
FMH/PSY 520	Evaluation & Treatment of Court Involved Youth	3
FMH 540	Externship	3
PSY 575-C	Abnormal Psychology	3
LAW/FMH	Introduction to US Law	3
LAW/FMH	Law & Psychiatry	3
LAW/FMH	Criminal Law OR Criminal Procedure (by advisement)	3
LAW/FMH	Family Law	3
LAW/FMH	Guardianship Practive	3
LAW/PSY/FMH	Thesis OR Elective by advisement	3
	Total credits	**36**

In addition to the above program and course requirements, students are expected to:

- achieve a grade of B or better in all courses
- maintain an overall GPA of 3.0 or better
- demonstrate effective professional behavior, including effective interpersonal skills, sound judgment, and ethical behavior

CERTIFICATE IN FORENSIC MENTAL HEALTH

Certificate Requirements		
FMH/PSY 505	Introduction to Forensic Mental Health	3
FMH/PSY 515	Evaluation & Treatment of Adult Offenders	3
FMH/PSY 520	Evaluation & Treatment of Court Involved Youth	3
PSY 575-C	Abnormal Psychology	3
LAW	Family Law OR Law & Psychiatry	3
LAW/FMH	Elective by advisement	3
	Total credits	18

Master of Science in Health Services Administration

The health services industry is now the third largest employer in the nation. According to the U.S. Department of Labor, the professional field of health services administration will be ranked among the top 10 occupations by percentage increase in employment during the 21st century. Both nationally and regionally, there are numerous opportunities for health service administrators in hospitals, nursing homes, hospices, health maintenance organizations, home care agencies, hospital associations, health insurance companies, managed care companies and governmental health planning and regulatory agencies. Sage's Master of Science in Health Services Administration has been designed to prepare health services managers to meet the diverse needs of this rapidly expanding field.

The multidisciplinary design of the program reflects the faculty's conviction that health managers must be prepared for widely varying roles. The program also reflects content recommended by senior managers in the health care field. The program at Sage prepares Health Services Administration students to assume management responsibilities that span a number of departments in an agency, hospital, long-term care facility, clinic, or other health care organization. The program provides an opportunity to gain expertise in more specific responsibilities. Sage M.S. H.S.A. graduates have accepted a variety of roles in health services organizations, some management and some that combine management and clinical practice. The program prepares students for both career paths.

Core courses offer the inservice health administrator - or the student learning to become one - a comprehensive set of managerial and analytical skills, which will improve problem solving, human relations, finance and budgeting, program planning and analysis capabilities. The program also presents the most current content in managed care and health care marketing.

Admission Requirements

Applicants to the program must meet the general admission requirements for Sage Graduate School.

Program Summary		**Credits**
Core Courses		
HSA 553	Health Systems and Health Policy	3
HSA 555	Organization and Administration of Health Facilities and Agencies	3
HSA 557	Legal Aspects of Health Services Administration	3
HSA 558	Budgeting and Finance for Government, Non-Profit and Health Organizations	3
HSA 565	Health Care: Financial and Management Systems	3
HSA 572	Planning, Program Analysis and Evaluation	3
HSA 578	Public and Health Services Administration: Analytic Methods	3
HSA 605	Managed Care	3
MBA 671	Management Information Systems	3
Internship		3
HSA 577	Externship **OR**	
HSA 587	Internship	
Culminating Sequence		
HSA 596	Seminar in Health Services Administration	3
OR	*the following three electives*	
HSA 520	Marketing Health Care	3
MBA 685	Quality Management	3
	and one other elective as approved by the program director.	
Total Credit Hours Required:		**33 or 39**

Master of Science in Literacy Education

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (http://www.ncate.org).

Conceptual Framework

The mission of the School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, value diversity, and are reflective and knowledgeable about best practices. Therefore, we ask Sage students to consider two essential questions throughout their studies and field experiences: "Who am I in the lives of those with whom I work?" "Who am I in the life of my educational community?" **We expect all Sage candidates to demonstrate leadership and create optimal educational outcomes for all learners.**

The motto of Russell Sage College, "*To Be, To Know, To Do*," informs the educational purpose of The Sage Colleges, where the common effort is to translate learning into action and application, within a framework that recognizes the obligation of educated persons to lead and serve their communities. In the School of Education, this motto is extended to form the basis for our programs. We expect Sage candidates:

I. To be well-grounded in knowledge about schools/communities, learners and learning, Sage candidates will:

understand self in relation to learners, their families, and the local and global community - particularly in terms of power, privilege and knowledge with regard to culture, class, language, ability and gender;

use interpersonal skills and demonstrate collaborative attitudes which result in successful partnerships with colleagues, families and other community members;

improve society by promoting, modeling, and using democratic practices in their settings;

demonstrate a commitment to substantive self-reflection (including quantifiable and qualitative sources of information), on-going learning and professional development;

II. To know curricular content and models of instruction, Sage candidates will:

demonstrate an ability to respond to the strengths and needs of all learners, using assessment data to inform instructional decisions;

use knowledge in their designated fields to inspire learners to grow and to meet high standards;

employ/promote pedagogical/counseling/leadership practices that engage learners in active ways;

demonstrate knowledge in their content areas ensuring maximum achievement for all learners;

III. To do what is necessary to ensure the success of all learners--and to collaborate with families/community members in respectful, culturally responsive ways, Sage candidates will:

engage in reflective practices;

demonstrate a positive, respectful view of learners, their families, communities, and colleagues;

listen deeply to the experiences and perspectives of all those within the community to ensure a healthy and safe learning environment;

model ethical behavior and active citizenship;

promote the success of all learners through advocacy and action and support the development of leadership throughout the community;

build trust and garner support for a vision of inclusive schools that value diversity.

National Accreditation Advantage

Sage's School of Education first received accreditation from the National Council for the Accreditation of Teacher Education (NCATE) in October 2001. NCATE accreditation means that graduates are recognized as having completed an Education program that meets the highest standards in the field. Sage graduates should note the NCATE accreditation on their resumes and be prepared to talk about its significance.

- Sage is one of only 45 colleges and universities in New York State to receive prestigious NCATE accreditation. Across the nation, relatively few private colleges can claim this level of excellence in teacher education programs.
- The NCATE accreditation process helped articulate what qualities a Sage educator, counselor, or leader possesses: belief in full inclusion, valuing diversity, reflection, and knowledge about best practices. NCATE accreditation is a mark of assurance that teachers, counselors, and leaders educated at Sage are competent, caring, and highly qualified.
- NCATE accreditation means that Sage graduates are better prepared to help their students reach high standards.
- Graduates of NCATE accredited programs can more easily receive certification and teaching jobs in other states; NCATE is recognized throughout the nation.

M.S. in Literacy Education

Reading, writing, listening, and speaking are communication skills all persons must possess to fully participate in our society. Recent state mandated curriculum guidelines have overwhelmingly endorsed the integration of the language arts and also reaffirmed the critical importance of meaningfulness in learning. Despite these emphases on developing active, strategic readers and writers, difficulties in reading and/or writing all too frequently preclude advancement in academic areas as well as growth in personal areas. Given the increased use of statewide literacy assessments and the societal demands for citizens prepared for a technological world, the need for teachers who understand the reading and writing processes and their applications to learning has never been greater.

Sage's graduate literacy programs prepare master's level teachers for developmental and remedial literacy instruction. It refines teachers' theoretical and practical knowledge about reading and writing, enabling them to provide classroom reading instruction which is appropriate for students reading at, above, or slightly below grade level. Additionally, through extensive coursework and practica, it prepares teachers to become literacy specialists who are highly proficient in the diagnosis and remediation of severe reading and writing difficulties.

Sage's graduate literacy programs foster a close working relationship between students and faculty. This relationship begins when a faculty advisor and student meet to develop a plan of study tailored to the student's personal educational needs. It continues through the entire program of study, culminating in the seminar in which the student pursues an in–depth study in the field of reading and/or writing under the direction and supervision of the faculty advisor.

The Literacy program is designed for:

- Candidates who possess or meet the requirements for New York State provisional or initial certification and who seek professional certification in literacy for grades K–6 and the master's degree.
- Candidates who possess or meet the requirements for New York State provisional or initial certification and who seek professional certification in literacy for

grades 5–12 and the master's degree.

All matriculated students complete a signed program of study. Any change in stated coursework must receive written approval of the assigned faculty advisor.

Admission Requirements

Applicants must meet the general admission requirements for Sage Graduate School. In addition, applicants meet with a faculty advisor after all materials have been submitted.

Literacy (Childhood level) Program Summary

I. Introductory Sequence		**Credits**
RWL 502	Critical Thinking: Research into Practice	3
RWL 574	Reading and Writing in the Content Areas	3
II. Core Sequence		
RWL 601	Advanced Emergent Language and Literacy	3
RWL 579	Social Justice Through Reading Children's Literature	3
III. Clinical Sequence (Childhood Level)		
Students must complete all courses in the introductory sequence before beginning the clinical sequence.		
RWL 602	Diagnosis of Reading & Writing Difficulties	4
RWL 572	Literacy Assessment (co-requisite to RWL 602)	4
RWL 604	Teaching Struggling Readers and Writers	4
RWL 606	Practicum: Diagnosis and Remediation of Reading & Writing Difficulties	4
IV. Culminating Experience		
RWL 594	Teacher as Researcher	3
Total Credits		**31**

Literacy (Adolescence level) Program Summary

I. Introductory Sequence		**Credits**
RWL 502	Critical Thinking: Research into Practice	3
RWL 574	Reading and Writing in the Content Areas	3
II. Core Sequence		
EDU 511*	Literacy for Interdisciplinary Approaches *(course to be removed & replaced pending approval SP09)	3
RWL 512**	Critical Media Literacy	1
RWL 513**	Literacy and Technology K-12	1
RWL 514**	Engaging MS & Secondary School Writers **(pending course approval SP09)	1
EDU 579	Social Justice Through Reading Adolescent and Children's Literacy	3
III. Clinical Sequence		
Students must complete all courses in the introductory sequence before beginning the clinical sequence.		
RWL 613	Literacy Assessment in Middle and Secondary Schools	4
RWL 572	Literacy Assessment (co-requisite to RWL 613)	4
RWL 615	Teaching Middle & Secondary Students with Literacy Difficulties	4
RWL 617	Practicum with Adolescent Readers and Writers	4
IV. Culminating Experience		
RWL 594	Teacher as Researcher	3
Total Credits		**31**

Applicants for New York State certification must be fingerprinted and undergo a criminal history review, per New York State Law.

Candidates for NYS teaching certificates must pass the New York State Teacher Certification examinations, including the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills - Written, (ATS-W), at the appropriate level, and the Content Specialty Test(s) (CST) in each certificate area.

United States citizenship or Declaration of Intent to become a U.S. citizen is a requirement for certification in New York State.

Electronic Portfolio

The School of Education requires all students to subscribe to LiveText, an electronic portfolio system.

Field Experience Stipend Program

The Field Experience Stipend Program is a collaborative program between The Sage Colleges and the local public schools. This collaboration allows Sage to provide graduate students with coursework concurrent with opportunities to build competencies in implementing teaching approaches with children and young adults. The program is a 10 month (September-June) full-time placement in an elementary school setting. Local school districts provide a stipend to interns for the public school year. Placements are open to Sage graduate students who are matriculated in Special Education, Literacy, and Childhood Education programs, and are taking at least one course per semester of the Field Experience Program. For more detailed information, contact the field experience coordinator in the School of Education at (518) 244-2277.

School of Education Attendance Policy

While individual instructors may approach attendance and participation in varied ways in their grading policies, students in the School of Education should be aware that missing 1/4 or more of class sessions MAY result inAUTOMATIC class failure. Class content and participation are vital to meeting the objectives of School of Education courses.

Master of Science in Literacy/Special Education (Childhood)

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (http://www.ncate.org).

Conceptual Framework

The mission of the School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, value diversity, and are reflective and knowledgeable about best practices. Therefore, we ask Sage students to consider two essential questions throughout their studies and field experiences: "Who am I in the lives of those with whom I work?" "Who am I in the life of my educational community?" **We expect all Sage candidates to demonstrate leadership and create optimal educational outcomes for all learners.**

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I. To be well-grounded in knowledge about schools/communities, learners and learning, Sage candidates will:

understand self in relation to learners, their families, and the local and global community - particularly in terms of power, privilege and knowledge with regard to culture, class, language, ability and gender;

use interpersonal skills and demonstrate collaborative attitudes which result in successful partnerships with colleagues, families and other community members;

improve society by promoting, modeling, and using democratic practices in their settings;

demonstrate a commitment to substantive self-reflection (including quantifiable and qualitative sources of information), on-going learning and professional development;

II. To know curricular content and models of instruction, Sage candidates will:

demonstrate an ability to respond to the strengths and needs of all learners, using assessment data to inform instructional decisions;

use knowledge in their designated fields to inspire learners to grow and to meet high standards;

employ/promote pedagogical/counseling/leadership practices that engage learners in active ways;

demonstrate knowledge in their content areas ensuring maximum achievement for all learners;

III. To do what is necessary to ensure the success of all learners--and to collaborate with families/community members in respectful, culturally responsive ways, Sage candidates will:

engage in reflective practices;

demonstrate a positive, respectful view of learners, their families, communities, and colleagues;

listen deeply to the experiences and perspectives of all those within the community to ensure a healthy and safe learning environment;

model ethical behavior and active citizenship;

promote the success of all learners through advocacy and action and support the development of leadership throughout the community;

build trust and garner support for a vision of inclusive schools that value diversity.

National Accreditation Advantage

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- The NCATE accreditation process helped articulate what qualities a Sage educator, counselor, or leader possesses: belief in full inclusion, valuing diversity, reflection, and knowledge about best practices. NCATE accreditation is a mark of assurance that teachers, counselors, and leaders educated at Sage are competent, caring, and highly qualified.
- NCATE accreditation means that Sage graduates are better prepared to help their students reach high standards.
- Graduates of NCATE accredited programs can more easily receive certification and teaching jobs in other states; NCATE is recognized throughout the nation.

M.S. in Literacy/Special Education (Childhood)

The dual masters in Literacy/Special Education (Childhood) is intended for teachers who are already certified in elementary education or childhood education. This degree prepares teachers to effectively serve students with disabilities and reading difficulties and is intended to prepare teachers to serve as consultant teachers.

One of the goals of this program is to help diminish the artificial distinctions between teachers of students who have disabilities and those who do not. Another goal of the program is to prepare expert consultant teachers and co-teachers. In this model, the student with disabilities is not removed from the regular class to be served primarily in special classes or resource rooms. The special education teacher, trained to work with students with disabilities in the regular classroom, collaborates with the regular classroom teacher to accommodate the child's needs in the regular program and also delivers instruction in the regular classroom, either to individuals or in small instructional groups.

The program at Sage is relatively small, allowing faculty and students to work closely together. This advisor/student relationship begins when a faculty advisor and a student meet to develop a program tailored to meet the student's educational needs and continues through all the student's coursework, culminating in a portfolio.

All matriculated students complete a signed program schedule. Any change in stated coursework must receive written approval of the assigned faculty advisor.

Admission Requirements

Applicants to the Literacy/Special Education (Childhood) program must meet general admission requirements for Sage Graduate School and must be current certified teachers. In addition, applicants to the Literacy/Special Education program complete an:

- Interview with an appropriate advisor after all materials have been submitted

- Assessment of writing skills

Program Summary

Required Courses		
SED 502	Critical Thinking: Research into Practice	3
SED 503	Teaching All Learners (not required of RSC graduates)	3
SED 531	Individual Program Design 1	3
SED 531F	Individual Program Design 1 Fieldwork (30 hours)	0
SED 532	Individual Program Design 2	3
SED 533	Strategies for Mathematics: Students with Disabilities (field experience hours may be required)	2
SED 554	Assessment Strategies for Students with Disabilities (field experience hours may be required)	3
SED 555	Positive Approaches to Behavior Issues	3
SED 567	Legal and Historical Foundations of Special Education	2
SED 574	Reading and Writing in the Content	3
SED 579	Social Justice through Reading Adolescent and Children's Literature	3
SED 582	Strategies for Literacy Development: Students with Disabilities	3
SED 582F	Strategies for Literacy Development: Students with Disabilities Fieldwork (20 hours)	0
SED 594	Teacher as Researcher	3
Student Teaching		
SED 595	Student Teaching in Special Education	6
SED 595S	Student Teaching Seminar	0
SED 595P	Student Teaching Portfolio	0
Clinical sequence		
RWL 602	Diagnosis of Reading and Writing Difficulties	4
RWL 572	Literacy Assessment (co-requisite to RWL 602)	4
RWL 604	Teaching Struggling Readers and Writers	4
RWL 606	Practicum- Diagnosis and Remediation of Reading and Writing Difficulties	4
RWL 606P	Portfolio	0
Competencies		
	CPR Certificate	0
Total Credits		**50**

Applicants for New York State certification must be fingerprinted and undergo a criminal history review, per New York State Law.

Candidates for NYS teaching certificates must pass the New York State Teacher Certification examinations, including the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills - Written, (ATS-W), at the appropriate level, and the Content Specialty Test(s) (CST) in each certificate area.

United States citizenship or Declaration of Intent to become a U.S. citizen is a requirement for certification in New York State.

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Field Experience Stipend Program

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Master of Arts in Teaching (M.A.T.)

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Conceptual Framework

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employ/promote pedagogical/counseling/leadership practices that engage learners in active ways;

demonstrate knowledge in their content areas ensuring maximum achievement for all learners;

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- NCATE accreditation means that Sage graduates are better prepared to help their students reach high standards.
- Graduates of NCATE accredited programs can more easily receive certification and teaching jobs in other states; NCATE is recognized throughout the nation.

M.A.T. Programs

The M.A.T. program leads to certification in grades K - 12 in Art education and in adolescence (grades 7- 12) education in English, Mathematics and Social Studies. In each of these five areas, candidates complete 12 credits of coursework in their discipline at the graduate level, 12 credits of pedagogy and 6 credits of internship or student teaching. Candidates may elect to complete the program in one full-time year or may complete the program part-time in two years or longer.

All matriculated students complete a signed program of study. Any change in stated coursework must receive written approval of the assigned faculty advisor.

Admission Requirements

Applicants must meet Sage Graduate School general admission requirements. In addition, applicants must have a 2.75 overall GPA and a 3.0 GPA (on a 4.0 scale) in their undergraduate major, which must correspond to the certificate area.

- One of the required letters of reference must be from a professor in the student's chosen field of study.
- Applicants must complete an assessment of writing skills.

Student transcripts are evaluated relative to the appropriate NYS Content Learning Standards. If a student lacks depth or breadth in a particular area, s/he will be required to complete additional graduate or undergraduate coursework to address the deficiency. It is important to note that the 12 credits of content study included in each M.A.T. are specifically designed to strengthen graduate students' content knowledge relative to the Learning Standards. Prerequisite courses may be completed at the undergraduate or graduate level, or through CLEP.

Program Summary

Prerequisites		**Credits**
EDU 574	Reading and Writing in the Content Areas	3
EDU 574F	Reading and Writing in the Content Areas Fieldwork	0
EDU 201	Education and Society	3
EDU 201F	Education and Society Fieldwork	0
EDU 206	Educational Psychology	3
EDU 206F	Educational Psychology Fieldwork	0
	Developmental Psychology, Human Development, Lifespan Development or Child and Adolescent Psychology	3
	Total Prerequisites	12

Pedagogical Core

MTA 578	Collaborative Skills in Secondary Settings	3
MTA 502	Critical Thinking: Research into Practice	3
EDU 511*	Literacy for Interdisciplinary Approaches **(course to be removed/replaced by content Methods course per program pending approval SP09)*	3
EDU 511F*	Literacy for Interdisciplinary Approaches Fieldwork **(course to be removed/replaced by content Methods fieldwork per program pending approval SP09)*	0
MTA 511** MTA 512 MTA 513 MTA 514	Methods in Art Education Methods in English Education Methods in Mathematics Education Methods in Social Studies Education	3
MTA 511F-514F		
	Methods Fieldwork	0
	***(course to be added per program pending approval SP09)*	
EDU 594*	Teacher as Researcher **(course to be removed/replaced pending approvalSP09)*	3
MTA 594**	Culiminating Proj/Multiple Literacies with Adolescents ***(course to be added pending approval SP09)*	3
Non Credit Requirements		
NCR 315**	HIV/AIDS Workshop ***(course to be added pending approval SP09)*	0
NCR 317	Health Education Standards Workshop	0
	School Violence Prevention Workshop	0
	Identification and Reporting of Child Abuse and Maltreatment	0

Internship or Student Teaching

Candidates completing the program in one year will complete an academic year internship at two levels (half a year in each): grades 7 - 9 and grades 10 - 12, or in Art, in grades K - 6 and 7 - 12. Candidates completing the program on a part-time basis have the option of completing an internship or student teaching. Student teaching consists of two placements in one 14-week semester: grades 7 - 9 and grades 10 - 12, or in Art, grades K - 6 and 7 - 12. Requests for student teaching placements are due on the first day of the semester preceding the semester in which student teaching is requested. Requests for internship in the MAT program must be submitted no later than April 15th. [edited 09/22/2008]

EDU 656	Adolescence Education Internship (grades 7-9) **and**	3
EDU 657	Adolescent Education Internship (grades 10-12)	3
-OR-		
EDU 658	Adolescence Education Student Teaching (gr 7-9) **and**	3
EDU 659	Adolescence Education Student Teaching (gr 10-12)	3

Art Content Core (grades K - 12)

ART 511	Art Criticism and Aesthetics	3
ART 520	Media Literacy	3
ART 521	Dimensions in Art	3
ART 557	Ideas in Visual Arts	3

English Content Core

ENG 511	Contemporary Approaches to Young Adult Literature	3
ENG 520	Advanced Studies in Linguistics	3
ENG 521	Advanced Studies in Writing and Rhetoric	3
ENG 557	Canon, Canonicity and Coverage	3

Math Content Core

MAT 511	Problem Solving, Communication and Reasoning	4
MAT 520	Educational Technology in the Mathematics Classroom	4

MAT 577	Selected Topics in Upper Level Mathematics	4

Social Studies Content Core

HIS 511	Historical and Political Inquiry	4
HIS 520	Issues in United States History, Geography, and Economics	4
HIS 521	Issues in Global History, Geography, and Economics	4

Total Credits	**30**

Applicants for New York State certification must be fingerprinted and undergo a criminal history review, per New York State Law.

Candidates for NYS teaching certificates must pass the New York State Teacher Certification examinations, including the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills - Written, (ATS-W), at the appropriate level, and the Content Specialty Test(s) (CST) in each certificate area.

United States citizenship or Declaration of Intent to become a U.S. citizen is a requirement for certification in New York State.

Electronic Portfolio

The School of Education requires all students to subscribe to LiveText, an electronic portfolio system.

Application and Admission

Candidates for the Master of Arts in Teaching are expected to have an undergraduate degree in the area for which they are seeking certification – Art, English, Mathematics or Social Studies. Those who do not have a major in the discipline, have completed a degree in a related area or have completed a minor rather than a major in the discipline may apply to the program and additional coursework will be identified to assist the candidate in developing the equivalent of a major in the certificate area. The requirements for admission include a 3.0 in the major, two satisfactory letters of reference, one from a professor in the discipline, a career goals statement, interview and a written critical analysis.

The written critical analysis is an on-demand writing sample which candidates complete in the School of Education Office, where they are given two hours to read a short essay and prepare a written response. Prospective students who live more than an hour from Sage may be admitted contingent on completion of the written critical analysis within 30 days of beginning the first course at Sage.

Click here for the application for admission to Sage Graduate School. The application may also be requested by mail by calling SGS Admission at 1 888 VerySage or 518 244-6878. When applications are complete, including submission of the Written Critical Analysis, the file is forwarded to the School of Education for a recommendation regarding acceptance. When the file is complete, a decision is generally made within a week.

A provisional admission may be offered to students who meet most of the admission requirements but who may need to complete additional undergraduate requirements or pre-requisite courses. Candidates who do not meet the admission requirements but who show promise, may be invited to complete coursework that will allow them to build a record of achievement that will support admission to the program. For further information regarding these decisions and options, prospective candidates should contact the M.A.T. program advisor.

Certification

The Master of Arts in Teaching (M.A.T.) degree leads to certification in Art Education (grades K – 12) and Adolescence Education (grades 7 – 12) in English, Mathematics and Social Studies. In addition to the degree program, candidates for certification must also complete three NYS Teacher Certification Examinations, click here.

For additional information: the Liberal Arts and Sciences Test (LAST), Assessment of Teaching Skills – Written (ATS-W) and the Content Specialty Test (CST) in the certificate title area. These tests may be scheduled at any time during the program, but should be completed by the time of graduation so that the candidate will be eligible for certification at graduation.

When candidates apply for graduation (October 1 for December graduation, February 1 for May graduation and June 1 for August graduation), their files are reviewed to determine eligibility for degree completion. Also at that time, candidates will begin to complete their applications for certification, including the required criminal background review through the Department of Criminal Justice Services which involves submitting fingerprints, for which packets may be obtained in the School of Education Office, Education Building 103, Troy Campus. Click here for information about the requirements and application for certification.

Upon satisfactory completion of the criminal background check, submission of the three required NYS Teacher Certification Examinations, submission of the application for certification with payment and including the Sage transcript showing the conferral of the M.A.T. degree, the candidate is eligible for NYS initial teacher certification in the designated program area.

One-year, Two-year and Individual Sequences

Candidates may complete the program in one full-time year, two years of part-time study, or part-time study that spans more than two years. The one year program is selected by students who can devote one full year of intensive effort, often those who have recently completed their undergraduate degrees and move directly into graduate study. The part-time option is more often selected by career changers and those who have competing responsibilities, such as work and family duties.

One-year sequence

By mid-August, candidates must have completed all undergraduate requirements (e.g., language, additional coursework required in the major area), pre-requisites (EDU 201, 206, 474/574 and a Developmental Psychology or Human Development course). EDU 201 and 206 are offered both Summer I and Summer II, as well as Fall and Spring semesters, with evening and weekend sections requiring 50% online study via *Moodle*. EDU 474/574 is offered twice in Summer II, on Monday-Wednesday evenings, 6pm to 9pm, and on the 2nd, 4th and 6th Saturdays in Summer II. The Saturday section requires 50% online study through *Moodle*. It is to the candidate's advantage to complete the pre-requisites during their undergraduate program, if possible. If there are questions about which course at other institutions will satisfy pre-requisites requirements, the candidate should email the M.A.T. advisor (dekorn@sage.edu), including the course description, for prior approval.

With all the pre-requisites and undergraduate courses complete by mid-August, candidates will complete their program in this sequence:

One-Year Plan

Semester	**Art/English/Social Studies**	cr	**Mathematics**	**cr**
Summer II (last two weeks of August)	MTA 578	3	MTA 578	3

Fall	EDU 511* *Course change pending SP09*	3	EDU 511* *Course change pending SP09*	3
	MTA 502 (not crosslisted with EDU/SCP/HED 502)	3	MTA 502 (not crosslisted with EDU/SCP/HED 502)	3
	ART 511, ENG 511, HIS 511	3	MAT 511	4
	Internship	3	Internship	3
		12		13
Spring	EDU 594* *Course change pending SP09*	3	EDU 594* *Course change pending SP09*	3
	ART 520 & 521	6	MAT 520 & 557	8
	ENG 520 & 557	6		
	HIS 520 & 521	6		
	Internship	3	Internship	3
		12		**14**
Summer I	ART 557, ENG 521	3		
Total credits:		**30**		**30**

Internship: Candidates in the one-year program enroll in an internship in the Fall and Spring semesters. The internship involves a ½ day placement in the schools from September through June. One internship will include a K-6 placement for Art Educators and a 7-9 placement for English, Mathematics and Social Studies Educators. The second placement for Art Educators will be in grades 7-12 and for English, Mathematics and Social Studies Educators will be in grades 9-12.

Fieldwork: All candidates for certification in any area must complete 100 hours of fieldwork, generally required before student teaching. In the one-year M.A.T. sequence, candidates may not have completed all of their fieldwork before beginning their internship. In this circumstance, candidates must complete the required hours by the end of the Fall semester. The fieldwork hours will be scheduled in addition to the internship hours.

Required non-credit:: The three workshops, *Reporting and Identifying Child Abuse and Maltreatment*, *School Violence Prevention*, NCR 317 *Health Education Standards*, must be completed before the candidate begins the internship. *Violence and Maltreatment*workshops are offered on-line. NCR 317 will ordinarily be offered during the week immediately preceding the beginning of the internship.

Internship seminar meeting: M.A.T. candidates attend a two-day required seminar immediately preceding the beginning of the internship semester, during which they will participate in activities designed to prepare them for the internship, the preparation of the portfolio, meet with their college supervisors and review the assessments and policies that are used during the internship by cooperating teachers and college supervisors. Candidates will also meet five times or more per placement, as scheduled by the Director of Student Teaching Placements and the college supervisors.

Two-year sequence

Candidates in the two-year sequence will complete any undergraduate liberal arts requirements (e.g., language other than English), the pre-requisites and the content area courses in the first year, during the Summer, Fall, Spring or following Summer. The content area courses are only offered once per year, so it is very important to complete these when they are offered. The pre-requisites are offered every semester, including summers, and some of them may be completed at other institutions. Candidates should forward course descriptions from other institutions to their advisor to receive prior approval of the content.

By mid-August of the second year, candidates must have completed all undergraduate requirements (e.g., language, additional coursework required in the major area), pre-requisites (EDU 201, 206, 474/574 and a Developmental Psychology or Human Development course) and the content area courses in the specific discipline – Art, English, Mathematics or Social Studies. EDU 201 and 206 are offered both Summer I and Summer II, as well as Fall and Spring semesters, with evening and weekend sections requiring 50% online study via *Moodle*. EDU 474/574 is offered twice in Summer II, on Monday-Wednesday evenings, 6pm to 9pm, and on the 2nd, 4th and 6th Saturdays in Summer II. The Saturday section requires 50% online study through *Moodle*. It is to the candidate's advantage to complete the pre-requisites during their undergraduate program, if possible. If there are questions about which course at other institutions will satisfy pre-requisites requirements, the candidate should email the M.A.T. advisor (dekorn@sage.edu), including the course description, for prior approval.

Fieldwork: 100 hours of fieldwork must be completed before student teaching. In the event that candidates are unable to complete these hours before beginning the second year of the program, the hours must be completed during the Fall semester, before the Spring student teaching begins.

Required non-credit:: The three workshops, *Reporting and Identifying Child Abuse and Maltreatment*, *School Violence Prevention*, NCR 317 *Health Education Standards*, must be completed before the candidate begins the internship. *Violence and Maltreatment*workshops are offered on-line. NCR 317 will ordinarily be offered during the week immediately preceding the beginning of the internship.

Student teaching seminar meeting: M.A.T. candidates attend a two-day required seminar immediately preceding the beginning of student teaching, during which they will participate in activities designed to prepare them for the student teaching and the preparation of the portfolio, meet with their college supervisors and review the assessments and policies that are used during student teaching by cooperating teachers and college supervisors. Candidates will also meet weekly during each placement, as scheduled by the Director of Student Teaching Placements and the college supervisors.

The content area courses are offered according this schedule:

Year I – two year plan

Semester	**Art/English/Social Studies**	**cr**	**Mathematics**	**cr**
Fall	ART 511, ENG 511 or HIS 511	3	MAT 511	4
Spring	ART 520 & 521	6	MAT 520 & 557	8
	HIS 520 & 521	6		
	ENG 520 & 557	6		
Summer I	ART 557, ENG 521	3		
Year I credits		**12**		**12**

Student teaching: Candidates in the two-year program enroll in student teaching in the Spring semester. Student teaching requires two placements, a K-6 placement for Art Educators and a 7-9 placement for English, Mathematics and Social Studies Educators and a second placement for Art Educators will be in grades 7-12 and for English, Mathematics and Social Studies Educators will be in grades 9-12.

On completion of the pre-requisites, undergraduate courses and content area courses by mid-August, candidates will continue the program in this sequence:

Semester	Year II – two year plan Art/English/Mathematics/Social Studies	cr
Summer II (last two weeks of August)	MTA 578	3
Fall	EDU 511* *Course change pending SP09*	3
	MTA 502 (not crosslisted with EDU/SCP /HED/SED 502)	3
Spring	EDU 594* *Course change pending SP09*	3
	Student teaching	6
Year II credits		**18**
Total credits		**30**

Individual sequence

Some students may wish to complete their program over a period longer than two years, especially if extensive undergraduate coursework is needed to complete the equivalent of an undergraduate major or concentration. For example, an individual with a degree in Engineering may wish to prepare for the M.A.T. in Mathematics and might need to complete additional coursework in mathematics to be eligible for the program. This candidate would complete the undergraduate courses in mathematics in the first year, the pre-requisites and content area courses in the second year, and the courses in education and the student teaching in the third year.

Other candidates may wish to hold the internship or student teaching until all coursework has been completed. Often those who have fulltime employment and family responsibilities will wish to maintain their employment until all coursework is finished and complete a student teaching experience in the year after completing all course requirements.

Candidates who wish to complete an individual sequence will meet with their advisor to develop and plan a schedule.

Internship and Student Teaching Placements

All interns and student teachers complete two placements at two different grade levels. Interns complete the experiential component of their program through assignment to the schools in half days for a full academic year, September through June. Student teachers complete the experiential component of their program in two full-time placements, each lasting for seven weeks.

Interns and student teachers will complete one of their placements in a NYS-identified high-need school. The second placement will be in another setting selected on the basis of availability, quality of experience, the potential to expand the candidate's experience and other factors that affect the cooperative relationship between candidates, the college, and the school.

Candidates are supervised by college supervisors and may expect an initial visit and three supervisory visits during each placement in which written feedback will be provided. The cooperating teacher and the college supervisor provide narrative evaluations which may then be placed in the candidate's Career Services placement folder to support the candidate's search for a position when the program is complete.

Applications for the internship or student teaching are submitted according to the following schedule:

- Internship applications for the following September through June placement must be submitted by the second Friday in June.
- Student Teaching a pplication is due in the School of Education office the first week of class the semester prior to student teaching.

Separate grades are given for each internship or student teaching placement, for the internship or student teaching seminar and for the internship or student teaching portfolio. The Internship and Student Teaching Seminar and Portfolio courses are zero credit and will be graded as Pass/Fail, but must be satisfactorily completed before graduation.

Program of Study

The program of study outlines the candidate's program requirements, including undergraduate coursework and pre-requisite courses, if any, as well as the courses and internship/student teaching required for the master's degree. Each candidate accepted to the program is expected to return a signed program of study, which then defines the requirements for graduation as long as the program is completed within the six year time limit.

School of Education Attendance Policy

While individual instructors may approach attendance and participation in varied ways in their grading policies, students in the School of Education should be aware that missing 1/4 or more of class sessions MAY result inAUTOMATIC class failure. Class content and participation are vital to meeting the objectives of School of Education courses.

Master of Science in Nursing

Advanced practice nurses have opportunities to serve as innovative leaders and skilled practitioners, and contribute to the improvement of nursing practice and healthcare. The demand for nurse practitioners, clinical nurse specialists, nurse educators, and nurse administrators/executives continues to grow in the rapidly changing and expanding health care environment.

Graduate study provides the opportunity to examine historical and contemporary perspectives of emerging theory and practice and to utilize academic, clinical, and research activities to contribute to the body of theory relevant to nursing practice. Graduate study also provides an avenue for the development of knowledge and skills, the utilization of technology necessary to practice with a high level of expertise, and the opportunity for specialization in advanced practice.

The Mission Statement of the Department of Nursing is to provide and promote baccalaureate, graduate, and doctoral nursing education in an environment which emphasizes the development of individuals as professional nurses with a vision of their own power, and a clear sense of self and their professional role. The department endeavors to prepare graduates who are critical thinkers, who utilize, transmit, and develop new knowledge through systematic models of scholarly inquiry, and who demonstrate a commitment to lifelong learning. Preparation for excellence in nursing practice is achieved through the integration of arts and sciences, humanistic concern for the health and well-being of others, and an awareness and appreciation of cultural diversity in a pluralistic society. The Sage Colleges strives to prepare graduates within a global and technological context. Graduates are expected to assume leadership roles as professionals, and citizens in organizations to shape and influence health care delivery, nursing education, and the welfare of society.

The Graduate Nursing Program at Sage has been a leader in providing education for advanced practice for more than 30 years. Alumni are employed in leadership and advanced practice roles in New York and many other states. The graduate program is designed to:

- Provide for advanced study in a specialized area of clinical nursing;
- Provide preparation for the role of educator, clinical specialist, nurse practitioner, or administrator/executive in nursing;
- Prepare nurses for leadership and executive roles utilizing evidence-based practice to advance nursing theory and science.

The Sage Colleges is accredited by the Middle States Association Commission on Higher Education. The Department of Nursing is a member agency of the American Association of Colleges of Nursing, the National Organization of Nurse Practitioner Faculties, the National League for Nursing, and the Council of Deans of Nursing in Senior Colleges and Universities in New York State. The baccalaureate and master's degree programs in nursing at The Sage Colleges are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791. All nursing programs are registered with the New York State Education Department.

Admission Requirements

Applicants to the Department of Nursing must be a Registered Professional Nurse and meet Sage Graduate School admission requirements. In addition, students entering the Graduate Program in Nursing must have successfully completed an undergraduate statistics course within three years of admission or demonstrate competency by a portfolio or upon advisement.

B.S./M.S. Option

A B.S./M.S. option exists for undergraduate nursing students at The Sage Colleges who meet certain criteria. These criteria include: recommendations from two faculty members, completion of 21credits of nursing courses, and a minimum undergraduate GPA of 2.75. RNs may request admission directly into the B.S./M.S. sequence.

RNs with Bachelor's Degree in Fields Other Than Nursing

Official transcripts and professional work experience will be evaluated. Certain undergraduate nursing prerequisites (normally NSG 331, 332, 402 **or** 404 and 406) will be required to prepare the student for advanced study in nursing.

Nurse Practitioner Certificate

Upon completion of the Master's Degree or Post-Master's Certificate curriculum, graduates receive a certificate of completion as a nurse practitioner from The Sage Colleges. Nurse practitioner students must complete a minimum number of clinical hours depending on their specialty for program completion, and to be eligible to take the American Nurses Credentialing Center certification exam.

General Information

Students may attend the M.S. degree program with a major in nursing on a full-time or part-time basis. The program takes a minimum of three to four terms for full-time students. Selected required courses are available during the first summer session.

Students enrolled in clinical courses need to submit evidence of the following, one month prior to each clinical course:

- Current licensure as a Registered Professional Nurse;
- Current professional liability insurance (as a student nurse practitioner if in a NP program);
- Required immunizations, titers, and tuberculin test (within six months of clinical);
- Recent physical exam (within three months of starting a clinical course);
- Current CPR preparation.

Graduates who complete the required number of clinical hours are eligible to take the advanced-level certification examinations offered by the American Nurses Credentialing Center (ANCC) for clinical nurse specialists, administrators, or nurse practitioners. Graduates of the nurse practitioner tracks are eligible for registration in New York State as nurse practitioners in their designated specialty area.

Working students, full-time students, and those commuting long distances will find courses conveniently scheduled. Courses are offered during the daytime and evenings on a weekly, every-other-week, or weekend institute basis. Several classes are offered partially online. It may be possible to take two or three courses on one particular day.

Individualized program plans are made for each student to insure that students complete their programs within the required **seven year time limit**. Each student is expected to maintain a current plan with a faculty advisor so that course needs can be anticipated.

Program Offerings

Completion of the Master of Science Degree in Nursing includes the selection of one nursing clinical specialty, and one functional role area. It may also be possible through elective courses to pursue a second clinical specialty or functional role (each student is assigned a faculty academic advisor who will assist in the development, and review annually of the academic program plan).

The following grid identifies the possible initial program selection combinations.

Functional Role Options				
-	Clinical Specialist	Educator	Admin/Exec	Nurse Practitioner
Clinical Specialty Options	-	-	-	-
Adult Health	*	*	*	-
Community Health	*	*	*	-
Psychiatric-Mental Health	*	*	*	*
Adult	-	-	-	*
Family	-	-	-	*
Gerontological	-	-	-	*

Adult Health Nursing Program

Graduate preparation in Adult Health Nursing at Sage prepares baccalaureate prepared nurses for careers in varied advanced practice roles with responsibility for the design, delivery, management and evaluation of quality across a continuum of health care and nursing education settings. The Adult Health Nursing Program prepares advanced practitioners for education, leadership, and advanced clinical practice roles within specialty areas of choice. Graduates of the program are in advanced practice roles such as case managers, resource nurses, clinical leaders, educators, and administrators/executives in acute, chronic, ambulatory, and home care settings. In addition, they have careers that include working within professional organizations, state and county health departments, nursing education, research, and consultation. The emphasis in this program focuses on the development of expertise in a combination of direct care and indirect care roles utilizing evidence-based practice.

Students select a clinical practicum specific to the course requirements and clinical focus. In order to be eligible to take the ANCC exam in their specialty areas, graduates of the program must complete a minimum of 500 clinical hours.

Course Requirements
(Prior to registering each semester, students need to meet with their advisor for individual program planning)

		Credits
Core Courses		
NSG 558	Paradigms and Perspectives of Advanced Practice Nursing (Beginning Course)	3
NSG 559	Nursing in a Sociopolitical Environment (Beginning Course)	3
NSG 649	Transforming Advanced Practice Roles (Must be taken Mid Program, after beginning courses)	3
Research Courses		
NSG 508	Nursing Research Methods	3
NSG 611	Research Seminar	1
NSG 611L	Research Lab	2
Cognate Course		
BIO 560	Advanced Human Pathophysiology*	3
Clinical Courses		
NSG 625	Advanced Adult Nursing: Client Coping and Adaptive Strategies	3
NSG 626	Advanced Adult Nursing: Care of the Acutely Ill Client	3
NSG 627	Advanced Adult Nursing: Nursing Interventions	3
Functional Area Courses		
Choice of Clinical Specialist, Administrator or Educator		
Clinical Specialist		
NSG 616	Advanced Clinical Role Practicum	3
NSG 619	Diagnostic Health Assessment	3

- Successful completion of a Health Assessment Examination is required for entry into NSG 619.
- There is a mandatory clinical lab fee.
- NSG 619 is required as prerequisite for all subsequent nurse practitioner clinical courses.

NSG 622	Advanced Pharmacology in Acute and Chronic Care	3
NSG 628	Advanced Practice Role in Adult Health Nursing	3
NSG	Nursing Elective	3

Administrator/Executive

NSG 652**	Clinical Delivery Systems: Operations and Finance	3
NSG 653/628	Practicum I Clinical Delivery Systems	3
NSG 654/616	Practicum II Clinical Delivery Systems	3
NSG	Nursing Elective	3
NSG	Elective may be in other area	3

Educator

NSG 662	Nurse Educator I: Facilitating Learning	3
NSG 663	Nurse Educator II: Transforming Leadership	3
NSG 605	Nursing Educator Practicum (Nsg 662 prerequisite)	3
NSG	Nursing Electives (3 credits may be in other area with permission)	6
Total Credits Required:		**39-42**

* Recommended as beginning course, but not required for Administrator/Executive Role.

** Sage's PAD/HSA 588 or HSA 565 can be substituted for NSG 652.

Adult Nurse Practitioner Program

The practitioner role necessitates a strong clinical background. Therefore, applicants need to have at least one year's full time experience (2,000 hours) as a registered professional nurse before beginning nurse practitioner clinical courses.The autonomous and collaborative roles of the nurse practitioner in primary care demand socialization into those roles, knowledge of multiple practice models, and development of accountability for direct provision of health care services. Clinical experiences with faculty and preceptors provide a variety of experiences with physicians and nurse practitioners in varied geographic locations, and with clients from different social, cultural and economic backgrounds. There are intensive clinical placements with preceptors. A total of 500 clinical hours and 42 credits are required in order to meet the changing professional expectations in this practice area, and to be eligible to take the ANCC certification exam.

Course Requirements
(Prior to registering each semester, students need to meet with their advisor for individual program planning)

		Credits
Core Courses		
NSG 558	Paradigms and Perspectives of Advanced Practice Nursing (Beginning Course)	3
NSG 559	Nursing in a Sociopolitical Environment (Beginning Course)	3
NSG 649	Transforming Advanced Nursing Roles (Must be taken Mid Program, after beginning courses)	3
Research Courses		
NSG 508	Nursing Research Methods	3
NSG 611	Research Seminar	1
NSG 611L	Research Lab	2
Cognate Courses		
BIO 560	Advanced Human Pathophysiology *	3
Elective Course		
NSG	Nursing Elective	3
Supporting Courses		

Choose one of the following:		3
NSG 501	Perspectives on Aging	
NSG 610	Family Processes	
NSG 622	Advanced Pharmacology in Acute and Chronic Care	3
NSG 636	Health, Healing and Self-Care	3

Clinical Courses

NSG 619	Diagnostic Health Assessment • Successful completion of a Health Assessment Examination is required for entry into NSG 619. • There is a mandatory clinical lab fee. • NSG 619 is required as prerequisite for all subsequent clinical courses.	3
NSG 621a	Adult and Geriatric Health Care- Theory	3
NSG 621b	Adult and Geriatric Health Care- Practicum	3

Functional Area Course

NSG 623	Individualized Study in Advanced Clinical Nursing Practice Note: Students who choose to take GNT 501 in lieu of NSG 610 must complete an additional 40 clinical hours in NSG 623 (for a total of 240 clinical hours).	3
Total Credits Required:		**42**

*Recommended as beginning course.

Community Health Nursing Program

In addition to the clinical focus of the program, students may choose a functional area of 9 to 12 credits in administration or education. There are electives in the program which students may use to pursue particular interests. For example, students interested in administration may take courses in administration or budgeting. Students interested in an individual client care focus may choose courses in Advanced Pathophysiology, and/or Client Coping. For those individuals interested in population-based practice, selected GNT courses are recommended.

Course Requirements
(Prior to registering each semester, students need to meet with their advisor for individual program planning)

		Credits
Core Courses		
NSG 558	Paradigms and Perspectives of Advanced Practice Nursing (Beginning Course)	3
NSG 559	Nursing in a Sociopolitical Environment (Beginning Course)	3
NSG 649	Transforming Advanced Nursing Roles (Must be taken Mid Program, after beginning courses)	3
Research Courses		
NSG 508	Nursing Research Methods	3
NSG 611	Research Seminar	1
NSG 611L	Research Lab	2
Cognate Course		
NSG 567	Epidemiology and Health Research	3
Clinical Courses		
NSG 635	Population Based Nursing Practice	3
NSG 636	Health, Healing and Self Care*	3
NSG 637	Case Management	3

Functional Area Courses

Choice of Clinical Specialist, Administrator or Educator

Clinical Specialist		
NSG 616	Advanced Clinical Role Practicum	3
NSG 638	Advanced Practice Roles in Community Health Nursing	3
NSG	Nursing Electives	6
NSG	Elective may be in other areas	3
Administrator/Executive		
NSG 652	Clinical Delivery Systems: Operations and Finance**	3
NSG 653/638	Practicum I: Clinical Delivery Systems	3
NSG 654/616	Practicum II: Clinical Delivery Systems	3
NSG	Nursing Elective	3
NSG	Elective may be in other area	3
Educator		
NSG 662	Nurse Educator I: Facilitating Learning	3
NSG 663	Nurse Educator II: Transforming Leadership	3
NSG 605	Nursing Educator Practicum (Nsg 662 prerequisite)	3
NSG	Nursing Electives (3credits may be in other areas with permission)	6
Total Credits		**39- 42**

*Not required for Administrator/Executive Role.

**Sage's PAD/HSA 588 or HSA 565 can be substituted for NSG 652.

Family Nurse Practitioner Program

The Family Nurse Practitioner (FNP) has a combined clinical and functional role. The practitioner role necessitates a strong clinical background in evaluating clients and making judgments about interventions. Therefore, applicants need to have a least one year's full time experience (2,000 hours) as a Registered Professional Nurse before beginning FNP clinical courses. The autonomous and collaborative roles of the nurse practitioner in primary care demand socialization into those roles, knowledge of multiple practice models, and development of accountability for direct provision of health care services. Clinical experiences with faculty and preceptors include a variety of physicians and nurse practitioners, geographic locations, and clients from different social, cultural, and economic backgrounds. There are intensive clinical placements with preceptors. A total of 680 clinical hours and 48 credits are required in order to meet the changing professional expectations in this practice area, and to be eligible to take the ANCC certification exam.

Course Requirements
(Prior to registering each semester, students need to meet with their advisor for individual program planning)

		Credits
Core Courses		
NSG 558	Paradigms and Perspectives of Advanced Practice Nursing (Beginning Course)	3
NSG 559	Nursing in a Sociopolitical Environment (Beginning Course)	3
NSG 649	Transforming Advanced Nursing Roles (Must be taken Mid Program, after beginning courses)	3
Research Courses		
NSG 508	Nursing Research Methods	3
NSG 611	Research Seminar	1
NSG 611L	Research Lab	2
Cognate Course		
BIO 560	Advanced Human Pathophysiology*	3
Elective course		
NSG	Nursing Elective	3

Supporting Courses		
NSG 610	Family Processes	3
NSG 622	Advanced Pharmacology in Acute and Chronic Care	3
NSG 636	Health, Healing and Self-Care	3
Clinical Courses		
NSG 619	Diagnostic Health Assessment • Successful completion of a Health Assessment Examination is required for entry into NSG 619. • There is a mandatory clinical lab fee. • NSG 619 is required as prerequisite for all subsequent clinical courses.	3
NSG 621a	Adult and Geriatric Health Care- Theory	3
NSG 621b	Adult and Geriatric Health Care- Practicum	3
NSG 660	Women & Children's Health Theory	3
NSG 661	Women & Children's Health (Internship)	3
Functional Area Courses		
NSG 623	Individualized Study in Advanced Clinical Nursing Practice	3
Total Credits:		**48**

*Recommended as beginning course.

Gerontological Nurse Practitioner Program

The Gerontological Nurse Practitioner (GNP) has a combined clinical and functional role. The practitioner role necessitates a strong clinical background. Therefore, applicants need to have at least one year's full time experience (2,000 clinical hours) as a registered professional nurse before beginning GNP clinical courses. The autonomous and collaborative roles of the nurse practitioner in primary care demand socialization into those roles, knowledge of multiple practice models, and development of accountability for direct provision of health care services. Clinical experiences with faculty and preceptors provide variety of experience with nurse practitioners and physicians, in varied geographic locations, and with clients from different social, cultural and economic backgrounds. There are intensive clinical placements with preceptors. A total of 500 clinical hours and 42 credits are required in order to meet the changing professional expectations in this practice area, and to be eligible to take the ANCC certification exam.

Course Requirements
(Prior to registering each semester, students need to meet with their advisor for individual program planning)

		Credits
Core Courses		
NSG 558	Paradigms and Perspectives of Advanced Practice Nursing (Beginning Course)	3
NSG 559	Nursing in a Sociopolitical Environment (Beginning Course)	3
NSG 649	Transforming Advanced Nursing Roles (Must be taken Mid Program, after beginning courses)	3
Research Courses		
NSG 508	Nursing Research Methods	3
NSG 611	Research Seminar	1
NSG 611L	Research Lab	2
Cognate Course		
BIO 560	Human Pathophysiology*	3
Elective course		
NSG	Nursing Elective	3
Supporting Courses		
NSG 501	Perspectives on Aging	3
NSG 622	Advanced Pharmacology in Acute and Chronic Care	3
NSG 636	Health, Healing and Self-Care	3

Clinical Courses

NSG 619	Diagnostic Health Assessment • Successful completion of a Health Assessment Examination is required for entry into NSG 619. • There is a mandatory clinical lab fee. • NSG 619 is required as pre-requisite for all subsequent clinical courses.	3
NSG 621a	Adult and Geriatric Health Care- Theory	3
NSG 621b	Adult and Geriatric Health Care- Practicum	3

Functional Area Courses

NSG 623	Individualized Study in Advanced Clinical Nursing Practice Note: Students in the Gerontology track will be expected to complete an additional 40 clinical hours in NSG 623 (total = 240 clinical hours).	3
Total Credits:		**42**

*Recommended as beginning course.

Psychiatric Mental Health Nursing
Administrator or Educator

Graduates of this program are prepared with a clinical specialty and a functional role as well as a clinical specialist, administrator, or educator.

Course Requirements
(Prior to registering each semester, students need to meet with their advisor for individual program planning)

		Credits
Core Courses		
NSG 558	Paradigms and Perspectives of Advanced Practice (Beginning Course)	3
NSG 559	Nursing in a Sociopolitical Environment (Beginning Course)	3
NSG 649	Transforming Advanced Practice Roles (Must be taken Mid Program, after beginning courses)	3
Research Courses		
NSG 508	Nursing Research Methods	3
NSG 611	Research Seminar	1
NSG 611L	Research Lab	2
Cognate Courses		
Bio 584	Neurobiology* (not required for administrators)	3
Clinical Courses		
NSG 557	Group Processes in Health Care	3
NSG 606	Practice Models in Counseling and/or Psychotherapy for Nurses	3
NSG 610	Family Processes *(Not required for administration)	3
NSG 615	Diagnostic Mental Health Assessments and Interventions	3

Functional Area Courses

Choice of Administrator, or Educator

Administrator/Executive

NSG 652**	Clinical Delivery Systems: Operations & Finance	3
NSG 653/617	Practicum I: Clinical Delivery Systems	3

NSG 654/616	Practicum II: Clinical Delivery Systems	3
NSG	Nursing Elective	3
NSG	Elective may be other area	3

Educator

NSG 662	Nurse Educator Role I: Facilitating Learning	3
NSG 663	Nursing Educator Role II: Transforming Leadership	3
NSG 605	Nursing Educator Practicum (Nsg 662 prerequisite)	3
NSG 617	Advanced Practice in Psychiatric Mental Health Nursing	3

Total Credits: 39-42

*Recommended as beginning course.

**Sage's PAD/HSA 588 or HSA 565 can be substituted for NSG 652.

Psychiatric Mental Health Nursing
Clinical Nurse Specialist/Nurse Practitioner

Graduates of the Psychiatric-Mental Health Nurse Practitioner track are eligible to be certified by New York State as psychiatric nurse practitioners and to take the examination for certification at the national level from the American Nurses Credentialing Center as an adult psychiatric nurse practitioner (which includes: adolescent, adult, and geriatric practice), or family psychiatric nurse practitioner (which includes child, adolescent, adult, and geriatric practice). Graduates of the Psychiatric Mental Health Clinical Nurse Specialist (PMHNCNS) track are eligible to take the examination at the national level from ANCC as an adult PMHCNS (which includes adolescent, adult, and geriatric practice). A total of 47 credits and 500 clinical hours are required to meet the changing professional expectations in these practice areas.

Consistent with the changing health care system, graduates of this program will have the theoretical knowledge and clinical skills to provide primary and continuing mental health care: promote mental health, prevent mental illness, and diagnose and treat clients who demonstrate acute and chronic mental illness and/or substance abuse. Treatments include counseling, psychotherapy, and prescribing drugs.

A sound theoretical base of neurobiology, physiology, pharmacology, and human behavior theories provide the underpinnings for courses and pactica related to comprehensive mental health assessment, diagnostic formulations, and therapeutic interventions. Psychotherapeutic processes include individual, group, and family therapy. Further, graduates would be qualified to provide case management, conduct and develop education programs, supervise support service staff, and provide consultation in non-psychiatric settings.

Course Requirements
(Prior to registering each semester, students need to meet with their advisor for individual program planning)

		Credits
Core Courses		
NSG 558	Paradigms and Perspectives of Advanced Practice Nursing (Beginning Course)	3
NSG 559	Nursing in a Sociopolitical Environment (Beginning Course)	3
NSG 649	Transforming Advanced Nursing Roles (Must be taken Mid Program, after beginning courses)	3
Research Courses		
NSG 508	Nursing Research Methods	3
NSG 611	Research Seminar	1
NSG 611L	Research Lab	2
Cognate Courses		
BIO 560	Advanced Human Pathophysiology*	3
BIO 584	Neurobiology*	3
Supporting Courses		
NSG 622	Advanced Pharmacology in Acute and Chronic Care	3
NSG 624	Advanced Psychopharmacology	2

Clinical Courses

NSG 606	Practice Models in Counseling and/or Psychotherapy for Nurses	3
NSG 610	Family Processes	3
NSG 615	Diagnostic Mental Health Assessments and Interventions	3
NSG 557	Group Process in Health Care	3

Functional Area Courses

NSG 619	Diagnostic Health Assessment	3

- Successful completion of a Health Assessment Examination is required for entry into NSG 619.
- There is a mandatory clinical lab fee.
- NSG 619 is required as pre-requisite for all subsequent clinical courses.

Nurse Practitioner

NSG 647	PMH Nurse Practitioner Practicum I	3
NSG 650	PMH Nurse Practitioner Practicum II	3

Total Credits for PMHNP or PMHCNS: 47

* Recommended as beginning courses.

Doctorate of Nursing Science (DNS) in Nursing Education and Leadership

The purpose of the Doctorate of Nursing Science at The Sage Colleges is to prepare innovative, transformational nurse leaders as educators in both academic and health care settings and support the development of the expert educator/leader across multiple venues. A goal of the program is to build the nursing profession by providing its leaders. Individuals who earn a DNS can expect to assume faculty and leadership positions in academic and healthcare settings, advance education, research and scholarship in academic and health care settings and influence policy, legislation and the public about academic and healthcare issues. This programs builds on the Department of Nursing's rich history of educating undergraduate and graduate nurses for over 80 years while changing the face of health care in the Capital District of New York State.

The curriculum for the Doctor of Nursing Science Program reflects current and diverse knowledge. The curriculum, built on the foundation of the Masters in Nursing Science, promotes critical thinking, evaluation and the application of theory and method to education and health care practice. Faculty are qualified mentors; full and part-time faculty are widely acknowledged to have expertise in their content area. Faculty mentors work with students to support them to identify and achieve individual learning goals for scholarly inquiry. This program reflects a successful partnership between profession, practice and the academic field. Our curriculum helps to narrow the schism that divides academics and practice. We have and promote a vision for nursing and health care leadership. We are ever vigilant to the nuances of the changing face of health care.

Mission

The Doctorate of Nursing Science reflects a contemporary statement of educational purpose: to translate learning into action and application within a framework of value that recognizes the obligation of educated persons to lead and serve their communities. The mission of the DNS is to respond to the national and global need to address faculty and health care leadership shortages as well as the need to prepare leaders who will advance the nursing profession and health care through the application of research-based evidence and demonstrated excellence.

The Mission Statement of the Department of Nursing is to provide and promote baccalaureate, graduate, and doctoral nursing education in an environment which emphasizes the development of individuals as professional nurses with a vision of their own power, and a clear sense of self and their professional role. The department endeavors to prepare graduates who are critical thinkers, who utilize, transmit, and develop new knowledge through systematic models of scholarly inquiry, and who demonstrate a commitment to lifelong learning. Preparation for excellence in nursing practice is achieved through the integration of arts and sciences, humanistic concern for the health and well-being of others, and an awareness and appreciation of cultural diversity in a pluralistic society. The Sage Colleges strives to prepare graduates who are assertive and practice client advocates, enabling clients to maximize their own potential. The global and technological context in which the nursing profession continues to evolve is emphasized, with the expectation that our graduates will assume leadership roles as professionals, and citizens in organizations to influence health care delivery, nursing education, and the welfare of society.

The Sage Colleges is accredited by the Middle States Association Commission on Higher Education. The Department of Nursing is a member agency of the American Association of Colleges of Nursing, the National Organization of Nurse Practitioner Faculties, the National League for Nursing, and the Council of Deans of Nursing in Senior Colleges and Universities in New York State. The baccalaureate and master's degree programs in nursing at The Sage Colleges are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791. All nursing programs are registered with the New York State Education Department.

Admission Requirements

- A master's degree in nursing from a nationally accredited program or its international equivalent.
- A GPA in the master's program of 3.5 on a 4.0 scale. (For those who have not achieved a GPA of 3.5, a small percentage of candidates may be admitted on a provisional basis.)
- An application to Sage Graduate School [PDF 202 kb]
- All official transcripts from all graduate programs attended.
- An academic curriculum vitae including participation in research, community organizations, professional organizations, continuing education, certifications, and publications.
- Three letters of recommendation from academically qualified individuals. These letters should specifically address the candidate's strengths, evidence of potential to become a leader/educator in nursing, ability to complete program successfully, and vision for role upon completion of the program.
- A writing sample: three to four page essay addressing your personal philosophy of education and leadership, post-doctorate career goals, and how you anticipate the program will help you achieve those goals.
- Interview with core faculty or program director.
- Current registered nurse license or its international equivalent.

Regular Admission

Annually, a cohort group will begin the program in the fall. The program must be completed within six years.

Transfer Credit

A maximum of nine graduate credits may be transferred from another accredited institution toward the DNS degree at the Sage Graduate School if the coursework was taken within three years of the first DNS course taken at Sage. Classes where the student achieved a grade of "B" or better will be considered for transfer credit. Transfer credit approval is granted by the doctoral program director and the Dean of Sage Graduate School.

Advanced Standing

Candidates, who have previously completed post-master's courses or *greater than 42 credits* in their previous master's degree in a related area of program competencies within the last three years, may be eligible for Advanced Standing. Some of those credits may be applied toward the required nursing cognates. The program director and admissions committee determine the acceptability for advanced standing. A maximum of nine graduate credits may be accepted for advanced standing.

Required Course Sequence for the DNS

Successful students in the Doctorate of Nursing Science will complete a minimum of 42 post-master's credits. The curriculum emphasizes three themes :

- Advanced Nursing Science and Nursing Knowledge (6 credits)
- Advanced Research and Scholarship (15 credits)
- Leadership in Higher Education and Health Care (9 credits)

The 42 required credits includes 24 credits of core courses, a required minimum of 6 dissertation credits and 12 credits of cognates. The cognates are designed to provide a breadth of knowledge and experience for students who come from varied backgrounds. Cognates are selected from courses in Sage's Master of Science nursing program; the intent is to enhance each student's preparation as educator/leader. Cognates are designated based on review of the candidate's background. Six nursing education credits must be included in the student's doctoral program if they are not part of the candidate's background.

The Doctoral Level courses are:

NSG-701	Advanced Nursing Theory	3 cr
NSG 702	Public Policy and Ethics	3 cr
NSG 703	Advanced Quantitative Research Methods	3 cr
NSG 704	Advanced Qualitative Research Methods	3 cr
NSG 705	Measurement & Evaluation Methodology in Nursing Practice	3 cr
NSG 706	Educators as Leaders/Leaders as Educators	3 cr
NSG 707	Cognitive Science & Teaching Thinking	3 cr
NSG 901	Educator/Administrator Role Development in Higher Education and Practice	3 cr
NSG 902	Dissertation (over two semesters)	6 cr

Sample Program of Study

Year	Fall	Spring	Summer
1	Advanced Nursing Theory Cognate	Cognitive Science & Teaching Thinking Advanced Quantitative Research and Statistical Methods	Cognate
2	Educators as Leaders/ Leaders as Educators Advanced Qualitative Research	Measurement & Evaluation Methodology in Nursing Practice Dissertation	Public Policy and Ethics
3	Educator/Administrator Role: Development in Higher Education and Practice Cognate	Dissertation (continued) Cognate	

Master of Science in Applied Nutrition

The demand for nutrition professionals is on the rise. With the emergence of the obesity epidemic and the new era of nutritional genetics, unprecedented and exciting career opportunities are becoming available for nutrition graduates. In addition, changes in health care, increases in reimbursements, and the need for evidence-based practice require nutrition professionals to obtain advanced clinical and research skills.

The MS in Applied Nutrition is based on a solid scientific foundation with a strong focus in nutritional epidemiology, food and nutrition program evaluation, and the most up to date issues in the nutrition field. This MS degree enhances promotion and job mobility for individuals in health, dietetics, and the food industry, as well as community and public health nutritionists.

The 32-credit M.S. in Applied Nutrition is designed to be flexible and to accommodate the returning adult learner. Emphasis is placed on providing students with the following skills:

- Critical evaluation skills through analysis of research literature.
- Ability to integrate and apply what is learned to relevant and current situations.
- In-depth knowledge and understanding of the most recent developments in the field.
- Strong background in theory of health behavior and the translation of theory into practice, a valuable tool in public health, community as well as clinical nutrition settings.
- Skills in planning, conducting, and evaluating food and nutrition programs and interventions.
- Hands-on experience in designing and conducting research including identifying research hypotheses, developing surveys, collecting and analyzing data, as well as interpreting results and write-up. All students will be encouraged to publish their work.

Admission Requirements

Applicants to the program must meet the general admission requirements for Sage Graduate School. An interview with the Director of Graduate Program in Nutrition is recommended.

Registered Dietitians with Graduate Credits

Official transcripts will be evaluated. A maximum of nine graduate credits or 25 percent of the degree, whichever is greater, may be transferred from another institution if such work was completed within five years of the first course counted toward the MS degree at Sage. Transferred credits must be a “B” or better.

Registered Dietitians Who Completed the Sage Graduate School Dietetic Internship

Credits earned through the Sage Graduate School Dietetic Internship will apply to the MS in Applied Nutrition. Students must complete the remaining 21 credits including a master’s project (NTR 690 and NTR 691) in order to graduate with an M.S. in Applied Nutrition.

Applicants with Bachelor’s Degree in a Field Other Than Nutrition

Official transcripts will be evaluated. Certain nutrition prerequisites (normally SCI 120, NTR 311, 502, 504, and 517) will be required in preparation for graduate study. Additional basic courses needed are Introdution to Psychology and Statistics. Anatomy and Physiology, General and Organic chemistry are highly recommended.

General Information

Students may attend the MS degree program on a full-time or part-time basis. The program is a minimum of three to four terms for full-time students. Working students and commuting students will find courses conveniently scheduled. Courses are offered during the daytime as well as evenings and possibly on a weekly, every-other-week, or weekend institute basis. Some courses are held in convenient one-credit modules. It may be possible to take two or three courses on one particular day. Courses are non-sequential, allowing students to enter the program at any point in time.

Suppo

Program Summary …….	**Credit Hours**
Core Courses	
NTR 561 Nutrition Programs and Interventions: Theory & Practice …….….	3
NTR 562 Weight Management …….…..	3
Choose 3 credits from the following topic areas:	
NTR 571 Contemporary Topic in Nutrition I	1
NTR 572 Contemporary Topic in Nutrition II	1
NTR 573 Contemporary Topic in Nutrition III	1
Choose 2 credits from the following seminars:	
NTR 601 Nutrition Seminar I	1
NTR 602 Nutrition Seminar II	1
Research Courses	
PSY 563 Research Methods	3
NTR 690 Directed Research I - M.S. Thesis	3
NTR 691 Directed Research II - M.S. Thesis	3
Support Courses	
NSG 567 Epidemiology and Heath Research	3
Electives	9

Total Credits **32**

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Master of Science in Occupational Therapy

Occupational Therapy (OT) is a health care profession in which therapists work with people whose abilities to manage everyday tasks of living are affected by developmental deficits, the aging process, environmental barriers, physical injury or illness, or psychosocial issues. Occupational therapists are in high demand across the country as critical caregivers in today's rapidly growing health care system. The profession offers many opportunities for a career rich in both meaning and reward.

Occupational therapists help individuals of all ages identify and return to the occupations and activities that are important to them. The word *occupation* refers to how people use time, or are *occupied* in their daily lives. Occupational therapists assist people to adapt old methods or learn new strategies so they can participate in valued life activities and roles after illness or injury. OTs are employed in a variety of settings including hospitals, rehabilitation centers, nursing homes, homecare, schools, private practice, and community agencies.

The MS in Occupational Therapy at Sage is the only accredited master-level Occupational Therapy Program in New York's Capital Region. Qualified men and women who possess a bachelor's degree and who fulfill the prerequisite courses for the Occupational Therapy Program may apply directly through the Sage Graduate School. Students can complete the 82-credit program in just over two years, including a research project and six months of full time fieldwork. Upon successful completion of academic, research and fieldwork courses, students are awarded an MS degree in Occupational Therapy and are eligible to sit for the certification exam that leads to national certification and eligibility for state licensure.

Program Accreditation

The Sage Colleges Occupational Therapy program is registered with the New York State Education Department and accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, 4720 Montgomery Lane, Bethesda, MD 20824-1220, 301/652-2682. The most recent reaccredidation was granted in April 2007 for a ten-year period. Upon graduation, students are eligible to sit for the national certification exam administered by the National Board for Certification in Occupational Therapy (NBCOT). In addition, most states require licensure in order to practice occupational therapy; however state licenses are usually based on the results of the national certification exam. A felony conviction may affect a student's placement in fieldwork settings, or a graduate's ability to sit for the certification exam or to attain state licensure.

Mission and Philosophy

The mission of the Occupational Therapy Program is to prepare students to be knowledgeable, ethical and competent therapists. The OT Program is based on a framework that considers how biological, psychological, and socio-cultural factors influence occupational behavior. Faculty believes the study and practice of occupational therapy encompasses philosophical principles that:

- affirm the inherent value of occupation to support participation in life;
- link occupational engagement to achieving self-actualization and quality of life;
- reinforce the individual's right to self-determination;
- support a broad definition of independence; and
- acknowledge the multifaceted needs of a diverse society.

Faculty views education as a process, where students progress in their abilities to become client-centered and evidence-based practitioners. Students are assisted in acquiring the knowledge, skills, and judgment needed for skilled and ethical practice in traditional and emerging settings through experiences that:

- challenge and expand their belief systems;
- reinforce their role and responsibility to actively engage in the learning process;
- provide multiple opportunities to practice and obtain feedback and reinforcement; and
- illustrate the dynamic relationship among health, well-being and occupational engagement through a variety of learning activities and experiences.

Occupational Therapy Curriculum Model

The occupational therapy curriculum is developed around humanistic values and incorporates an experiential approach that focuses on students becoming active learners. Foundation and upper level clinical courses promote an understanding of the dynamic relationship between health, well-being and occupational engagement, or a person's ability to participate in valued life activities and roles. Students are immersed in learning opportunities to both promote clinical reasoning skills and develop a systemic view of health and the health care system. The curriculum model is organized around three elements: *Foundations and Professional Responsibilities, Evaluation and Intervention in Practice Settings, and OT Service Delivery and Research*. It is further supported by three major themes that are infused throughout coursework: *Person-Environment-Occupation Relationship, Therapeutic Style and Interactions, and Competent Practice*.

Organizing Elements

Foundations and Professional Responsibilities

Initial courses provide students with a basis for understanding the unique occupational perspective of the profession. Through these foundation courses students explore the physical, psychosocial, cultural, and spiritual aspects of occupational participation on lifestyle and valued life roles. The Occupational Therapy Practice Framework is introduced along with the major practice models and theories that define the language and philosophy of occupational therapy. Early courses explore the wellness-illness continuum and the concept of disability.

Evaluation and Intervention in Practice Settings

Evaluation courses focus on clinical and community -based practice settings, and provide a framework for developing client-centered intervention skills. The application of theories and practice models within this content guides the development of critical thinking. Students engage in fieldwork experiences to apply knowledge gained in the classroom to clinical settings, hone clinical reasoning skills, and achieve independent practice competence.

Occupational Therapy Service Delivery and Research

A multi-course research sequence provides students with content leading to basic proficiency in research while preparing them to be evidence-based practitioners. Working collaboratively with clinic and community-based sites, student teams develop and implement research studies whose outcomes add to the literature and meet the information needs of research partners. The culminating requirement is a presentation at the annual Graduate Research Symposium. Students learn about the roles and associated responsibilities of the OT through coursework that addresses occupational therapy service delivery, advocacy, consultation, and administration. Through these experiences, students develop the broad perspective required for promoting and providing best practice.

Supporting Themes

Person-Environment-Occupation Relationship

Students explore how personal factors, environmental influences, and occupation-related characteristics impact participation, health, and well-being. Throughout the curriculum students engage in literature reviews, case-based learning, and field experiences with clients, families and communities. Together these activities assist students to better understand the factors that enable and constrain occupational performance.

Therapeutic Style and Interactions

Students develop skills in forming therapeutic relationships through activities that foster self-awareness, personal maturity, and effective communication. Exposure to client-centered practice supports the student's ability to engage in a collaborative intervention process.

Competent Practice

Competence as an occupational therapist is facilitated through the development of critical thinking skills, therapeutic use of self, and professionalism. The application of ethics, evidence-based practice, and clinical reasoning are woven throughout coursework and fieldwork experiences. Students develop the knowledge, skills, and behaviors required for best practice.

Fieldwork

Students complete five part time and full time fieldwork experiences to refine clinical reasoning and therapeutic skills while working with clients. Level I fieldwork involves three multi-week experiences in clinical settings integrated within first and second-year coursework. Level II fieldwork involves two full time, 12-week internships during the summer and fall following the second year of study. These affiliations give students the opportunity to practice the clinical skills learned in the classroom in occupational therapy settings under appropriate supervision. The expected outcome of Level II fieldwork is entry-level therapist performance and independent practice. Sage has formal agreements with over 150 clinical sites located throughout the country.

Faculty

Students enjoy an excellent student-to-faculty ratio of 10:1 that facilitates personal attention and close working relationships. The Sage Occupational Therapy faculty are specialists in the fields of pediatrics, psychosocial practice, rehabilitation, gerontology and research. To ensure fresh program content delivery, Sage faculty are engaged in scholarly work and clinical practice in addition to their teaching responsibilities. Sage professors hold advanced certification in pediatrics, neurorehabilitation, sensory integration, neurodevelopmental treatment, and hand therapy. Faculty doctoral degrees and advanced study include occupational therapy, expressive arts, education, and psychology. They are able to bring new ideas and technologies into the classroom, and expose students to contemporary practice in their respective therapy specialties. Students also benefit from faculty expertise through collaboration in ongoing research projects.

OT Program Prerequisite Courses

The following prerequisite courses must be completed prior to entry to the graduate OT Program:

- Anatomy & Physiology I and II (with labs);
- Physics I (with lab);
- 9 credits in psychology including Human development and Abnormal Psychology;
- 3 credits in Sociology or Anthropology
- Statistics.

OT Program Summary		Credits
OTH 504	Foundations of Occupational Therapy/Lab	3
OTH 503	Models & Theories in OT Practice	1
OTH 507	Functional Anatomy & Applied Kinesiology/Labs	6
OTH 514	Occupational Performance in Children & Youth/Lab	4
OTH 515	Occupational Performance in Adulthood/Lab	4
OTH 512	Technology & Adaptations	1
OTH 501	Neuroscience/Lab	4
OTH 606	Eval & Intervention: Hand & Upper Ext Rehab/Lab	4
OTH 608	Foundations of Physical Rehabilitation/Lab	3
OTH 609	Eval & Intervention: Psychosocial Settings/Lab	4
OTH 623	Fieldwork I: Psychosocial Settings	1
OTH 567	Research Methods for the Health Professions	3

OTH 622	Fieldwork Seminar	2
OTH 624	Fieldwork I: Physical Rehabilitation Settings	1
OTH 611	Eval & Intervention: Adult Physical Rehab I/Lab	4
OTH 616	Eval & Intervention: School-based Practice/Lab	3
OTH 626	Fieldwork I: Pediatric Settings	1
OTH 620	Community OT Practice	3
OTH 669	Research Seminar I	3
OTH 617	Eval & Intervention: Early Intervention Settings/Lab	4
OTH 612	Management of Occupational Therapy Services	3
OTH 618	Eval & Intervention: Adult Physical Rehab II/Lab	4
OTH 636	Clinical & Professional Reasoning Seminar	2
OTH 670	Research Seminar II	3
OTH 627	Fieldwork IIa	5
OTH 640	Professional Issues	1
OTH 628	Fieldwork IIb	5
Total Credits		**82**

Fieldwork Requirements: Yearly physical examinations, immunizations, and CPR certification are required by fieldwork sites. In addition, many settings require students to be fingerprinted and undergo a criminal history review. Students are responsible for the arrangements and costs of these, as well as for transportation to and from fieldwork settings. A felony conviction may prevent student placement at some fieldwork settings.

OT Program Outcome Statements

At the conclusion of the occupational therapy educational program students will:

- Demonstrate knowledge of the history of the profession, the scope and role of occupational therapy within the health delivery system, and its contributions to quality of life.
- Establish and sustain therapeutic relationships.
- Articulate a professional development plan that demonstrates a commitment to lifelong learning.
- Demonstrate professional behaviors, attitudes and actions reflective of ethical standards and values.
- Communicate effectively in writing and speaking to a variety of audiences.
- Advocate for the profession and the people we serve through active participation and membership in community and professional organizations.
- Consider culture and other person-environment factors in developing meaningful interventions across clinical and community settings.
- Demonstrate knowledge of the relationship of theory to practice and the ability to use theoretical models and frames of reference to guide clinical reasoning.
- Select and use appropriate screening and evaluation methods to determine client needs and priorities; make referrals to other disciplines as indicated.
- Develop and implement occupation-based intervention plans that support participation in relevant environments.
- Document services to ensure accountability and meet standards for reimbursement.
- Work cooperatively with members of multi-disciplinary teams and other stakeholders within the health delivery system.
- Demonstrate knowledge of state, federal and professional standards and regulations that shape community and clinical practice.
- Demonstrate skills in the management of occupational therapy services including supervising and collaborating with others.
- Identify opportunities to address societal needs by participating in the development and marketing of OT services.
- Use research literature to make evidence-based decisions and engage in research activities that contribute to best practice.
- Demonstrate skills in research methods, the development of a research design, and implementation of a research study.

OT Program Curricular Objectives

Foundations and Professional Responsibilities

1. Demonstrates consistent personal and professional ethical behavior
2. Demonstrates positive interpersonal skills
3. Communicates the values and beliefs of OT to clients, staff and family
4. Demonstrates good written and oral communication skills
5. Seeks and responds constructively to feedback
6. Takes responsibility for own learning
7. Identifies strategies for ongoing professional development

8. Participates in professional activities to advance the profession

Evaluation and Intervention in Practice Settings

9. Adheres to safety regulations in regard to safety of self and others
10. Demonstrates ability to establish rapport
11. Demonstrates respect for diversity factors and lifestyle choices of others
12. Analyzes impact of person-environment factors on OT evaluation and intervention
13. Selects appropriate screening and assessment tools based on client need and context
14. Refers to specialists for consultation and intervention
15. Uses standardized and non-standardized screening and assessment tools appropriately
16. Uses theories, practice models, and frames of reference to guide and inform evaluation and intervention
17. Makes informed practice decisions based on critical analyses of the evidence
18. Develops and implements occupationally-based intervention plans based on appropriate theoretical approach and client needs

    a. Modifies environments (home, work, school, community) and adapts processes

    b Provides design and training in assistive technologies and devices, including fabrication of splints

    c. Provides recommendations and training to enhance mobility including transfers, wheelchair management, community mobility and driver rehabilitation

    d. Provides management of swallowing, feeding and eating to enable performance and make referrals to specialists when appropriate

    e. Develops, remediates and teaches compensatory strategies for physical, cognitive, perceptual, neuromuscular, behavioral, and sensory skills (e.g., vision, tactile, vestibular, auditory, gustatory, and olfactory)

    f. Demonstrates safe and effective application of physical agent modalities

19. Demonstrates skills in supervising and collaborating with OTAs
20. Documents services and maintains records to ensure accountability and meet reimbursement and facility standards
21. Demonstrates knowledge and compliance with reimbursement mechanisms
22. Monitors and reassess the effect of OT intervention and need for continued or modified services
23. Develops discharge plans and terminates OT services as appropriate
24. Reports evaluation results and modifies practice to improve outcomes
25. Provides client and family education to support occupational participation

OT Service Delivery and Research

26. Manages time, schedules and prioritizes workload appropriately
27. Develops strategies for effective use of OT and non-OT staff
28. Understands trends in models of service delivery and their effect on OT practice
29. Considers the impact of contextual factors on management and delivery of OT services
30. Demonstrates ability to design processes for quality improvement and develop program changes
31. Understands factors that promote policy development and provision of OT services
32. Demonstrates knowledge of state, federal and professional standards that shape practice
33. Demonstrates knowledge of advocacy to benefit consumers and the profession
34. Identifies opportunities to address societal needs by participating in the development and marketing of OT services
35. Uses research/professional literature to make evidence-based decisions
36. Understands and critiques research studies
37. Designs and implements beginning-level research studies

Academic Standards of the Graduate OT Program

In addition to meeting the academic standards of Sage Graduate School, students must achieve the following to remain in good standing in the graduate OT program:

- To be eligible for a graduate degree, a student must have a 3.0 grade point average at the time of graduation. A student whose grade point average falls below a 3.0 may be dismissed from the program.
- Students must achieve a grade of "C" or better in all professional courses and a grade of "P" in any professional level pass/fail course.
- Students who achieve grades of "C" in more than two professional courses may be required to repeat courses; complete other remedial work to assure competence for clinical practice; or could be dismissed from the program.
- Students must successfully complete all oral/ practical comprehensive and lab proficiency examinations (minimum passing grade of 80%) to achieve a passing grade for the laboratory course.
- Students must demonstrate competency in all safety items in order to successfully pass the lab practical exam or proficiency.
- Students must demonstrate effective professional behavior, including interpersonal communication skills and judgment, prior to beginning fieldwork education.
- Students must successfully complete Level II Fieldwork within 15 months beyond the date of completion of evaluation and intervention courses, or repeat the course(s), and/or demonstrate academic and clinical competency in the course(s) prior to beginning fieldwork experiences.
- Students who fail a fieldwork experience must obtain permission of faculty prior to repeating the fieldwork. Failure to complete a fieldwork or having to be removed from a placement may result in a student's dismissal from the program. Students who need to repeat more than one Level II fieldwork course will be dismissed from the program.
- Students must be continuously matriculated in the program. If there is inactivity in coursework, or there are two or more years since completion of the last Level II Fieldwork experience, students will be required to repeat all of the evaluation and intervention courses, or demonstrate academic and clinical competency in each of these courses, via examination, to be eligible to graduate.

Dismissal

Students who fail to meet the program and/or academic requirements or who fail to demonstrate professional behavior may be dismissed from the program, required to repeat courses, or complete remedial plans as specified by the program faculty. Students are referred to the Graduate Student Occupational Therapy Handbook for further details about program policies, standards, and fieldwork education requirements. Upon request, students who withdraw or who are dismissed from the program may be readmitted after review. Readmission will be determined by the faculty based on qualifications and any additional criteria required at the discretion of the faculty.

Admission Requirements

All applicants are strongly urged to visit the college and meet with a representative of the Occupational Therapy program. Candidates should call the OT program office at (518) 244-2267 to schedule an appointment with the program director. There are two points of entry into the M.S. in Occupational Therapy Program: direct entry through Sage Graduate School or through Russell Sage College via the 3+2 accelerated program or more traditional 4+2 program.

Direct Entry through Sage Graduate School

Qualified men and women who possess a baccalaureate degree and who have fulfilled the prerequisite courses for the graduate program in Occupational Therapy may apply directly to the M.S. in Occupational Therapy program through Sage Graduate School. In addition to meeting the general requirements for admission to Sage Graduate School, the successful applicant to the M.S. in Occupational Therapy program will demonstrate evidence of the following:

- Earned baccalaureate degree from an accredited college or university.
- Minimum 3.0 GPA in overall undergraduate study and OT Program prerequisite courses
- Completion of OT program prerequisite courses with grades of "C" or better in each required course.
- Completion of at least 20 hours of clinical observation under the supervision of an occupational therapist before beginning the professional program. Applicants are encouraged to complete clinical observation hours as early as possible. Students who are unable to complete observations prior to submitting the admission application must include a letter outlining a plan for completion of these hours with their applications (see observation documentation form in application packet).
- Submission of Academic Standards Statement and Documentation of Clinical Observation Hours Form with the Sage Graduate School Application (forms are available on the Sage OT program website).
- Submit complete application by February 1 priority deadline.

Entry through RSC 3+2 Accelerated Program

Women entering college directly from high school or transferring at the undergraduate level may apply to Russell Sage College for the 3+2 bachelor's degree leading to the M.S. in Occupational Therapy. Students admitted to the accelerated five-year program at Russell Sage College will choose an RSC undergraduate major . The bachelor's degree in the chosen major is awarded from Russell Sage College at the end of the fourth year and the M.S. in Occupational Therapy is awarded from Sage Graduate School at the end of the fifth year, plus fieldwork.

Undergraduate Academic Standards for Acceleration to the M. S. in Occupational Therapy Program

Students who enroll at RSC in the 3+2 bachelor's degree leading to the M.S. in Occupational Therapy may enroll in OT graduate courses during their fourth year of undergraduate study and are guaranteed acceptance to the graduate OT Program, providing they maintain the following academic requirements in the first three years of undergraduate study:

- Achieve a minimum cumulative GPA of 3.0 in undergraduate study;
- Achieve a minimum 3.0 GPA in OT Program prerequisite courses;
- Achieve a grade of "C" or better in all OT program prerequisite courses;
- Complete and document 20 hours of observation with a licensed occupational therapist; and
- Complete undergraduate major requirements, RSC general education courses, and OT program prerequisites.

Master of Science in Organization Management

In today's service and information oriented organizations, both non-profit and for-profit, there is a need for managers who can broker information, sustain employee commitment, understand the work environment, and expedite customer service. Jobs such as these require managers educated in organization dynamics, personnel and human resources management principles, management control, and quality production methods. Sage Graduate School Master of Science (M.S.) in Organization Management is designed to create knowledgeable and highly skilled managers in these important operational areas and in closely related areas of management. The Organizational Management student will gain skills and knowledge within a framework of 30 credit hours or 10 courses. With the master's degree in Organization Management and sharpened skills in management, graduates of this program are able to assume leadership positions in many different types of organizations, firms, government, and service provision agencies, or community organizations. For students who wish to specialize in the administration of organizations in the public sector there is a special concentration in Public Administration for the MS in Organization Management..

Admission Requirements

Applicants must meet the general requirements for admission to Sage Graduate School.

Program Requirements

This graduate program of study is structured around three important areas of management: organizational foundation principles, personnel principles, and management control principles. The capstone seminar in management provides an opportunity for students to integrate those principles through a research project in the field of management.

MS -Organization Management Program Summary

Foundation	Credits
MBA 570 – Critical Thinking: Transformation in a Complex World	3
MBA 571 – Management of Change & Innovation	3
People & Organizations	
MGT 555 – Administrative Organization & Behavior	3
MGT 561 – Organizational Design and Development	3
MGT 651 – Human Resource Management	3
MGT 656 – Personal Development and Leadership Essentials	3
Management Control	
MGT 671 – Management Information Systems	3
MGT 685 – Quality Management	3
Graduate Elective	3
Students may choose a course from across all Sage Graduate Programs	
Capstone	
MGT 595 – Seminar in Management	3
Total Credits	30

MS - Organization Management
with Public Administration Concentration
Program Summary

Organization Foundation	Credits
MGT 555 - Administrative Organization Behavior	3
MGT 561 - Organization Design and Development	3
People & Organizations	
MGT 651 – Human Resource Management	3
MGT 656 – Personal Development and Leadership Essentials	3
Management Control	
MGT 671 – Management Information Systems	3
MGT 685 – Quality Management	3
PAD 578 – Analytic Methods /MBA 564 – Research Design	3
PAD Concentration	
PAD 568 – Public Policy Process	3
PAD 558 – Budgeting & Finance for Gov't., Nonprofit, & Health Org.	3
PAD 572 – Program Analysis, Planning and Evaluation	3
Capstone	
MGT 595 – Seminar in Managment	3
Total Credits	33

Doctor of Physical Therapy (DPT) Program

The three year Doctor of Physical Therapy Program is offered through the School of Nursing and Health Sciences. Physical therapists are health care professionals who provide services to patients and clients of all ages. Through a comprehensive process of examination, evaluation, diagnosis, prognosis, intervention and outcome assessment, physical therapists provide care to patients to alleviate impairments and functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes. Physical therapists also have an active role in consultation, education, critical inquiry, administration, and supervision of physical therapy services as well as provision of prevention and wellness services, including screening and health promotion. Physical therapists interact and practice in collaboration with a variety of professionals, including nurses, physicians, educators, social workers, occupational therapists, speech-language pathologists, audiologists, and dentists. Physical therapists work in a variety of practice settings, including hospitals; outpatient clinics; rehabilitation centers; skilled nursing, extended care or sub-acute facilities; home health; education or research centers; early intervention programs and preschool, primary and secondary schools; hospices; corporate health centers; industrial or other occupational environments; collegiate, amateur, and professional athletic facilities; fitness centers; and sports training facilities.

DPT Mission and Philosophy

Mission Statement

Consistent with the mission of the Sage Graduate School and the American Physical Therapy Association Vision 2020 statement, The Sage Colleges Doctor of Physical Therapy Program prepares physical therapists who are exemplary, autonomous practitioners. The depth and breadth of our professional curriculum is enriched by the intellectual community found at our comprehensive university that is dedicated to liberal, professional, and specialized programs of study. Graduates embrace their role in promoting the profession through evidence-based practice that is respectful and sensitive to individual differences, commitment to lifelong learning that sustains clinical excellence, and service to community and society.

DPT Program Philosophy

The members of the Doctor of Physical Therapy Program believe:

1. In the inherent worth of the individual and the value of diversity.
2. Physical therapists are autonomous practitioners who are lifelong learners and engage in evidence-based practice. They are prepared to meet the demands of current and evolving practice by means that are consistent with the core values of professionalism in physical therapy.
3. Clinical excellence includes the highest possible professional, ethical, legal, and scientific standards.
4. Physical therapists need a broad base of preparation in liberal arts, professional theory, and critical inquiry integrated with practical and applied experiences.
5. Active hands-on learning experiences with patients/clients are essential throughout the curriculum to assist students in gaining cognitive, psychomotor, and affective skills to prepare them for clinical practice, and small class sizes enhance interactive learning.
6. The integration of mind, body, and spirit for self and others is essential to the delivery of safe, comprehensive, and effective physical therapy services.
7. Meeting the healthcare needs of patients/clients requires effective skills in communication, collaboration, and advocacy.
8. Effective healthcare delivery is sensitive to the cultural and financial needs of all patients/clients in order to empower them to be active in their own care.
9. Faculty members are models for students in their roles as educators, scholars, administrators, clinicians, consultants, and providers of professional and community service.
10. Faculty and students have a responsibility to make positive contributions to the professional community and community-at-large.

Physical Therapy Curriculum

Program Length

The typical three calendar year graduate program begins in the summer and includes seven academic semesters, two summer internships, and one fall internship. Students graduate in May following completion of the third year of the DPT program.

There is also an option for students to complete the DPT Program in a 5-year extended curriculum format. The purpose of the extended curriculum is to offer a program of high quality that meets the needs of students who, for a variety of reasons, are not able to complete the 120 credit DPT Program in its current compressed 3-year plan. The department is able to offer a very limited number of enrollments for this extended program.

Curriculum Model

The purpose of the Doctor of Physical Therapy Program at The Sage Colleges is to provide a quality educational experience that prepares graduates for entry into the physical therapy profession in a manner that exemplifies standards of excellence. Our mission and philosophy along with our student goals form the foundation for the physical therapy curriculum. Graduates of the DPT Program will be competent to practice physical therapy at an entry level consistent with the APTA *Guide to Physical Therapy Practice: A Normative Model of Physical Therapist Professional Education,* and the *APTA Vision Statement for Physical Therapy 2020.* Patient/client centered care is at the core of the curriculum design, which is based on the disablement model and the patient/client management model. The curriculum emphasizes a problem-solving approach for clinical decision-making, critical thinking skills, collaboration, communication, interpersonal interactions, and clinical research applications.

The curriculum has been developed along six organizing elements with six transcurricular themes.

Organizing Elements	Transcurricular Themes
Musculoskeletal System	Safety
Neuromuscular System	Communication
Cardiovascular and Pulmonary System	Social Responsibility
Integumentary System	Ethical and Legal Behavior
Clinical Decision Making/Critical Inquiry	Evidence-Based Practice
Human Interaction	Life Long Learning

3-Year Professional Course Sequence

First Year	**46 credits**	**Credits**
Summer I	**15 credits**	
PTY 502	Gross & Functional Human Anatomy w/ lab	4
PTY 504	Introduction to the Physical Therapy Profession	3
PTY 505	Surface Anatomy	1
PTY 506	Human Biomechanics w/ lab	5
PTY 521	Pathology I	2
Fall I	15.5 credits	
PTY 501	Neuroscience w/lab	4
PTY 509	Patient-Client Management (PCM): Integumentary System w/ lab	4
PTY 519	Clinical Applications: Integumentary System	0.5
PTY 522	Pathology II	2
PTY 523	Physiological Principles of Exercise and Assessment w/ lab	2
PTY 615	Clinical Research Methods for Physical Therapists	3
Spring I	**15.5 credits**	
PTY 503	Physical Therapy Interventions w/ lab	4
PTY 507	PCM: Musculoskeletal System I w/ lab	6
PTY 520	Clinical Applications: Musculoskeletal System	0.5
PTY 611	Motor Control Across the Life Span: Theory and Application	5
Second Year	**34 credits**	
Summer II	**5 credits**	
PTY 608	Clinical Education I	5
Fall II	**14.5 credits**	
PTY 612	PCM: Musculoskeletal System II w/ lab	4
PTY 614	Psychosocial Aspects of Physical Therapy Practice	2
PTY 616	PCM: Adult Neuromuscular System w/ lab	5
PTY 620	Clinical Applications: Adult Neuromuscular System	0.5
PTY 647	Analysis of Professional Literature in PT	3
Spring II	**14.5 credits**	
PTY 610	Health, Culture and Society: Implications for Physical Therapy Practice	2
PTY 613	PCM: Musculoskeletal System III w/ lab	4
PTY 617	PCM: Pediatric Neuromuscular System w/ lab	4
PTY 625	Clinical Applications: Cardiovascular and Pulmonary Systems	0.5
PTY 627	PCM: Cardiovascular and Pulmonary Systems w/ lab	4
Third Year	**40 credits**	
Summer III	**8 credits (May - Aug.)**	
PTY 718	Clinical Education II	8
Fall III	**16 credits (Sept. - Nov.)**	
PTY 721	Health Promotion and Wellness	3
PTY 722	Educational Strategies for Physical Therapists	3
PTY 724	Pharmacotherapeutics for Physical Therapists	3
PTY 725	Differential Diagnosis for Physical Therapists	4
Choose one of the following:		3
PTY 768	Capstone Experience: Case Report and Evidence-Based Practice	
PTY 769	Capstone Experience: Faculty Mentored Research Project	
Spring III	**8 credits (Nov. - Feb.)**	
PTY 719	Clinical Education III	8
Spring III	**8 credits (Feb. - May)**	
PTY 720	Administration, Leadership and Business Management for Physical Therapists	3
PTY 723	Medical Imaging for Physical Therapists	2
PTY 730	Professional Practice Issues	3
PTY 768 or PTY 769	Complete Capstone Experience	

5-Year Extended Professional Course Sequence

First Year	**15 credits**	**Credits**
Summer I	**5 credits**	
PTY 504	Introduction to the Physical Therapy Profession	3
PTY 521	Pathology I	2
Fall I	8 credits	
PTY 501	Neuroscience w/ lab	4
PTY 522	Pathology II	2
PTY 523	Physiological Principles of Exercise and Assessment w/ lab	2
Spring I	**2 credits**	
PTY 610	Health Culture and Society: Implications for Physical Therapy Practice	2
Second Year	**28 credits**	
Summer II	**10 credits**	
PTY 502	Gross & Functional Human Anatomy w/ lab	4
PTY 505	Surface Anatomy	1
PTY 506	Human Biomechanics w/ lab	5
Fall II	**7.5 credits**	
PTY 509	Patient-Client Management (PCM): Integumentary System w/ lab	4
PTY 519	Clinical Applications: Integumentary System	0.5
PTY 615	Clinical Research Methods for Physical Therapists	3
Spring II	**10.5 credits**	
PTY 503	Physical Therapy Interventions w/ lab	4
PTY 507	PCM: Musculoskeletal System I w/ lab	6
PTY 520	Clinical Applications: Musculoskeletal System	0.5
Third Year	**23 credits**	
Summer III	**5 credits**	
PTY 608	Clinical Education I	5
Fall III	**9 credits**	
PTY 612	PCM: Musculoskeletal System II w/ lab	4
PTY 614	Psychosocial Aspects of Physical Therapy Practice	2
PTY 647	Analysis of Professional Literature in PT	3
Spring III	**9 credits**	
PTY 611	Motor Control through the Life Span: Theory and Application	5
PTY 613	PCM: Musculoskeletal System III w/ lab	4
Summer IV	**No class**	
Fourth Year	**25 Credits**	
Fall IV	**8.5 Credits**	
PTY 616	PCM: Adult Neuromuscular System w/ lab	5
PTY 620	Clinical Applications: Adult Neuromuscular System	0.5
PTY 724	Pharmacotherapeutics for Physical Therapists **(Sept. - Nov.)**	3
Spring IV	**8.5 Credits**	
PTY 617	PCM: Pediatric Neuromuscular System w/ lab	4
PTY 625	Clinical Applications: Cardiovascular and Pulmonary Systems	0.5
PTY 627	PCM: Cardiovascular and Pulmonary Systems w/ lab	4
Summer V	**8 Credits**	
PTY 718	Clinical Education II **(May - Aug.)**	8
Fifth Year	**29 Credits**	
Fall V	**13 Credits (Sept. - Nov.)**	
PTY 721	Health Promotion and Wellness	3
PTY 722	Educational Strategies for Physical Therapists	3
PTY 725	Differential Diagnosis for Physical Therapists	4
Choose one of the following:		3

PTY 768	Capstone Experience: Case Report and Evidence-Based Practice
PTY 769	Capstone Experience: Faculty Mentored Research Project

Spring V	**8 credits (Nov. - Feb.)**	
PTY 719	Clinical Education III	8
Spring V	**8 credits (Feb. - May)**	
PTY 720	Administration, Leadership and Business Management for Physical Therapists	3
PTY 723	Medical Imaging for Physical Therapists	2
PTY 730	Professional Practice Issues	3
PTY 768 or PTY 769	Complete Capstone Experience	

Clinical Education

Clinical Education is an integral part of the curriculum. Students are prepared to successfully bridge academic preparation with clinical practice through the completion of full time and part time clinical education experiences. To participate in clinical education experiences, students must complete all academic requirements and also demonstrate effective interpersonal communication skills, judgment and professional behavior consistent with the APTA's *Professionalism in Physical Therapy: Core Values.* There may be additional expenses associated with the clinical education program including expenses for housing, meals, and daily commuting expenses to and from the clinical site. Some clinical facilities require a criminal background check on any student placed there for a clinical education experience. A felony conviction may affect a student's placement in clinical education settings or a graduate's ability to sit for the National Physical Therapy Examination or to attain state licensure.

Licensure

Upon successful completion of the program, students are eligible to sit for the National Physical Therapy Examination and, after passing the exam, be licensed in any state.

Student Goals

Upon completion of the physical therapy program, graduates will:

- Be autonomous practitioners able to practice in a safe and competent manner that reflects contemporary standards of practice.
- Demonstrate a commitment to professional growth.
- Demonstrate professionalism and act in a manner consistent with APTA's *Professionalism in Physical Therapy: Core Values*, and *Code of Ethics*.
- Demonstrate commitment to making a positive contribution to the profession and the community.

Technical Standards for Physical Therapy Practice

In order to successfully complete the Doctor of Physical Therapy Program, applicants must be able to meet the technical requirements of the program. The technical standards for the Doctor of Physical Therapy Program include the ability to:

1. Acquire information from demonstrations and experiences in the basic and clinical sciences, including but not limited to, information conveyed through laboratory dissection, physiologic, and physical demonstrations.
2. Acquire information from written documents and interpret information presented in images from paper, videos, transparencies, and slides.
3. Accurately elicit from a patient or client a history and other pertinent information required to adequately and effectively assess and manage the patient or client's condition.
4. Select and perform examinations, including, but not limited to, assistive and adaptive devices; anthropometric characteristics; arousal and attention; aerobic capacity and endurance; community and work integration and reintegration; environmental, home and work barriers; gait, locomotion and balance; ergonomics and body mechanics; integumentary integrity; joint integrity and mobility; motor function, muscle performance, neuromotor development and sensory integration; pain; posture; prosthetic requirements; range of motion; reflex integrity; self-care capability; sensory integrity; ventilation, respiration, and circulation.
5. Use and interpret information from diagnostic maneuvers (observation, palpation, auscultation) in the course of conducting a comprehensive physical therapy examination.
6. Make clinical judgments based on the data obtained in a comprehensive examination and evaluation of the patient/client to determine a physical therapy diagnosis.
7. Synthesize information from the evaluation and other documented sources to formulate a plan of care.
8. Problem solve and think critically to judge which theory, and/or strategy of assessment and intervention is most appropriate for facilitating the attainment of the highest level of function for individual patients and clients.
9. Perform therapeutic interventions including, but not limited to, therapeutic exercise, patient or client related instruction, functional training, manual therapy, airway clearance, wound management, electrotherapeutic modalities, physical and mechanical modalities, and the prescription, application, and fabrication of assistive/supportive/protective devices.
10. Communicate effectively and efficiently with faculty, patients, clients, families, and all members of the health care team about a patient's condition.
11. Develop effective and appropriate relationships with patients, clients, colleagues, coworkers, and relevant others.
12. Practice in a safe manner at all times and respond appropriately to emergencies and urgencies.
13. Provide patient-related and client-related education and consultation to identify problems, recommend solutions or produce a specified outcome on behalf of a patient or client.
14. Impart information or skills, and instruct peers or other health care providers, in activities related to physical therapy.
15. Read and interpret professional literature in evaluating the efficacy of new and established interventions and technologies.
16. Adapt and function effectively under the various circumstances and rigors which are inherent in the clinical practice of physical therapy.

Admission

Students may be admitted in one of two points of entry to the Doctor of Physical Therapy Program: direct entry through Sage Graduate School or through Russell Sage College. The prerequisite courses must be completed prior to beginning the DPT Program.

Prerequisite Courses for the DPT Program

	Credits
Anatomy and Physiology	8

Cell Biology/Microbiology or equivalent	4
Chemistry	8
General Physics	8
Introduction to Psychology	3
Human Development	3
Statistics	3

Direct Entry through Sage Graduate School (SGS)

Qualified men and women who possess or are completing a bachelor's degree and have fulfilled the prerequisite courses for the DPT Program may be accepted directly to Sage Graduate School. In addition to meeting the general requirements for admission to Sage Graduate School, the successful applicant to the DPT Program will demonstrate evidence of the following:

- Earned bachelor's degree from an accredited college or university.
- Minimum cumulative grade point average (GPA) of 3.0.
- Minimum science GPA of 3.0 in the prerequisite science courses.
- Completion of all prerequisite courses (listed above) for the DPT Program with a minimum grade of “C” or better in each required course.
- Completion of at least 40 hours of physical therapy clinical observation under the supervision of a licensed physical therapist.
- Submission of the Academic and Program Standards Statement and Documentation of Clinical Observation Hours with the Sage Graduate School Application.

Articulation Agreements with 4-Year Colleges

Sage has developed articulation agreements with several four-year colleges to **guarantee** admission to the Sage Doctor of Physical Therapy Program for qualified students. These agreements provide for:

- Automatic acceptance into the DPT Program for students who have completed DPT Program course prerequisites, after initial advisement and interview, with completed application and evidence of academic eligibility;
- Waiver of Sage Graduate School application fee;
- Early acceptance (for students who submit applications prior to October 15 of their senior year);
- Advisement to coordinate undergraduate electives and coursework to address DPT Program prerequisites; and
- Opportunity to apply early for graduate assistantships.

Qualified students will:

- Earn a bachelor's degree prior to entering the DPT Program;
- Maintain a minimum overall 3.0 GPA in their undergraduate program and 3.0 GPA in the DPT Program prerequisite science courses;
- Complete an admission interview with DPT Program faculty; and
- Document completion of clinical observation hours under the supervision of a physical therapist.

For more information about the agreements, please visit the DPT Program web site.

Entry through Russell Sage College (RSC)

Women who are entering directly from high school or transferring at the pre professional level may apply to Russell Sage College for either a typical 4+3 or an accelerated 3+3 bachelor’s degree leading to the Doctor of Physical Therapy degree. Students entering either of these programs at Russell Sage College will choose an undergraduate major in one of the following disciplines: Biology, Chemistry, English, Health Sciences, Interdisciplinary Studies, Psychology, Sociology, or Spanish.

Academic Requirements for Admission to the DPT Program from Russell Sage College:

- Earned bachelor's degree (4+3 students only).
- Completion of undergraduate major requirements and RSC general education courses (3+3 students only).
- Completion of all prerequisite courses for the Doctor of Physical Therapy Program with a grade of "C" or better in each required course.
- Minimum cumulative grade point average (GPA) of 3.0.
- Minimum science GPA of 3.0 in the required prerequisite science courses (BIO 201, 202, 220; CHM 103/104 or 111/112; and PHY 101/102 or 107/108).
- Completion of at least 40 hours of physical therapy clinical observation under the supervision of a licensed physical therapist beginning the professional program.

Typical 4+3 Program (Bachelor's and DPT)

Students who are admitted to the 4+3 program at RSC complete the bachelor's degree in four years. This program allows greater latitude for taking additional elective courses of interest to the student and may be more conducive for success. Students who meet the academic requirements are **guaranteed** admission to the Doctor of Physical Therapy Program at Sage Graduate School upon completion of the bachelor's degree. The bachelor's degree is awarded from Russell Sage College in the spring of the fourth year. The DPT degree is awarded from Sage Graduate School at the end of the seventh year. The first formal review for eligibility to progress into the professional program will occur after the fall semester of the fourth year at RSC.

Accelerated 3+3 Program (Bachelor's and DPT)

Students who are admitted to the 3+3 bachelor's program at RSC are eligible to accelerate into the professional Doctor of Physical Therapy Program in their fourth year. Students who have completed a minimum of 90 undergraduate credits and meet the academic requirements above are **guaranteed** admission to the DPT Program at Sage Graduate School. The bachelor's degree is awarded from Russell Sage College in December of the fourth year, and students participate in the spring commencement ceremony. The DPT degree is awarded from Sage Graduate School at the end of the sixth year. The first formal review for eligibility to continue into the professional program will take place after the fall semester of the third year at RSC.

Procedures for Progression/Acceleration into the DPT Program

By January 15 (fourth year for 4+3 program; third year for 3+3 program) students progressing from the 4+3 program or accelerating from 3+3 program into the DPT program must:

- Arrange for a meeting with the PT Program Coordinator
- Complete PT program progression/acceleration packet available from the Physical Therapy Department (Academic and Program Standards Statement, Student Information Form, Clinical Observation Documentation Form);
- Submit a current resume;
- Submit one professional letter of recommendation;
- Submit a career goals essay;
- Provide transcripts from all college institutions attended; and,
- Provide a list of courses in progress and planned during the remainder of the undergraduate program.

Academic and Program Standards

The Physical Therapy Program at The Sage Colleges is a professional education program at the clinical doctorate degree level. Students enrolled in the program must demonstrate achievement in academic and clinical competencies necessary for the professional practice of physical therapy and meet academic standards consistent with graduate school criteria. Students must demonstrate effective professional behavior as detailed in the program's Standards of Professional Behavior.

1. ***Grade Point Average (GPA)***

   An overall grade point average of at least **3.0** must be maintained in the Physical Therapy Program. A semester GPA below 3.0 will result in probation for the following semester. If the semester GPA is below 3.0 for two consecutive semesters or a total of three semesters, the student will be subject to suspension from the program. A student must attain an overall GPA of 3.0 or better prior to enrolling in the clinical education courses.

2. ***Passing Course Grades***

   If a minimum grade of C- is not obtained in a course (P in a pass/fail course), the student will be suspended and the course must be repeated before continuing in the curriculum. A course may be repeated only once and the student must achieve a minimum grade of B- (or P in a pass/fail course) on the second attempt. The second time a student receives a grade less than a C- in any professional component course, the student will be dismissed from the program.

3. ***Oral/Practical/Proficiency Exam Grades***

   Each student is expected to pass every oral/practical/proficiency exam on the first attempt with a minimum passing grade of 80%. If unsuccessful, the student will be allowed one retake of the exam and the Program Director will be notified. If the student does not achieve the minimum passing grade of 80% on the retake, the student will receive a grade of F for that course and will be suspended from the program. The second occasion that a student needs to repeat an oral/practical /proficiency exam will result in a letter from the Program Director requiring the student to meet with the course faculty and advisor. On the third occasion the student will be placed on probation the following semester. On the fourth occasion the student will be suspended from the program.

4. ***Retention and Dismissal***

   a. **Probation**

   A student who receives a grade of C+, C or C- in any course will be placed on probation for the next semester. Probation for two consecutive semesters will result in suspension. Probation for a total of any three semesters will result in suspension. Violations of the Program's Standards of Professional Behavior or APTA Code of Ethics and Guide to Professional Conduct are also grounds for being placed on probation.

   Probationary status may jeopardize eligibility to apply for the PTY 769 Capstone Experience, participate in the clinical education lottery and/or apply for graduate assistant or teaching assistant positions.

   b. **Suspension**

   Suspension from the program will be for a one-year period of time. A program of remediation will occur during this time period. Since the program is a lock step curriculum, courses that were not successfully completed cannot be repeated until the following year. Repeated violations of the Program's Standards of Professional Behavior or APTA Code of Ethics and Guide to Professional Conduct are also grounds for suspension.

   c. **Dismissal**

   A student is subject to dismissal from the program for any of the following:

   - Student receives a grade less than B- in four (4) courses*;
   - Student has two (2) suspensions;
   - Student has four (4) probations;
   - Student does not achieve a minimum grade of B- (or P in a pass/fail course) when repeating a course;
   - Egregious conduct that violates professional and/or legal standards.

A student who is academically dismissed from The Sage Colleges Physical Therapy Program may apply for readmission after a period of at least one year. A program of reassessment and review will be required during this period. Students having difficulty maintaining the academic standards may be required to enroll in an extended curriculum.

*A grade in a lecture/lab course in which the same grade is given for both components of the course only counts as one (1) grade.

In addition to these standards, students admitted to the program on a provisional basis are required to meet the conditions of acceptance stated on their program of study.

Grievance/Appeal Procedure

Students may appeal any decision regarding their grade or status in the program by following the procedures for grievance/appeals specified in the Sage Graduate School Catalog and the DPT Student Handbook. Students may appeal any suspension or dismissal decision following the appeal procedures in the DPT Student Handbook.

New York State and Accrediting Agency Approval

The Doctor of Physical Therapy Program at Sage is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314-1488, www.apta.org, (703) 684-APTA (2782) or (800) 999-APTA (2782). The program is also registered with the New York State Education Department, Education Building, Albany, New York 12234, (518) 474-3852.

Transitional Doctor of Physical Therapy (tDPT) Program

In June 2000, APTA's House of Delegates endorsed the APTA Vision Statement for Physical Therapy 2020 which envisions that physical therapy will be provided by physical therapists who are doctors of physical therapy: "Physical therapy, by 2020, will be provided by physical therapists who are doctors of physical therapy and who may be board-certified specialists. Consumers will have direct access to physical therapists in all environments for patient/client management, prevention, and wellness services. Physical therapists will be practitioners of choice in clients' health networks and will hold all privileges of autonomous practice. Physical therapists may be assisted by physical therapist assistants who are educated and licensed to provide physical therapist-directed and supervised components of interventions. Guided by integrity, life-long learning, and a commitment to comprehensive and accessible health programs for all people, physical therapists and physical therapist assistants will render evidenced based service throughout the continuum of care and improve quality of life for society. They will provide culturally sensitive care distinguished by trust, respect, and an appreciation for individual differences.

While fully availing themselves of new technologies, as well as basic and clinical research, physical therapists will continue to provide direct patient/client care. They will maintain active responsibility for the growth of the physical therapy profession and the health of the people it serves." (APTA)

APTA and SAGE are unequivocally committed to a fully inclusive transition to the status of a doctoring profession. Inclusiveness means that every U.S.- licensed physical therapist will be afforded the opportunity to attain degree parity with those practitioners who possess the DPT. In addition to the benefits for the physical therapist, an inclusive transition also benefits the profession as a greater critical mass of physical therapists are prepared to practice using the most current body of knowledge and skills, including all aspects of patient/client management.

tDPT Program Purpose

The purposes of the Transitional Doctor of Physical Therapy Program at The Sage Colleges are to provide:

1. A quality educational program, primarily through a distance learning online curricular format, that reflects an augmentation in the physical therapist professional body of knowledge and practice over the last 10 years, allowing physical therapists to complete the program in a format that supports continued employment.
2. A mechanism whereby experienced physical therapists may augment their knowledge and skills in areas that, together with any specialized knowledge and experience acquired over the years, would position them more strongly as a provider of physical therapy in a competitive health care system.
3. A valuable and exciting context for learning, including the rich and diverse interactions among physical therapists whose respective experiences provide an invaluable source of shared learning.
4. A curriculum that is customized to particular learners based on the date and degree level awarded in physical therapy, and their knowledge and experience, thereby minimizing the prospects for duplication of content.
5. A learning context, including the learner's experience and discourse, that reflects a breadth and depth of experience that cannot be present in a professional degree program with students who have no clinical experience.
6. Credentialing at the clinical doctorate level with the opportunity for graduates to achieve parity with other clinical and associated professions that have converted to the doctoral level, including optometry, podiatry, audiology, pharmacy and law.

Admission Requirements

1. Earned entry-level bachelor's, master's, combined bachelor's/master's degree in physical therapy from an accredited program
2. Official transcripts from all post-secondary institutions attended
3. Current license to practice physical therapy in the United States
4. Current Resume
5. Two professional letters of recommendation
6. A career goals statement/personal essay
7. Letter of request and portfolio of professional development courses and activities if requesting course waivers

Evaluation of Equivalency of Required tDPT Courses: Clinicians who are able to demonstrate equivalency in formal graduate level academic coursework or through advanced clinical professional development courses or activities may be waived from some of the required courses.

tDPT Curriculum

The tDPT curriculum is based on the APTA' s *Preferred t-DPT Curricular Guide* and is also consistent with the *Guide to Physical Therapist Practice* and *A Normative Model of Physical Therapist Professional Education, Version 2004*. Eight core courses in the tDPT curriculum are designed to "bridge" the gaps typically found between the entry-level bachelor's and master's programs and the current professional DPT programs. The tDPT curriculum reflects an augmentation in the physical therapist professional body of knowledge and practice over the last 10 years and includes content in physical therapy differential diagnosis and screening for medical referral, medical imaging, pharmacotherapeutics, business management and administration, educational strategies, principles of evidenced-based practice, and scientific inquiry. A capstone experience provides students the opportunity to engage in a faculty-mentored clinical inquiry/research project related to their area of clinical practice. At the completion, tDPT students present their research/culminating project at the annual Sage

Graduate School Research Symposium.

Delivery Model

The tDPT program is delivered in a combination on-site/distance learning format, with the majority of the coursework delivered in an online format. The students enrolled in the tDPT program are practicing clinicians who will need minimal laboratory experiences, which lends itself to the online format. Students meet on campus one weekend each semester with each course meeting from 4-8 hours during the weekend.

Transitional DPT Course Requirements

	Credits
PTY 615 Clinical Research Methods for Physical Therapists	3
PTY 647 Analysis of the Professional Literature in Physical Therapy	3
PTY 720 Administration, Leadership and Business Management for Physical Therapists	3
PTY 722 Educational Strategies for Clinical Practice	3
PTY 723 Medical Imaging for Physical Therapists	2
PTY 724 Pharmacotherapeutics for Physical Therapists	3
PTY 725 Differential Diagnosis for Physical Therapists	4
PTY 768/769 Capstone Experience	3
Total Credits (maximum)	**24**

tDPT Course Schedule

Each course is offered one time each year.

Fall	Credits
PTY 615 Clinical Research Methods for Physical Therapists	3
PTY 723 Medical Imaging for Physical Therapists	2
PTY 725 Differential Diagnosis for Physical Therapists	4
PTY 768/769 Capstone Experience	3
Spring	
PTY 647 Analysis of the Professional Literature in Physical Therapy	3
PTY 720 Administration, Leadership and Business Management for Physical Therapists	3
PTY 722 Educational Strategies for Physical Therapists	3
PTY 724 Pharmacotherapeutics for Physical Therapists	3

Grievance/Appeal Procedure:

Students may appeal any decision regarding their grade or status in the program by following the procedures for grievance/appeals specified in the Sage Graduate School Catalog. Students should first seek resolution through the course instructor, program director and department chair before seeking resolution outside the program. In the event that a student wishes to appeal a grade, the student must submit in writing to the course instructor the reasons for requesting a change in grade. For grades on an exam or assignment, this request must be submitted within two weeks of the graded work being returned to the student. To appeal the final course grade, the request must be submitted within the first two weeks of the next academic semester that follows the semester in which the course was taken (eg. fall course grades must be appealed within the first two weeks of spring semester and spring course grades must be appealed within the first two weeks of the fall semester).

Master of Science and Certificate of Advanced Study Professional School Counseling

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (http://www.ncate.org).

Conceptual Framework

The mission of the School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, value diversity, and are reflective and knowledgeable about best practices. Therefore, we ask Sage students to consider two essential questions throughout their studies and field experiences: "Who am I in the lives of those with whom I work?" "Who am I in the life of my educational community?" **We expect all Sage candidates to demonstrate leadership and create optimal educational outcomes for all learners.**

The motto of Russell Sage College, "To Be, To Know, To Do," informs the educational purpose of The Sage Colleges, where the common effort is to translate learning into action and application, within a framework that recognizes the obligation of educated persons to lead and serve their communities. In the School of Education, this motto is extended to form the basis for our programs. We expect Sage candidates:

I. To be well-grounded in knowledge about schools/communities, learners and learning, Sage candidates will:

understand self in relation to learners, their families, and the local and global community - particularly in terms of power, privilege and knowledge with regard to culture, class, language, ability and gender;

use interpersonal skills and demonstrate collaborative attitudes which result in successful partnerships with colleagues, families and other community members;

improve society by promoting, modeling, and using democratic practices in their settings;

demonstrate a commitment to substantive self-reflection (including quantifiable and qualitative sources of information), on-going learning and professional development;

II. To know curricular content and models of instruction, Sage candidates will:

demonstrate an ability to respond to the strengths and needs of all learners, using assessment data to inform instructional decisions;

use knowledge in their designated fields to inspire learners to grow and to meet high standards;

employ/promote pedagogical/counseling/leadership practices that engage learners in active ways;

demonstrate knowledge in their content areas ensuring maximum achievement for all learners;

III. To do what is necessary to ensure the success of all learners--and to collaborate with families/community members in respectful, culturally responsive ways, Sage candidates will:

engage in reflective practices;

demonstrate a positive, respectful view of learners, their families, communities, and colleagues;

listen deeply to the experiences and perspectives of all those within the community to ensure a healthy and safe learning environment;

model ethical behavior and active citizenship;

promote the success of all learners through advocacy and action and support the development of leadership throughout the community;

build trust and garner support for a vision of inclusive schools that value diversity.

National Accreditation Advantage

Sage's School of Education first received accreditation from the National Council for the Accreditation of Teacher Education (NCATE) in October 2001. NCATE accreditation means that graduates are recognized as having completed an Education program that meets the highest standards in the field. Sage graduates should note the NCATE accreditation on their resumes and be prepared to talk about its significance.

- Sage is one of only 45 colleges and universities in New York State to receive prestigious NCATE accreditation. Across the nation, relatively few private colleges can claim this level of excellence in teacher education programs.
- The NCATE accreditation process helped articulate what qualities a Sage educator, counselor, or leader possesses: belief in full inclusion, valuing diversity, reflection, and knowledge about best practices. NCATE accreditation is a mark of assurance that teachers, counselors, and leaders educated at Sage are competent, caring, and highly qualified.
- NCATE accreditation means that Sage graduates are better prepared to help their students reach high standards.
- Graduates of NCATE accredited programs can more easily receive certification and teaching jobs in other states; NCATE is recognized throughout the nation.

School Counseling Certification

The Master of Science (M.S.) program in Professional School Counseling prepares counselors for New York State certification as School Counselors. The program is designed to develop specific areas of competency in human growth and development; social and cultural foundations; helping relationships; groups; career development; appraisal; research and evaluation; and professional orientation.

The program prepares school counselors to:

- help elementary and secondary pupils gain understanding of their social, intellectual, and emotional development,
- be knowledgeable about educational, occupational, and social opportunities,
- have decision-making and planning skills,
- communicate effectively with school personnel, parents, and particularly with students, about issues that facilitate or inhibit personal planning, self-steem, achievement, and choice.

After completing their M.S. degree, school counselors seeking to earn New York State permanent certification are encouraged to enroll in the program's 12-credit Certificate of Advanced Study.

All matriculated students complete a signed program schedule. Any change in stated coursework must receive written approval of the assigned faculty advisor.

Admission Requirements

See the Sage Graduate School admission requirements for more information.

Degree and Certification Requirements

New York State presently requires successful completion of 30 hours of graduate study and a supervised internship for provisional certification as a school counselor. This certification is valid for five years. Permanent certification requires further graduate study through completion of a total of 60 credits in guidance and counseling, attainment of the master's degree and two years of relevant experience.

- Applicants for New York State certification will have to be fingerprinted and undergo a criminal history review, per New York State Law.
- United States citizenship or Declaration of Intent to become a U.S. citizen is a requirement for certification in New York State.
- The School of Education requires all students to subscribe to LiveText, an electronic portfolio system.

Program Prerequisites

Nine credits in social science, a course in statistics, EDU 201 or other educational foundations course, and PSY 570 or other developmental psychology course are prerequisites to the program.

Master of Science in Professional School Counseling

Program Summary		**Credits**
SCP 502	Critical Thinking: Research into Practice	3
SCP 540	Knowledge, Skills and Contextual Dimensions of School Counseling	3
SCP 550	Role of the Professional School Counselor	3
SCP 553	Career Counseling	3
SCP 555	Group Procedures in School Counseling	3
SCP 560	Pre-practicum in School Counseling	3
SCP 571	Working with Parents in Education	3
PSY 571	Counseling	3
SCP 575	Appraisal Process in School Counseling	3
Choose one of the following:		3
	SCP 594 Implementing the ASCA National Model SCP 595 Confict Resolution in School Settings SCP 596 Integrating Mindfulness into School Counseling Practice PSY 548 Counseling and Child Psychopathology	
SCP 585	Counseling in Schools with Culturally Diverse Populations	3
SCP 586	Practicum in School Counseling *(Prereq SCP 560)*	6
SCP 587	Internship (600 clock hours)	9
	Candidates must have completed 36 credits and must have approval of the program director to enroll in the internship.	
NCR 070	Identifying and Reporting Child Abuse and Maltreatment	0
NCR 071	School Violence Prevention Workshop	0
Total Credits		**48**

The following is effective as of June 2009:

Certificate of Advanced Study

PSY 581	Program Evaluation **-OR-**	3
	SCP 594 Implementing the ASCA National Model	
SCP 589	Issues in School Counseling	3
One of the following:		3
	SCP 595 Conflict Resolution in School Settings	
	SCP 596 Integrating Mindfulness into School Counseling Practice	
	PSY 548 Counseling and Child Psychopathology	
SCP 590	Advanced Practicum/Internship	3
One elective by advisement		3
Total Credits		**12**

School of Education Attendance Policy

While individual instructors may approach attendance and participation in varied ways in their grading policies, students in the School of Education should be aware that missing 1/4 or more of class sessions MAY result inAUTOMATIC class failure. Class content and participation are vital to meeting the objectives of School of Education courses.

Master of Science in School Health Education

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (http://www.ncate.org/).

Conceptual Framework

The mission of the School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, value diversity, and are reflective and knowledgeable about best practices. Therefore, we ask Sage students to consider two essential questions throughout their studies and field experiences: "Who am I in the lives of those with whom I work?" "Who am I in the life of my educational community?" **We expect all Sage candidates to demonstrate leadership and create optimal educational outcomes for all learners.**

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use interpersonal skills and demonstrate collaborative attitudes which result in successful partnerships with colleagues, families and other community members;

improve society by promoting, modeling, and using democratic practices in their settings;

demonstrate a commitment to substantive self-reflection (including quantifiable and qualitative sources of information), on-going learning and professional development;

II. To know curricular content and models of instruction, Sage candidates will:

demonstrate an ability to respond to the strengths and needs of all learners, using assessment data to inform instructional decisions;

use knowledge in their designated fields to inspire learners to grow and to meet high standards;

employ/promote pedagogical/counseling/leadership practices that engage learners in active ways;

demonstrate knowledge in their content areas ensuring maximum achievement for all learners;

III. To do what is necessary to ensure the success of all learners--and to collaborate with families/community members in respectful, culturally responsive ways, Sage candidates will:

engage in reflective practices;

demonstrate a positive, respectful view of learners, their families, communities, and colleagues;

listen deeply to the experiences and perspectives of all those within the community to ensure a healthy and safe learning environment;

model ethical behavior and active citizenship;

promote the success of all learners through advocacy and action and support the development of leadership throughout the community;

build trust and garner support for a vision of inclusive schools that value diversity.

National Accreditation Advantage

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- NCATE accreditation means that Sage graduates are better prepared to help their students reach high standards.
- Graduates of NCATE accredited programs can more easily receive certification and teaching jobs in other states; NCATE is recognized throughout the nation.

M.S. in School Health Education

The Master of Science (M.S.) program in School Health Education is designed to prepare health teachers for initial or professional certification in accordance with New York State Education Department regulations. This master's degree prepares health educators for certification across grade levels K - 12.

Admission Requirements

Applicants for admission to the School Health Education program must meet the general admission requirements to Sage Graduate School and must complete an:

- Interview with an appropriate advisor after all materials have been submitted
- Assessment of writing skills

Program Summary

Prerequisites		**Credits**
	Anatomy and Physiology (grade of "C" or better)	3
	Developmental Psychology **OR** Human Development **OR** Childhood Psychology **OR** Lifespan Development	3
EDU 201	Education and Society	3
EDU 201F	Education and Society Fieldwork *25 hours required*	0

EDU 206	Educational Psychology	3
EDU 206F	Educational Psychology Fieldwork *25 hours required*	0
Total Credits:		**12**

Pedagogical Core

HED 502	Critical Thinking: Research into Practice	3
HED 508	Personal Behavior Choice	3
One of the following:		3
	HED 595 Conflict Resolution in School Settings	
	EDU 588 Building Learning Communities* *(to be added upon course approval)*	
HED 558	Foundations of Health Education	3
HED 558F	Foundations of Health Education Fieldwork *(25 hours)*	0
HED 564	Health Education Methods	3
HED 564F	Health Education Methods Fieldwork *(25 hours)*	0

Wellness Content

HED 541	Nutrition and Physical Fitness	3
HED 542	Chemical Dependency Education and Prevention	3
HED 543	Human Sexuality	3
HED 570	Stress Management	3

Culminating Courses

Application for Student Teaching (Note: All HED coursework, including NCR workshops, must be complete before student teaching)

Deadline: Application is due in the School of Education office the first week of class the semester prior to student teaching.

HED 594	Teacher as Researcher (and Portfolio)	3
HED 649	Health Education Student Teaching 1 (grades K-8)	3
HED 649S	Health Education Student Teaching Seminar (required)	0
HED 649P	Health Education Student Teaching Portfolio (required)	0
HED 650	Health Education Student Teaching 1 (grades 9-12)	3
HED 650S	Health Education Student Teaching Seminar (required)	0
HED 650P	Health Education Student Teaching Portfolio (required)	0

Non-credit Requirements

NCR 315*	HIV/AIDS Workshop **(course to be added pending approval SP09)*	0
	Current Red Cross First Aid and CPR certifications are required before student teaching.	0
	Reporting & Identifying Child Abuse and Maltreatment	0
	School Violence Prevention Workshop	0

Total Credits:	**36**

Applicants for New York State certification must be fingerprinted and undergo a criminal history review, per New York State Law.

Candidates for NYS teaching certificates must pass the New York State Teacher Certification examinations, including the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills - Written, (ATS-W), at the appropriate level, and the Content Specialty Test(s) (CST) in each certificate area.

United States citizenship or Declaration of Intent to become a U.S. citizen is a requirement for certification in New York State.

Electronic Portfolio

The School of Education requires all students to subscribe to LiveText, an electronic portfolio system.

School of Education Attendance Policy

While individual instructors may approach attendance and participation in varied ways in their grading policies, students in the School of Education should be aware that missing 1/4 or more of class sessions MAY result inAUTOMATIC class failure. Class content and participation are vital to meeting the objectives of School of Education courses.

Master of Science in Special Education (Childhood)

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (http://www.ncate.org).

Conceptual Framework

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I. To be well-grounded in knowledge about schools/communities, learners and learning, Sage candidates will:

understand self in relation to learners, their families, and the local and global community - particularly in terms of power, privilege and knowledge with regard to culture, class, language, ability and gender;

use interpersonal skills and demonstrate collaborative attitudes which result in successful partnerships with colleagues, families and other community members;

improve society by promoting, modeling, and using democratic practices in their settings;

demonstrate a commitment to substantive self-reflection (including quantifiable and qualitative sources of information), on-going learning and professional development;

II. To know curricular content and models of instruction, Sage candidates will:

demonstrate an ability to respond to the strengths and needs of all learners, using assessment data to inform instructional decisions;

use knowledge in their designated fields to inspire learners to grow and to meet high standards;

employ/promote pedagogical/counseling/leadership practices that engage learners in active ways;

demonstrate knowledge in their content areas ensuring maximum achievement for all learners;

III. To do what is necessary to ensure the success of all learners--and to collaborate with families/community members in respectful, culturally responsive ways, Sage candidates will:

engage in reflective practices;

demonstrate a positive, respectful view of learners, their families, communities, and colleagues;

listen deeply to the experiences and perspectives of all those within the community to ensure a healthy and safe learning environment;

model ethical behavior and active citizenship;

promote the success of all learners through advocacy and action and support the development of leadership throughout the community;

build trust and garner support for a vision of inclusive schools that value diversity.

National Accreditation Advantage

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- NCATE accreditation means that Sage graduates are better prepared to help their students reach high standards.
- Graduates of NCATE accredited programs can more easily receive certification and teaching jobs in other states; NCATE is recognized throughout the nation.

M.S. in Special Education (Childhood)

The graduate Special Education - Childhood program prepares teachers of students with disabilities in grades 1 - 6. It combines advanced study with supervised student teaching. It is our belief that a sound theoretical background with practical experience creates quality special education teachers.The program builds on education courses taken at the undergraduate level, and focuses on mild as well as significant disabilities. The program at Sage is relatively small, allowing faculty and students to work closely together. This close working relationship begins when a faculty advisor and student meet to develop a program tailored to meet the student's educational needs. This relationship, which continues throughout the student's coursework, culminates in a portfolio.

The Special Education program is designed for candidates who possess or meet the requirements for New York State provisional or initial certification in Childhood Education or another area and who seek professional certification in special education (grades 1–6) and the master's degree.

All matriculated students complete a signed program schedule. Any change in stated coursework must receive written approval of the assigned faculty advisor.

Admission Requirements

Candidates must meet Sage Graduate School admission requirements. In addition, applicants to the Special Education program complete an:

- Interview with an advisor after all materials have been submitted
- Assessment of writing skills

Program Summary

Prerequisite		Credits
EDU 572	Assessment Approaches (or comparable course)	3
Total Credits:		**3**

Core Sequence		
SED 502	Critical Thinking: Research into Practice	3
One of the following:		3
	EDU 503 Teaching All Learners	
	EDU 572 Assessment Approaches (for RSC graduates)	
SED 554	Assessment Strategies for Students with Disabilities	3
SED 555	Positive Approaches to Behavior Issues	3
SED 567	Legal and Historical Foundations of Special Education	2
SED 531	Individual Program Design 1	3
SED 531F	Individual Program Design 1 Fieldwork	0
SED 532	Individual Program Design 2	3
SED 533	Strategies for Mathematics: Students with Disabilities	2
SED 582	Strategies for Literacy Development: Students with Disabilities	3
SED 582F	Strategies for Literacy Development: Students with Disabilities Fieldwork	0
SED 594	Teacher as Researcher	3

Student Teaching	Application for Student Teaching (Note: All coursework, with the exception of SED 594, must be complete before student teaching.)	
SED 595	Student Teaching in Special Education	6
SED 595S	Student Teaching Seminar	0
SED 595P	Student Teaching Portfolio	0

Competencies		
	CPR Certificate	0

Total Credits	**34**

Applicants for New York State certification must be fingerprinted and undergo a criminal history review, per New York State Law.

Candidates for NYS teaching certificates must pass the New York State Teacher Certification examinations, including the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills - Written, (ATS-W), at the appropriate level, and the Content Specialty Test(s) (CST) in each certificate area.

United States citizenship or Declaration of Intent to become a U.S. citizen is a requirement for certification in New York State.

Electronic Portfolio

The School of Education requires all students to subscribe to LiveText, an electronic portfolio system.

School of Education Attendance Policy

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Field Experience Stipend Program

The Field Experience Stipend Program is a collaborative program between The Sage Colleges and the local public schools. This collaboration allows Sage to provide graduate students with coursework concurrent with opportunities to build competencies in implementing teaching approaches with children and young adults. The program is a 10 month (September-June) full-time placement in an elementary school setting. Local school districts provide a stipend to interns for the public school year. Placements are open to Sage graduate students who are matriculated in Special Education, Literacy, and Childhood Education programs, and are taking at least one course per semester of the Field Experience Program. For more detailed information, contact the field experience coordinator in the School of Education at daverl@sage.edu or (518) 244-2277.

M. S. in Teaching Excellence (Online)

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (http://www.ncate.org).

Conceptual Framework

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   - understand self in relation to learners, their families, and the local and global community - particularly in terms of power, privilege and knowledge with regard to culture, class, language, ability and gender;
   - use interpersonal skills and demonstrate collaborative attitudes which result in successful partnerships with colleagues, families and other community members;
     improve society by promoting, modeling, and using democratic practices in their settings;
   - demonstrate a commitment to substantive self-reflection (including quantifiable and qualitative sources of information), on-going learning and professional development;

II. To know curricular content and models of instruction, Sage candidates will:
   - demonstrate an ability to respond to the strengths and needs of all learners, using assessment data to inform instructional decisions;
   - use knowledge in their designated fields to inspire learners to grow and to meet high standards;
   - employ/promote pedagogical/counseling/leadership practices that engage learners in active ways;
   - demonstrate knowledge in their content areas ensuring maximum achievement for all learners;

III. To do what is necessary to ensure the success of all learners--and to collaborate with families/community members in respectful, culturally responsive ways, Sage candidates will:
   - engage in reflective practices;
   - demonstrate a positive, respectful view of learners, their families, communities, and colleagues;
   - listen deeply to the experiences and perspectives of all those within the community to ensure a healthy and safe learning environment;
   - model ethical behavior and active citizenship;
   - promote the success of all learners through advocacy and action, and support the development of leadership throughout the community;
   - build trust and garner support for a vision of inclusive schools that value diversity.

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Sage's School of Education first received accreditation from the National Council for the Accreditation of Teacher Education (NCATE) in October 2001. NCATE accreditation means that graduates are recognized as having completed an Education program that meets the highest standards in the field. Sage graduates should note the NCATE accreditation on their resumes and be prepared to talk about its significance.

- Sage is one of only 45 colleges and universities in New York State to receive prestigious NCATE accreditation. Across the nation, relatively few private colleges can claim this level of excellence in teach education programs.
- The NCATE accreditation process helped articulate what qualities a Sage educator, counselor, or leader possesses: belief in full inclusion, valuing diversity, reflection, and knowledge about best practices. NCATE accreditation is a mark of assurance that teachers, counselors, and leaders educated at Sage are competent, caring, and highly qualified.
- NCATE accreditation means that Sage graduates are better prepared to help their students reach high standards.
- Graduates of NCATE accredited programs can more easily receive certification and teaching jobs in other states; NCATE is recognized throughout the nation.

The Masters in Teaching Excellence

The Masters in Teaching Excellence (MTX) is designed to be cutting edge such that participants learn the latest information about assessment and planning, technology integration, and/or literacy. In learning institutions, educators are required to make efficient and appropriate educational decisions for their students as well as document students' growth. Teachers and others need to be knowledgeable about formal and informal assessments to inform and plan appropriate instruction. Often literacy is a major area of struggle for learners. In this age of expanding information, knowledge about and expertise in ever evolving digital technologies is critical. The MTX program is planned to address these requirements.

The MTX is a flexible program designed for in-service school professionals, primarily teachers. Other educational practitioners (school counselors, school media specialists and librarians, and others) may also find the program beneficial. This program is tailored to develop expertise in the self-selected areas of assessment and planning, literacy, and/or technology integration. This expertise is achieved through completion of coursework from two of three certificates in assessment and planning, literacy, and/or technology integration (and their respective applied projects and portfolios), and two research courses. Applied projects require integration of content at the classroom, school or district level, depending on the student's focus.

Sage's graduate program in Teaching Excellence fosters a close relationship between students and faculty. Students meet individually online with their program adviser to plan their program of study (32 credits) with an emphasis on selecting the areas most appropriate for the student based on their personal interests and professional needs. Students in the MTX program are mentored through their applied projects and portfolio.

Note: Any two of three certificates (see catalog page) may be used toward the completion of the MTX program. The three certificates are (1) Assessment and Planning, (2) Literacy, and (3) Technology Integration.

Program of Study

I. Introductory Section (3 credits)

MTX 510	Critical Thinking: Research into Practice	3

II. Areas of Concentration: [Select 2 areas of concentration (i.e., Assessment & Planning, Literacy and/or Technology Integration) for the Masters degree.] (26 credits)

Assessment and Planning (13 credits)

MTX 501	Assessment Strategies in Special Education	3
MTX 502	Assessment Approaches	3
MTX 503	Literacy Assessments	4
MTX 504	Applied Project Assessment and Planning	2
MTX 581	Assessment Planning and Portfolio	1
Literacy (13 credits)		
MTX 551	Reading and Writing in the Content Area	3
MTX 552	Social Justice Through Reading Children's and Adolescent Literature	3
MTX 553	Advanced Emergent Language and Literacy	3
MTX 554	Critical Media Literacy	1
MTX 555	Engaging Intermediate and Secondary Writers	1
MTX 556	Literacy and Technology in the K-12 Classroom	1
MTX 582	Literacy Portfolio	1
Technology Integration (13 credits)		
MTX 571	Software, Websites and Equipment	4
MTX 572	Educational and Social Technology Integration	4
MTX 573	Applied Project in Technology Integration	4
MTX 583	Technology Integration Portfolio	1
III. Culminating Experiences (3 credits)		
MTX 595	Teacher as Researcher	3
	Total Credits	**32**

Note:

- Students in the MTX Masters Program must have access to a computer that has audio capabilities with speakers/headphones and Microsoft Office Stuite (2003â€"PC version; 2004 Mac version). Students must know how to access and make mp3 recordings. Additionally, students must be able to make and view videos (Quicktime or mp4) as well as have access to Skype for phone conferencing.
- In addition to satisfying the requirements for the degree, teacher candidates must also: apply for graduation through Student Services Office. (Dates are listed in Course Schedule). Students download the form and mail it with the fee to Student Services.
- The School of Education requires all students to subscribe to LiveText, an electronic portfolio system.
- Although the Masters in Teaching Excellence Program is registered with the New York State Department of Education, he School of Education does not recommend graduates for certification in any state. Students will need to complete the certification as per their specific state's requirements.
- Students enrolled in the Assessment Certificate Program must have access to most recent editions of standardized assessments in literacy, specifically the *Woodcock Johnson Achievement Test*, and the *Wide Range Achievement Tes*t; additional choice instruments will be required and must be approved by your instructor in MTX 503.
- Students in the certificate program must have access to video equipment such that student videos may be submitted in 'mov' format.

Course Descriptions

ABA-505 **Behavioral Assessment**

This course will concentrate on behavior change strategies based on principles discovered in the experimental analysis of behavior and replicated in the field of applied behavior analysis. Specific strategies for accelerating and decelerating various behaviors will be discussed, along with the theoretical underpinnings of each procedure. Issues of generalization of behavior change will be explored, as it relates to the ethical use of treatment methodologies. Prerequisite: ABA 501

Take ABA-501;

ABA-511 **Clinical Practicum in ABA II**

For certification as a Behavior Analyst, you must be supervised in a clinical setting. The supervision has very stringent criteria; these criteria are established by the Behavior Analysis Certification Board. This Clinical Supervision course provides a mechanism for you to obtain the required number of supervisory hours for you to eventually meet this particular requirement to sit for the Behavior Analysis certification examination. Prerequisite: ABA 501

Take ABA-501;

ABA-512 **Clinical Practicum in ABA III**

For certification as a Behavior Analyst, you must be supervised in a clinical setting. The supervision has very stringent criteria; these criteria are established by the Behavior Analysis Certification Board. This Clinical Supervision course provides a mechanism for you to obtain the required number of supervisory hours for you to eventually meet this particular requirement to sit for the Behavior Analysis certification examination. Prerequisite: ABA 501

Take ABA-501;

ABA-513 **Clinical Practicum in ABA IV**

For certification as a Behavior Analyst, you must be supervised in a clinical setting. The supervision has very stringent criteria; these criteria are established by the Behavior Analysis Certification Board. This Clinical Supervision course provides a mechanism for you to obtain the required number of supervisory hours for you to eventually meet this particular requirement to sit for the Behavior Analysis certification examination. Prerequisite: ABA 501

Take ABA-501;

ABA-520 **Interventions in Autism**

This is the second course in the sequence of studying children with autism. In this course, you will learn about the general approaches that have been used in the treatment of autism. These will include approaches from psychiatric, medical, and educational models. Specific treatments will be discussed such as Greenspan, Sensory Integration, and Applied Behavior Analysis. Prerequisite: ABA 515

Take ABA-515;

ABA-525 **Core Skills in Autism I**

This Intervention course will explore in depth various intervention approaches and how these approaches can be applied to both preschool and school age children and young adults with ASD. Life skills, community skills and developmentally appropriate activities will be presented for each age group along with specific information on adapting these to the service delivery setting (preschool, home and community based, private school and public school) and type of placement (inclusive, self contained).

ABA-526 **Core Skills in Autism II**

This is the fourth course in the sequence of studying children with autism. In this course, you will learn about the behavioral conceptualization of behavior problems. Functional behavioral assessments will be explored and practiced, and techniques for changing various behaviors in positive (non-punitive) ways will be modeled. Various strategies, proven to be effective through valid empirical research, will be demonstrated and practiced to enhance prelearning skills (such as sitting, attending, and imitation), as well as the variety of academic areas that are taught in schools. Prerequisite: ABA 501

Take ABA-501;

ABA-601 **Professional Practice in ABA**

This course focuses on the clinical practice of applied behavior analysis in a variety of settings. Many behavior analysts work as consultants in human service settings, and many others work in settings serving individuals who exhibit difficulties other than developmental disabilities. In addition to the basic principles of applied behavior analysis studied in previous courses, there are other issues important for behavior analysts to know about to be able to successfully consult and work in settings unrelated to developmental disabilities.

ABA-605 **Research & Ethics in ABA**

This course focuses on research design and the ethical study of human behavior. You will learn about the characteristics of science and the rational for having behavior as the focus. You will be exposed to issues related to measurement, specific research designs, and the important issues (such as variability) associated with designs. You will learn how to accurately interpret research data from a variety of research experiments.

ABA-615 **Research Seminar in ABA**

In this course, students will plan their Master thesis experiment. Utilizing the techniques discussed in the previous classes, students will read the literature on their selected topic, state independent and dependent variables, plan a single-subject research design, submit their topic to a human subjects research committee, and gain approval of that committee. Prerequisite: ABA 605

Take ABA-605;

ART-511 **Art Criticism and Aesthetics**

An in-depth experience with various theories and practices of criticism and aesthetics as they relate to both the Western European tradition and non-western art. Students will examine both craft forms as well as high art. Candidates will participate in group and individual critiques of their own and their classmates' art work.

ART-520 **Media Literacy**

This course focuses on exploring the uses of media and technology in the classroom. The course addresses the development of media literacy skills There is a focus on Macintosh computer based exploration with interactive media applicable to the art classroom. Thre is an open lab component to this course offering hands on experience in available technologies. Multi-media integrated arts presentations will be developed for field testing in K-12 classrooms.

ART-521 **Topics: Dimensions in Art**

There are three topic areas: Art & Ethnicity, Art & Society, and Art, Past & Present. The courses will be rotated so that each is taught once every three years. Topics of seminars and the focus of studio strategies are based on current concerns in the visual art profession such as multiculturalism and reaching diverse audiences and student populations. Focus is placed on developing an understanding of the types of cultural and personal forces that form visual art and in turn shape diverse cultures of past and present societies.

ART-557 **Ideas in Visual Art**

This course focuses on the creation of art that communicates ideas through different materials. Two and three dimensional materials and methods are explored. There is an emphasis on using materials to explore the possibilities for self-expression. There is also a focus on linking these skills to the ability to develop visual arts curricula for P-12 students. This course emphasizes making 3-D sculptural and 2D design projects from materials that are accessible in candidate and student environments, using processes appropriate for use with individuals of all ages.

BIO-553 Adv Human Physiology

Concepts of basic normal human physiology with particular emphasis on homeostatic and the interrelationships between various organ systems. Includes water and electrolyte balance, blood cells, the cardiovascular system, renal system, autonomic nervous system, digestive system, and respiratory system.

BIO-584 Neurobiology

This course will focus on the central nervous system, its cell types, functional implications of cellular connections in the cortex, theories for sleep, central mechanisms of pain, neural coding of sensation, learning and memory, intra hemispheric integration and the segregation of tasks, intracellular metabolism and physiological changes associated with various mental states, inherited disorders affecting the CNS, and biochemical theories of mental disorders.

EDL-715 Edl: Endeavor Hum Interaction

This course examines organization, roles, and relationships within the various work settings of the school district leader. The course distinguishes between leadership, power, and fear as motivators for human action. The process and purpose of building and leading inclusive communities with collegiality and collaboration are explored in theory and practice. Candidates are engaged in activities and processes to develop knowledge and skill in areas of communication, negotiation, facilitation, conflict management, and feedback. These define the lens through which candidates observe and analyze the board - superintendent relationship within a school district. Prerequisite: matriculation

EDL-720 Leadership Learn Communities

This course focuses on current change theory and on the historical and contemporary research in leadership theory and practice. Current applied research on the value and characteristics of learning communities are explored and related to leadership and the notion of service. Concerns of leadership are examined through theory and case studies ensuring candidates construct the personal and professional platform that will guide them as ethical decision makers. Security, risk, courage, and the meaning of work as motivators of action are investigated. Candidates will acquire knowledge of the leadership skills, values, and behaviors important to the development of communities of learners capable of significant service.

Take EDL-715;

EDL-725 Accountability/ldrshp for SD

Economic, political, social, and technological forces are converging on education with higher standards and increased system accountability. This course relies on the iterrelated knowledge base about leading, learning, and change. The principles and policy that determine funding forpublic schools, the revenue sources that support a school district, budgeting, financial management and reporting are examined in this course. The public presentation relating the educational to the annual financial plan is also reviewed. Accountability data including student assessment results are investigated to identify strengths and problems and to guide the investigation into root cause,and inform proposed solutions. Particular study

Take EDL-720;

EDL-730 Law, Policy & Values

Education law and the legal and regulatory parameters that define the arena of school district workings are an emphasis in the course. Exploration of the interconnections of law, data, and values and ethical considerations will be examined in multiple contexts of leadership including human resources, student issues, and long term, systemic transformation of district results. This course explores law, regulation and policy at the federal, state and district levels. The responsibility of the district leader in policy formation, adoption, dissemination and revisions are investigated through case studies. Prerequisites: matriculation, EDL 725

Take EDL-725;

EDL-735 School Dist Leader Intern I

The internship for this program is a field experience that occurs throughout the candidate?s first four semesters of study. The course is designed for each candidate specifically to ensure the Individual Leadership Plan fully addresses the Nine Essential Skills developed by the New York State Education Department. The candidate will be participating in seminars with the Sage faculty coordinator of interns, will be working with a site supervisor at each internship site and will also be assisted by an assigned executive coach during these semesters.

EDL-736 School Dist Leader Intern II

The internship for this program is a field experience that occurs throughout the candidate?s first four semesters of study. The course is designed for each candidate specifically to ensure the Individual Leadership Plan fully addresses the Nine Essential Skills developed by the New York State Education Department. The candidate will be participating in seminars with the Sage faculty coordinator of interns, will be working with a site supervisor at each internship site and will also be assisted by an assigned executive coach during these semesters. Prerequisite: EDL 735

Take EDL-735;

EDL-737 School Dist Leader Intern III

The internship for this program is a field experience that occurs throughout the candidate?s first four semesters of study. The course is designed for each candidate specifically to ensure the Individual Leadership Plan fully addresses the Nine Essential Skills developed by the New York State Education Department. The candidate will be participating in seminars with the Sage faculty coordinator of interns, will be working with a site supervisor at each internship site and will also be assisted by an assigned executive coach during these semesters. Prerequisite: EDL 735, EDL 736

Take EDL-735 EDL-736;

EDL-741 Foundations of Inquiry I

Systemic research is essential to improve the effectiveness of school systems and inform leadership decisions. This course is the first course introduced in the research sequence of the program. Exploration of problems and issues confronting school districts is pursued with the purpose of identifying a significant problem of practice for the research team and the individual doctoral research projects within the problem. Problems will present the complexities, the competing interests, and the systemic view characteristic of district leadership. The environment of the school district ? political, economic, legal, educational, social, and cultural ? will provide the context for the doctoral research problems. Under guidance of faculty and executive coaches, each candidate will identify the specific research problem to be investigated. Leaders of partnership districts will provide input to the problem and the needs assessment. The contract for an effective research team will be finalized with the roles of individual candidates clearly defined. The final component of the course focuses on evaluation and presentation of research results. The impact of the doctoral research experience on the candidates? professional growth is collectively considered within the cohort.

EDL-742 Foundations of Inquiry II

Systemic research is essential to improve the effectiveness of school systems and inform leadership decisions. This course is the first course introduced in the research sequence of the program. Exploration of problems and issues confronting school districts is pursued with the purpose of identifying a significant problem of practice for the research team and the individual doctoral research projects within the problem. Problems will present the complexities, the competing interests, and the systemic view characteristic of district leadership. The environment of the school district ? political, economic, legal, educational, social, and cultural ? will provide the context for the doctoral research problems. Under guidance of faculty and executive coaches, each candidate will identify the specific research problem to be investigated. Leaders of partnership districts will provide input to the problem and the needs assessment. The contract for an effective research team will be finalized

with the roles of individual candidates clearly defined. The final component of the course focuses on evaluation and presentation of research results. The impact of the doctoral research experience on the candidates? professional growth is collectively considered within the cohort.

EDL-743 Foundations of Inquiry III

Systemic research is essential to improve the effectiveness of school systems and inform leadership decisions. This course is the first course introduced in the research sequence of the program. Exploration of problems and issues confronting school districts is pursued with the purpose of identifying a significant problem of practice for the research team and the individual doctoral research projects within the problem. Problems will present the complexities, the competing interests, and the systemic view characteristic of district leadership. The environment of the school district ? political, economic, legal, educational, social, and cultural ? will provide the context for the doctoral research problems. Under guidance of faculty and executive coaches, each candidate will identify the specific research problem to be investigated. Leaders of partnership districts will provide input to the problem and the needs assessment. The contract for an effective research team will be finalized with the roles of individual candidates clearly defined. The final component of the course focuses on evaluation and presentation of research results. The impact of the doctoral research experience on the candidates? professional growth is collectively considered within the cohort.

EDL-744 Foundations of Inquiry IV

Systemic research is essential to improve the effectiveness of school systems and inform leadership decisions. This course is the first course introduced in the research sequence of the program. Exploration of problems and issues confronting school districts is pursued with the purpose of identifying a significant problem of practice for the research team and the individual doctoral research projects within the problem. Problems will present the complexities, the competing interests, and the systemic view characteristic of district leadership. The environment of the school district ? political, economic, legal, educational, social, and cultural ? will provide the context for the doctoral research problems. Under guidance of faculty and executive coaches, each candidate will identify the specific research problem to be investigated. Leaders of partnership districts will provide input to the problem and the needs assessment. The contract for an effective research team will be finalized with the roles of individual candidates clearly defined. The final component of the course focuses on evaluation and presentation of research results. The impact of the doctoral research experience on the candidates? professional growth is collectively considered within the cohort.

EDL-745 Research and Evaluation

This course examines theory and practice in the design, implementation, analysis, and interpretation of educational research and evaluation. The course is delivered in two components. As candidates identify research questions, this course equips them to plan, design, and collect data to address the question. Candidates will become knowledgeable consumers of quantitative and qualitative research. The first component studies the implementation of quantitative methods to the inquiry process. Candidates will become familiar with quantitative analyses that can be used to answer specific research and policy questions. The emphasis of the course is on applying statistical techniques and interpreting the results. The second component focuses on the research techniques of qualitative research with primary emphasis given to learning to collect data through in-depth interviewing and participant observation. Strategies for organizing and analyzing qualitative data will also be introduced. Candidates will experience writing academic critiques and reports of qualitative research.

EDL-750 The System Leader

The school district leader works on, rather than in, the system and must able to see both ?the forest and the trees?. This course examines the complexity of the modern school system as well as the systemic thinking and action required to effectively lead it. Through review and synthesis of earlier program content and experiences, candidates will develop the ability to comprehend the interrelationship of subsystems, identify often elusive levers of change and cultivate effective learning communities. This course will assist candidates in framing their capstone projects by deepening their knowledge of systems and their skill in analyzing them.

EDL-755 Doctoral Research I

This course leads candidates to the finalization of project design and through the collection, interpretation, and analysis of data to inform decision making at the participating research site. Candidates will exhibit the ability to critically and comprehensively examine an important problem, contribute to organizational change, and improve district performance. In consultation with a doctoral advisor candidates will submit the results of their research in prescribed written format and will report the research results as a member of a research team to an assemblage of practitioners, faculty, and peers. The course will create the seminar space for candidates to explore who they are as they conclude the doctoral program and deeply consider the contribution they will make by leading a school system. Prerequisites: EDL 715, 720, 725, 730, 735

Take EDL-715 EDL-720 EDL-725 EDL-730 EDL-735;

EDL-756 Doctoral Research II

This course leads candidates to the finalization of project design and through the collection, interpretation, and analysis of data to inform decision making at the participating research site. Candidates will exhibit the ability to critically and comprehensively examine an important problem, contribute to organizational change, and improve district performance. In consultation with a doctoral advisor candidates will submit the results of their research in prescribed written format and will report the research results as a member of a research team to an assemblage of practitioners, faculty, and peers. The course will create the seminar space for candidates to explore who they are as they conclude the doctoral program and deeply consider the contribution they will make by leading a school system.

EDU-500 Independent Study

EDU-502 Crit Thinking: Res Into Pract

The purpose of this course is to provide candidates with strategies for locating and analyzing educational research. Research studies exemplifying the best of quantitative and qualitative traditions will be examined, candidates will critically read experimental, correlational, survey, ethnographic, single subject design, and teacher inquiry studies available in refereed educational journals. Technology will be used throughout the course, particularly in library research. The purpose of the course is for teachers and teacher candidates to develop critical thinking skills for reading research and drawing conclusions about its implications for classroom instruction.

EDU-503 Teach All Learners in El Sch.

This course investigates best practices in delivering instruction in inclusive settings. Emphasis is on planning for multi-level structured learning experiences for students with diverse characteristics. Intervention for diverse teaching challenges are investigated within the context of inclusive classrooms. A variety of teaching strategies are presented, critiqued, and practiced, based on a philosophy of interactive and reflective teaching. Candidates develop knowledge about multiple learning styles, the full range of learner characteristics, partnerships with parents and other educational personnel and developing critical thinking skills in students in grades 1-6.

EDU-511 Lit for Interdiscipli Courses

This course presents both theoretical foundations and practical strategies for constructivist, inquiry based approaches that connect learning across the content areas in the secondary school. The focus of this course is using literacy to learn, preparing adolescent students who are better able to understand, recall and apply academic course content. Incorporating New York State Learning Standards as a framework for instructional planning, emphasis is placed on multilevel planning and differentiated instruction that engage at-risk learners, including students with special needs, pupils acquiring English as a second language and reluctant learners evidencing negative attitudes toward learning. M.A.T. candidates enrolled in EDU-511 must concurrently enroll in EDU-511F (fieldwork). All other candidates enrolled in EDU-511 are required to prepare an additional critique of a current text pertaining to adolescent reading and writing.

EDU-512 Contemporary Middle School Edu

This course explores the nature of teaching and learning in the middle school. Curriculum and pedagogical decisions are based on the needs of the young adolescent in contemporary society. Interdisciplinary instruction and responsive teaching that actively engage middle school learners in the school community are considerations in the course.

EDU-521 Literacy in Middle School

An examination of the multiple literacies of middle school students and the teacher's responsibilities in guiding young adolescents' literacy development across the curricula are the major features of this course. Emphasis is placed in developing strategies for readers/writers and assisting struggling learners to mature.

EDU-522 Teaching in Math, Sci & Tech

This course is designed to help students employ inquiry strategies to teach mathematics, science and technology (MST) according to national and NYS Learning Standards. Multilevel instruction integrating mathematics, science and technology (MST) will be the focus of this course, with emphasis on processes of analysis, inquiry and design; using information systems processes to understand MST; designing instructional models for integrated MST instruction for delivery in heterogeneous and diverse classes; designing innovative, principled uses of information technology for improving instruction in MST; and integrating MST with applications to interdisciplinary problem-solving. A twenty-five hour field experience is required. This course must be taken concurrently with EDU-523 and with EDU 522F (fieldwork).

EDU-523 Teaching in the Humanities

Multi-level instruction integrating social studies the arts, reading, writing and oral language based on national and NYS Learning Standards will be the focus of this course, with emphases on knowledge of the academic disciplines in the humanities, constructive pedagogies and complex instruction models in heterogeneous and diverse classes. Planning curricula will be directed toward learners' unique characteristics and cultures as well as their overall development in knowledge and learning. This course should be taken concurrently with EDU-522.

EDU-572 Assessment Approaches

This is an introductory course in educational assessment and evaluation. It examines issues pertaining to the interpretation of school-wide, classroom, and individual assessment information. Specific topics include principles and concepts in assessment, standardized testing, performance-based and teacher made assessment strategies.

EDU-574 Reading/Writing-Content Areas

Methods and materials for delivering content area instruction through reading and writing are examined. Candidates will design instruction that develops literacy skills and broadens and enriches student learning of academic subjects. M.A.T. candidates enrolled in EDU-574 must concurrently enroll in EDU-574F (fieldwork).

EDU-576 Emergent Language & Literature

This course explores how language acquisition contributes to literacy development. Particular attention is paid to emergent reading and writing and the interrelationships of language learning, literacy development, and children's interactions with literature. Effective teaching practices for including children with disabilities in inclusive classrooms are examined.

EDU-578 Collaboration in Ed Settings

Students will examine theories and practices of collaboration in school settings. Strategies for developing effective team approaches with special education personnel, other school staff and parents will be analyzed and discussed.

EDU-579 Soc.Justice Read-Childrn Lit

Designed for childhood, literacy and special education teachers and teacher candidates, the course requires students to critically analyze children's literature for its depiction of concepts, events, and protagonists pertaining to social justice. Candidates review the professional literature related to children's literature, its impact on instruction and the extent to which children's literature replicates and or advances educational systems' inclusion of diverse populations.

EDU-588 Building Learning Communities

Students will gain experience in planning, implementing and evaluating a variety of individual and group management techniques in their own classrooms. Both instructional management and classroom management will be examined as means of increasing pupils' time on task and opportunity to learn. Student-teacher interaction models will be explored.

EDU-594 Teacher-Researcher-Portfolio

This course is prerequisite to Student Teaching. Candidates focus on the applications of research in teaching grades 1 - 12. A literature review is completed and a research project designed.

EDU-599 Topic:

This course is designed for in-depth discussion and analysis of one major educational topic. This is a multi-sectional course with each section centering upon one topic of national importance which has both immediate and long-range educational implications. The content is focused upon those factors which may be causing the topic to remain visible and the variety of ways in which concerns are expressed.

EDU-600 Independent Study

EDU-649 Student Teaching/Elementary I

Student teaching for prospective elementary school teachers is arranged by the college in fall (application deadline: first day of prior spring semester) or spring (application deadline: first day of prior fall semester). Students who have satisfied the liberal studies requirement (see second page of program of study) and who have completed the prerequisites, Phase I and Phase II of the program, are eligible for student teaching. Prerequisites: all prerequisites and all courses in Phase I and II (EDU 594 may be taken concurrently with student teaching.) A fee of $250 is required for each student teaching placement. The fee is nonrefundable after August 1 for fall semester and after December 15 for spring semester.

Take EDU-510 EDU-520 EDU-530 EDU-540 EDU-572 EDU-574 EDU-578 EDU-586 EDU-587 EDU-588;

EDU-650 Student Teaching/Elementary II

Student teaching for prospective elementary school teachers is arranged by the college in fall (application deadline: first day of prior spring semester) or spring (application deadline: first day of prior fall semester). Students who have satisfied the liberal studies requirement (see second page of program of study) and who have completed the prerequisites, Phase I and Phase II of the program, are eligible for student teaching. Prerequisites: all prerequisites and all courses in Phase I and II (EDU 594 may be taken concurrently with student teaching.) A fee of $250 is required for each student teaching placement. The fee is nonrefundable after August 1 for fall semester and after December 15 for spring semester.

Take EDU-510 EDU-520 EDU-530 EDU-540 EDU-572 EDU-574 EDU-578 EDU-586 EDU-587 EDU-588;

EDU-656 Adolescence Educ Internship7-9

The college establishes the teaching internship for one semester of the public school calendar (i.e., September-January or February-June) for junior high/middle school prospective teachers who have satisfied the content requirements for certification in New York State. Preservice teachers spend half of each day actively engaged in teaching their content in grades 7-9. This experience satisfies the NYS certification requirement for student teaching. Students planning to enter the internship must request a placement in the spring semester (by March 15) preceding their internship year. A $250 fee is required for each placement. Prerequisites: MTA 578.

Take MTA-578;

EDU-657 Adolesc Ed Internship 10-12

The college establishes the teaching internship for one semester of the public school calendar (i.e., September-January or February-June) for high school prospective teachers who have satisfied the content requirements for certification in New York State. Preservice teachers spend half of each day actively engaged in teaching their content in grades 10-12s experience satisfies the NYS certification requirement for student teaching. Students planning to enter the internship must request a placement in the spring semester (by March 15) preceding their internship year. A $250 fee is required for each placement. Prerequisites: MTA 578.

Take MTA-578;

EDU-658 Adolesc Student Teaching 7-9

Practice teaching in grades 7-9 for prospective content teachers is arranged by the college in each spring semester for candidates who have completed all coursework in the M.A.T. program with the exception of EDU 594, and who have completed the specified pedagogical and content courses in the Master of Arts in Teaching program. Students planning to student teach must request a placement by the first day of the fall semester preceding the student teaching semester. A $250 fee is required for each placement. Prerequisites: MTA 578, 502, EDU 511 and the 12 credits required in the content area.

Take EDU-511 MTA-502 MTA-578;

EDU-659 Adolesc Student Teaching 10-12

Practice teaching in grades 10-12 for prospective adolescence educators is arranged by the college in each spring semester for candidates who have completed all coursework in the M.A.T. program with the exception of EDU 594, and who have completed the specified pedagogical and content courses in the Master of Arts in Teaching program. Students planning to student teach must request a placement by the first day of the fall semester preceding the student teaching semester. A $250 fee is required for each placement. Prerequisites: EDU 511, MTA 502 and 578

Take EDU-511 MTA-502 MTA-578;

EDU-661 Internship in Art Educ (K-6)

The college establishes the teaching internship for one semester of the public school calendar (i.e.,September- January or February through June) for prospective art educators. Preservice teachers spend half of each day actively engaging in teaching their content in grades K-6. This experience satisfies the NYS certification requirement for students teaching. An application is required, deadline: March 1 prior to the internship year. A fee of $250 is required for each student teaching placement. This fee is nonrefundable after August 1 for the fall semester and after December 15 for the spring semester.

EDU-662 Internship in Art Educ (7-12)

The college establishes the teaching internship for one semester of the public school calendar(i.e., September-January or February- June) for prospective educators. Perservice teachers spend half of each day actively engaged in teaching their content in grades 7-12. This experience satisfies the NYS certification requirement for students teaching. An application is required, deadline: March 1 prior to the internship year. Prerequisite MTA 578 A fee of $250 is required for each student teaching placement. The fee is nonrefundable after August 1 for the fall semester and after December 15 for the spring semester.

Take MTA-578;

EDU-663 Student Teach Art Educ (K-6)

Practice teaching in grades K-6 for prospective art educators is arranged by the college for candidates who have completed all coursework in the M.A.T. program with the exception of EDU 594. Application deadline: for fall student teaching, first day of prior spring semester; for spring student teaching, first day of prior fall semester. A fee of $250 is required for each student teaching placement. The fee is nonrefundable after August 1 for the fall semester and after December 15 for the spring semester.

EDU-664 Student Teach Art Educ (7-12)

Practice teaching in grades 7-12 for prospective art educators is arranged by the college for candidates who have completed all coursework in the M.A.T program with the exception of EDU 594. Application deadline: for fall student teaching, first day of prior spring semester; for spring, first day of prior fall semester. A fee of $250 is required for each student teaching placement. This fee is nonrefundable after August 1 for the fall semester and after December 15 for the spring semester.

EDU-670 Internship in Childhd/Spec Ed

Candidates enrolled in the dual Childhood Education/Special Education program complete two 10 week student teaching experiences, one with a Childhood Educator and one with a Special Educator. One of these experiences will be in grades 1-3, the other in grades 4-6. Application deadline: for fall student teaching, first day of prior spring semester; for spring, first day of prior fall semester. A fee of $250 is required for each student teaching placement. This fee is nonrefundable after August 1 for fall semester and after December 15 for spring semester.

EDU-671 Internship in Childhd/Spec Ed

Candidates enrolled in the dual Childhood Education/Special Education program complete two 10 week student teaching experiences, one with a Childhood Educator and one with a Special Educator. One of these experiences will be in grades 1-3, the other in grades 4-6. Application deadline: for fall student teaching, first day of prior spring semester; for spring, first day of prior fall semester. A fee of $250 is required for each student teaching placement. This fee is nonrefundable after August 1 for fall semester and after December 15 for spring semester.

ENG-511 Contemp Appr to Young Adlt Lit

This course provides students with the knowledge and skills to elect, interpret and use recent approaches to young adult literature (e.g., interdisciplinary, multicultural). We will survey the theories and practices of curriculum integration and develop frameworks for cross-curricular and cross-cultural learning activities and assessment. The class will model thematic units as organizing principles by focusing on one topic each semester (e.g., war and peace, environments, heroes and anti-heroes).

ENG-521 Advanced Stud in Writ & Rhet.

This course engages students in a close examination of language and discourse. Subjects include process writing approaches; a thorough review of traditional grammar (framed by its usefulness n talking about writing); techniques of rhetoric and discourse; and the evolution of expository writing. The class will model collaborative work, peer review, reflective self-assessment, and portfolio assessment, as well as the use of technology as a tool for writers and teachers of writing.

ENG-557 Canon, Canonicity & Coverage

This course will examine the concept of a literacy canon. How was the canon formed, how has it changed, and what is its place, if any, in current English studies? Are there particular works or authors that everyone must read, and how do these must reads change over time and across cultures? An important part of this course will be each student's review of her/his English studies to detect gaps in coverage, even as we debate the worthiness of the coverage concept as a facet of teacher preparation. Each student will construct and complete a reading list to mend the gaps in his/her background.

ENG-599 Selected Topics in English

FMH-500 **FMH Independent Study**

FMH-505 **Intro to Forensic Mental Hlth**

This course examines the forensic mental health system, the professionals within this system, and its consumers, or persons with mental disorders who also have legal troubles. Students will be introduced to the pathways for persons with mental disorders into and out of the criminal justice, mental health, social service, and juvenile justice systems. An overview of policies and outcomes of the FMH systems in also examined.

FMH-510 **Victimology & Victim Services**

This course examines four important topics pertaining to victimology and victim services. These include the nature and scope of victim's rights; the nature and incidence of victimization, especially pertaining to the victimization of women, children and the elderly; the construction of victim services to respond to victims with special needs, including disabilities, substance abuse, mental health issues, HIV/AIDS; and ethical, mental health, media relations, and training needs to victim service providers. Prerequisite: CRM 599 or equivalent; PSY/FMH 505

Take PSY-505 or FMH-505;

FMH-515 **Eval & Tx of Adult Offenders**

This course has two emphases: evaluation and treatment. The student will be introduced to the assumptions, theories, methods and instrumentation used in the psychosocial and psycholegal evaluation of adults involved in the judicial and correctional systems. The special ethical issues presented by practice in forensic settings are emphasized. Students will learn how to appreciate relevant clinical and legal issues, and how to communicate findings to courts and social policymakers. Additionally, systems and clinical approaches to treating mentally disordered offenders will be addressed, with particular attention to the dual role of the forensic mental health professional in providing treatment and assuring public safety. Treatment and intervention methods will be examined from both individual and societal perspectives. Prerequisite: PSY 575, PSY/FMH 505

Take PSY-575; # Take PSY-505 or FMH-505;

FMH-520 **Eval & Tx of Court Inv Youth**

This course has two emphases: evaluation and treatment. The student will be introduced to the assumptions, theories, methods and instrumentation used in the psychosocial and psycholegal evaluation of court-involved youth. Evaluation questions pertaining to child welfare, child custody, and juvenile offenders will be considered. The special ethical issues presented by practice in forensic settings are emphasized. Students will learn how to appreciate relevant clinical and legal issues, and how to communicate findings to courts and social policymakers. Additionally, students will explore treatment and intervention models for court involved youth, in both community and institutional settings. Treatment of child victims as well as youthful offenders will be addressed. Treatment and intervention models will be examined from both individual and societal perspectives. Prerequisite: PSY 575, FMH/PSY 505

Take PSY-575; # Take PSY-505 or FMH-505;

FMH-540 **Externship in FMH**

Students in the Externship in Forensic Mental Health select a field placement setting with the approval of the instructor. The student will select an agency that is part of the local, county, state, or federal extended forensic mental health system. The student works under site supervision in a community or institutional setting and is also supervised by a SGS faculty member. Final faculty approval of externship site must be received before beginning work. Prerequisite: Completion of all program courses except Victimology (FMH 510) & a law elective; good academic standing.

Take FMH-505 FMH-515 FMH-520 FMH-530 SOC-550 PSY-575;

FMH-599 **Selected Topics**

GNT-501 **Perspectives on Aging**

This course provides opportunity to define at a personal and societal level the following questions: What is aging? Who are the elderly? What are the issues that impact on the experience of aging? Answers to these questions are explored through scientific subjective, qualitative, and fictive accounts of age and aging in the historical and cultural tradition of the arts and humanities. (Theory - 37.5 Hrs).

GNT-504 **Health Policy for Aging**

Public policy and service delivery for America's aging population and end of life care appear to be at a crossroads as our society struggles to meet the demands of competing political philosophies, advances in medical technology and a rapidly changing demographic profile. In the current political debate the only thing that is clear is the inevitability of change and the certain challenge to existing social, political and economic institutions. This course provides an overview of the significant social and health care policies and programs that effect end of life care,aging populations as well as diverse and vulnerable populations. The course also focuses on the public policy making process and policy analysis. Areas for in-depth analysis will include: health care, income security, long term care, end of life issues, health care finance and formal and informal support systems. When ever possible the course content will be related to the students' work in their major area of study and their professional feilds. Particular attention will be paid to Social Security and Medicare, budget deficits, political ideology and how they are employed as issues in the political arena.

GNT-510 **Mind-Body Aging**

This course examines aging and its effect on individuals, using concepts, source materials and methods from the biological and social sciences as well as the humanities. Longevity, morbidity compression and technology have changed the face of aging; the very definition of who is an older adult can be questioned within this altered context. While the process of growing older is still, ultimately, inevitable, how one actually goes through that process is the unique outcome of the mind-body aging experience. The course has two foci: the anticipated physiological and psycho-social changes associated with aging and the various responses older adults may engage in to overcome, adapt to and live with these changes. A course objective is to increase the students skill in moving between societal and individual considerations without losing sight of underlying human questions. We will focus on techniques for studying individuals adaptations to aging with a special emphasis on expected physiological changes, healthy aging, role transition, relationships, cultural variation and living with chronic illness and disability. This course is suitable for the student who wishes to secure a generalist foundation in the content area and apply that knowledge to service delivery, program development, and direct work with older adults. Prerequisite: GNT 501 or permission of instructor.

Take GNT-501;

GNT-522 **Palliative Care & Chronic Ill**

Palliative care within chronic illness is an interdisciplinary care approach to improve quality of life for clients and their families. As an evolving paradigm, models of palliative care, special population groups, standards of care, delivery systems, and the scope of practice and role responsibilities of multidisciplinary team are explored. Research and best practice related to intervention is evaluated. Common care areas include: quality of life, communications needs, care-giver support, self-care and care needs, spirituality, advocacy, ethical issues, and planning for a good death.

GNT-587 **Internship**

The goal of the final project is to integrate knowledge gained from the preceding courses, and to apply this knowledge, either through practical experience or a scholarly project (see Culminating Project in Gerontology). The particular content and form of the project will depend on the student's background, interest, and needs, and will be tailored to each individual student. Prerequisites: Completion of GNT 501, 502, 503, and 504.

Take GNT-502 GNT-503 GNT-504;

GNT-590 **Culminating Project**

The goal of the final project is to integrate knowledge gained from the preceding courses, and to apply this knowledge, either through practical experience (see Internship in Gerontology) or scholarly project. The particular content and form of the project will depend on the student's background, interests, and needs and will be tailored to each individual student. Prerequisites Completion of GNT 501, 502, 503, and 504.

Take GNT-502 GNT-503 GNT-504;

HED-502 **Crit Thinking: Res Into Pract**

The purpose of this course is to provide candidates with strategies for locating and analyzing educational research. Research studies exemplifying the best of quantitative and qualitative traditions will be examined: candidates will critically read experimental, correlational, survey, ethnographic, single subject design, and teacher inquiry studies available in refereed educational journals. Technology will be used throughout the course, particularly in library research. The purpose of the course is for teachers and teacher candidates to develop critical thinking skills for reading research and drawing conclusions about its implications for classroom instruction.

HED-508 **Personal Behavior Choice**

This course provides an opportunity to explore the full range of personal health concerns of individuals in the United States, especially those issues which can be addressed through health education. In this course, students will examine and develop health education strategies for improving health behavior.

HED-541 **Nutrition and Physical Fitness**

Students will examine the reciprocal nature of nutrition and physical fitness in health. The student will be taught content and specific strategies for working with various populations.

HED-542 **Chemical Dep Educ & Prevention**

Students will develop an understanding of the causes of chemical use and abuse. There will be an emphasis on acquisition of knowledge and skills useful in developing strategies or implementing effective, research based chemical dependence education and prevention programs with focus on youth.

HED-543 **Human Sexuality**

Students will examine sexuality content, attitudes, and behaviors as well as a range of sexual variations and their relationship to cultural and societal norms. Participants will develop plans to present human sexuality training.

HED-558 **Foundations of Health Educ**

Roles, practices, and functions of the health educator will be placed in a historical context. Special attention will be given to behavior and program models that influence health practices and delivery of health education in schools and communities. This course should be taken early in the program. Twenty-five hours Field Experience is required.

HED-564 **Health Education Methods**

This course is designed to prepare students to present health education lessons and programs in schools and community settings for a variety of audiences. Topics and focus will include: science-based, instructional design; learner-centered instructional strategies, skills-building, standards focus and authentic evaluation methods. Twenty-five hours Field Experience is required. Prerequisites: HED 502 and 558; HED 599 OR NSG 567; 2 WELLNESS SEQUENCE COURSES CHOSEN FROM HED 541 HED 542 HED 543 HED 570 PSY 562.

Take HED-558 HED-502; # Take HED-599 or NSG-567; # Take 2 courses; From courses HED-541 HED-542 HED-543 HED-570 PSY-562;

HED-570 **Stress Management Techniques**

Students will analyze sources of stress and its impact on health status. Techniques for preventing and coping with distress will be demonstrated and applied.

HED-578 **Collaboration in Ed Settings**

Students will examine theories and practices of collaboration in school settings. Strategies for developing effective team approaches with special education personnel, other school staff and parents will be analyzed and discussed.

HED-585 **Counsl'g Cult. Div. Pop.**

The focus in this course will be on preparing counselors who will be able to assure students of culturally diverse backgrounds access to appropriate services and opportunities which promote maximum development. Counseling students will be expected to conduct self-examination of their personal values, attitudes, and beliefs regarding cultural diversity in the schools. Counseling techniques will be explored which will foster the interest of culturally diverse students in careers that have been traditionaly limited or closed. Also emphasized will be small group and classroom activities which enhance self-esteem and cultural awareness, and which develop acceptance and appreciation of cultural diversity. Prerequisite: PSY 571 or permission of instructor.

HED-594 **Teacher As Researcher**

This course is a prerequisite to student teaching. Students and faculty focus on aspects of the research and practice of teaching. A literature review is completed and a research project designed, to be undertaken during the culminating supervised field experience. Students design and plan to carry out research in the classroom, as part of the culminating field experience, to be written in publishable format and presented at the Graduate Student Research Symposium. Prerequisite: HED 564.

HED-640 **Issues in Community Health:**

Students will examine and apply various community health topics including program planning, budgeting, and assessments needed for community change. Ethical issues related to working with competing priorities and limited resources will be examined. All courses must be completed prior to HED 640 or with special permission from instructor.

HED-649 **Health Ed Stud Teaching K-8**

HED-650 **Health Ed Stud Teaching 9-12**

Practice teaching for prospective school teachers is arranged by the college in each fall semester. Students planning to teach must request placement in the spring semester preceding the student teaching semester. Students will participate in a required weekly seminar. A $250 fee is required for each placement. Prerequisites: All core courses, wellness sequence & HED 594. Also current Red Cross First Aid and CPR certifications.

HED-652 **Comm Health Educ Practicum**

This course is designed to provide a 210 hour culminating experience for students in the Community Health Education track by affording them an opportunity for a supervised practicum experience either in a school or community-based setting. Individual placements will be based upon the student's personal career goals. A portfolio and presentation summarizing the experience will be required. Students will meet regularly with their advisor and, also, have the opportunity to share with other students working in the field. Prerequisite: completion of all other program requirements or prior written approval by the graduate program director.

Take HED-640;

HIS-511 **Historical & Political Inquiry**

In this course, students explore the different approaches, methods, and source material of historical, political, and social research, interpretation, and writing. The first part of the course works with students on the importance and uses of historiography and differing modes of historical and political inquiry, and is focused on NCSS theme II, Time, Continuity, and Change. The middle part of the course focuses on United States history from 1765 to 1835 as seen through the lenses of four NCSS themes: Theme I, Culture, especially political culture, provides a concept and approach for comparing republicanism and liberalism in the founding period. Theme X, Civic Ideals and Civic Practices allow a closer look at constitution-making and state-building, beginning with the Albany Congress, and including the Declaration of Independence, the first state constitutions, and the U.S. Constitution and Bill of Rights. Theme III, People, Places, and Environments (or geography), by drawing on the work of Meinig, introduces another dimension of many of the same processes ? of imperial centralization, nation-building, and federalism. This part of the course concludes with a look at the stage of economic development (Theme VII, Production, Distribution, and Consumption) beginning in the early 1800s, including and the building of the Erie Canal, and exploring the relationships between economics, the law, and public policy, drawing on the work of Hurst and others. The final part of the course, focusing on Theme VI, Power, Authority, and Governance, examines this extended period as a foundation for broader civic concepts and issues, such as ? power and authority, constitutions and constitutionalism, democracy and republicanism, governmental powers and individual rights, the role of the citizen in participation and representation, civil society, and the public policy-making process.

HIS-520 Issues in US Hist, Geog & Eco

This is an advanced graduate reading seminar in topics and issues of North American/United States history, geography, and economics. The main body of the course is organized around important areas of current research and debate by scholars that address the following NCSS thematic standards: Theme I, Culture; Theme II, Time, Continuity, and Change (historical process and context); Theme III, People, Places, and Environments (geography); Theme V, Individuals, Groups, and Institutions (social history, sociology), Theme VIII, Science, Technology, and Society. In addition, the course contains an economics module that addresses NCSS Theme VII, Production, Distribution, and Consumption, in the context of US history and society. The course will be organized both thematically and chronologically, and will include readings that together will address problems of US/North American history from the pre-Columbian period to the present. The course will be particularly valuable to candidate secondary teachers who want to gain a solid understanding of many aspects of North American society evolving within a complex geographic setting. Whenever possible, a focus will be placed on New York State history.

HIS-521 Issues in Glob His, Geo & Eco

This is an advanced reading seminar course in topics of global history, geography, and economics. It is specifically designed to build student understanding of selected issues in the development of human society within various geographic environments over the last two millennia, with an emphasis on the processes of ?globalization? in recent periods. The main body of the course is organized around important areas of current research and debate by scholars; the course addresses several NCSS thematic standards, most prominently, Theme IX, Global Connections. The other thematic focuses are: including: Theme I, Culture; Theme II, Time, Continuity, and Change (historical process and context); Theme III, People, Places, and Environments (geography); Theme VIII, Science, Technology, and Society. In addition, the course contains an economics module that addresses NCSS Theme VII, Production, Distribution, and Consumption, in the context of the world economy and the forces of globalization. Students completing this course will not only increase their knowledge of global history, geography, and economics as content fields but will also be better prepared to teach these subjects in New York State.

HSA-520 Marketing Health Care

This course will provide students with an in-depth understanding of the current health care system in the US and how its service are and can be marketed. The marketing concepts covered in health care marketing will address outward and inward marketing in the complex health care environment. Attention will be given to such areas as managed care, hospitals, medical groups, third party players, long term care facilities, patients as consumer, and related topics. The student will be exposed to how markets, services, and goods interact and how to use this network of interconnectedness to achieve sound marketing strategies. Emphasis will be given to how sales, advertising, and marketing interrelate.

HSA-553 Health Systems & Policy

Analyses of the structure, functions, and organization of the health care system are the focus of this course. Consideration of major issues currently dominant and likely to emerge, with a emphasis on the complex relationships between administrators ad the various professional and other health care providers. Differing points of view of the distinct disciplines which form the basis for the program will be explored.

HSA-555 Admin of Hlth Facil & Agencies

Organization and administrative characteristics of voluntary, public, and proprietary health care institutions will be examined Study will focus on goal setting and organization building; a overview of the administrator's internal functions including relationships with the governing board, medical staff and departments, and responsibilities for coordination and control; personnel, staff development, and employee relations policies and programs; financial planning and accountability; developing and using policy and procedures manual; community relations; and related critical administrative aspects of hospitals, nursing homes, mental health agencies, homecare agencies, and other provider organizations. Prerequisite: HSA 553 or permission of instructor.

Take HSA-553;

HSA-557 Legal Aspects-Health Svc Admin

This course will familiarize students with legal issues affecting the organization and delivery of health services. Topics to be covered include access to care, antitrust, managed care, licensure, informed consent, malpractice, medical records, reproduction, treatment of the mentally ill, and death. Actual court cases will be discussed from the perspective of the administrator the practitioner, and the patient. Prerequisite: HSA 553 or permission of instructor.

Take HSA-553;

HSA-558 Budg & Fin for Govt/Nonp/Hlth

The course develops the evolution of budgeting in the public an health sectors. The course presents applications of budget theories and principles. It covers the formats used to create and present budgets. The course develops cost analysis in a budgeting and program context with attention to the accounting processes attached to cost analysis. Topics include planning, program design, taxation, reimbursements for health providers and facilities and grants.

HSA-565 Health Care: Fin & Mgt Systems

An examination of systems and data needs for budget, financial and management operations, and decision making in hospitals, nursing homes, ambulatory care facilities, and health and social agencies. Requirements of third-party payers and governments, cash-flow management, cost containment, provider and consumer relationships, quality care maintenance related to the needs of the patient and family, and interfaces with other human service delivery systems will also be covered. Prerequisite: HSA 553

Take HSA-553;

HSA-572 Planning, Pgm Analysis & Eval

An orientation to the planning, analysis, design, implementation, evaluation and administrative control of government programs. Emphasis will be on integration of these phases, the role of information systems, use of analytic techniques, and accountability to policy makers and the public.

HSA-577 Practicum in Health Srvc Admin

Designed for part-time students, the practicum provides an intensive research or analytic experience in an appropriate governmental or health service agency. In conjunction with the organization and instructor, the student will produce a research report or policy analysis. Prerequisites: HSA 553 555 578 557 558

Take HSA-553 HSA-555 HSA-578 HSA-557 HSA-558;

HSA-578 Analytic Methods

This course is an introduction to the language and methodology of social science research in public, health and human service administration. Particular attention is given to the research process. The application of research methodology and statistical analysis will be examined. Topics include the nature of the scientific method, sampling theory, and a review of survey, field, experimental, and evaluation methods. The nature and character of scientific evidence, research design, statistical analysis interpretation, and data interpretation are also covered. Students will develop abilities as informed consumers and critics of the methods used to collect and interpret information about human activity and preferences.

HSA-587 Internship-Health Srvcs Admin

The internship will provide a placement for half time for a term or full time for a summer in an administrative or analytical job in an appropriate agency for the student's concentration area. The student will prepare a written report describing and analyzing the experience in reference to relevant theory. Prerequisites: HSA 553 555 578 557 558

Take HSA-553 HSA-555 HSA-578 HSA-557 HSA-558;

HSA-596 Seminar in Health Srvcs Admin

This course is designed as the capstone of the master's program in health services administration. Students are expected to deal with major issues of theory and practice in the field. The production and presentation of a major research paper is the key aspect of the course. Prerequisites: HSA 553 555 578 557 558

Take HSA-553 HSA-555 HSA-578 HSA-557 HSA-558;

HSA-605 Managed Health Care

This course is intended to acquaint students with the issues, processes, consequences, decision-making, and public policy involved with managed care in today's health care environment. Managed care is the dominant form of health care coverage in the current patient-provider-third party payer milieu. It is essential that health care administrators, providers, and patients all have an understanding of how managed care operates. The course is intended to provide a historical overview of managed care, description of its processes, and coverage of related topics to create for the student knowledge and understanding sufficient to navigate in the managed care world of health care.

MAT-511 Prob Solv, Commun & Reason

The instruction of mathematics rests heavily on the first three process standards of the National Council of Teachers in Mathematics: problem solving, communication and reasoning. This course is organized around these three intertwined themes, each of which is crucial and pertinent to primary, middle and secondary teaching. The premise for this course is that the learning of mathematics by you and by your future students is best achieved by active student participation and involvement, discovery, critical thinking, working collaboratively in groups, written and verbal communication of ideas, the use of graphical representations when appropriate, and the exploration of more open ended problems.

MAT-520 Educ Tech in the Math Classrm

This course is an overview to many of the uses of technology in the mathematics classroom. In this course you will explore graphics calculators and the Internet, study various mathematics software packages including a computer algebra system, statistics package, Geometer's Sketchpad and Microsoft Office, and learn to critique software lessons and packages.

MAT-550 Math & Pedagogy Portfolio

The Portfolio is the vehicle that candidates for the Masters of Arts in Mathematics use to submit their work demonstrating mastery of several state and national standards in mathematics education. This is a zero-credit, pass-fail course. The portfolio will contain work that reflects all coursework in the program but particularly that from the mathematics content portion. This course must be completed by the end of the second internship placement or student teaching placement. Prerequisites: It is anticipated that candidates will have completed or currently be taking MAT 511, MAT 520 MAT 557 and EDU 656 & 657 or EDU 658 & 659

MAT-557 Selected Topics: Upr Lev. Math

This course is intended to extend the mathematical knowledge base of students by focusing on a particular area of pure mathematics. Common to all areas is the notion of proof, requiring rigorous command of the language of mathematics, along with a certain level of mathematical maturity.

MBA-551 Financial Accounting

All aspects of corporate financial reporting as well as internal accounting processes and techniques are examined at an intensive pace. Contemporary accounting theory and official pronouncements are integrated in open discussion. Case studies are utilized to provide the student with a firm grasp of commonly encountered business problems.

MBA-552 Economic Analysis

This course provides an intensive analysis of microeconomics an macroeconomics as an explanation of how contemporary free enterprise systems function. Major economic concepts are thoroughly examined and then applied to the real world of economic activity.

MBA-553 Statistics for Managers

This course is a graduate-level introduction to data analysis, descriptive statistics, and statistical inference. Data analysis and descriptive statistics include graphical analysis, measures of location and dispersion, an introduction to probability, and a consideration of probability distributions, including the Binomial, Normal, t, Poisson, Chi Square, and F. Statistical inference encompasses procedures for determining whether data fits some distribution, and also procedures such as regression and correlation for estimating values based on some statistical association.

MBA-555 Administrative Organiz & Behav

The basic purpose of the course is to provide the student with broad overview of the vast and varied literature concerned with the nature of organizations and theory and research pertaining to management in organizations. Since management approaches are ultimately linked to their organizational context, the first part of the courses focuses on the theory of organizations and is aimed toward the development of an under-standing of organizations in terms of structure, function, process, and environment. The second half of the course concerns behavior in organizations and focuses on the individual within the organization. Topics covered and linked to theory include leadership, motivation, interpersonal relationships, decision making, and problem solving. The course will prepare students to face supervisory management problems, organizational dynamics, work design and ethical confederations for working with people within organization systems.

MBA-561 Managerial Economics

Optimality conditions and techniques are analyzed in this course within the framework of demand theory, production theory, cost and pricing analysis. Emphasis is on the application of microeconomic theory to firm-level decision making.Prerequisites: MBA 551, 552 and 553 ~

Take MBA-053 MBA-551 MBA-552 MBA-553;

MBA-563 Legal Environment

This course provides an analysis of the legal issues impacting businesses that operate in the United States. The American legal system will be studied in depth. The course covers substantive topics such as contracts, torts, securities, anti-trust and employment laws. Case studies are utilized to aptly illustrate the legal implications of business decisions and practices. This course prepares business managers to understand legal issues rising in the current business environment.

MBA-564 Research Design

This course introduces students to the basic tools of business research. Varied research methods are introduced and evaluated across a wide variety of business needs. Specific attention is paid to the collection, analysis and interpretation of business data from the perspective of design, execution, evaluation and resulting contribution to the research objectives. Prerequisite: MBA 553

Take MBA-553;

MBA-570 Critical Thinking

This course is one of two introductory classes in the Sage MBA Program. The purpose of this course is to improve critical and creative thinking among students as well as inspire freedom of thought. The course facilitates a learning environment where critical thinking and incisive judgment are developed by students through clear communication of problem analysis. Students will also improve in their ability to develop unique ideas, overcome objections, and persuade others. It will aid the student in thinking outside of the box, and to become more effective writers, speakers and communicators.

MBA-571 Mgt of Change & Innovation

This course, the opening experience in the Sage M.B.A. program, provides students with an intensive review of the essential components of how an organization functions and the process by which they succeed. Emphasis is placed upon increasingly competitive global approaches to management. Students will perform a series of case analysis and review a range of topics which are part of contemporary literature. This course culminates in a rigorous case study that will be professionally delivered to an audience consisting of faculty and outside guests.

MBA-574 Financial Management

The role of the financial manager is examined in context with the legal, operating, and tax environment of contemporary business firms. Attention is focused on financial analysis and planning, the time value of money, risk-return relationships, cash flow and asset/liability management, as well as investment priorities, capital structure, valuation techniques, and capital budgeting applications. Special concerns dealing with mergers, restructuring, and international finance are also addressed.Prerequisites: MBA 551 and 553 or permission of program director.~

Take MBA-551 MBA-553;

MBA-576 Marketing Systems

This course will concentrate on interrelationships existing between all of the components of the marketing system: organization, competitors, suppliers, and the consumer. Factors affecting consumer demand, structure of the market, structure of cost, marketing strategy, pricing, distribution policy, and structure of the organization will be examined. The role of public policy, as well as the relationship of marketing operations to the rest of a company~s operation, will be covered. Emphasis will be on the managerial aspects of this system.

MBA-582 Consumer Behavior

The potential marketing manager must have a thorough understanding of the issues that underlie the purchase decision. This course will develop an understanding of issues such as life style, social class, environmental issues, etc. that critically affect the marketing program. Course will do three things: 1. Provide a comprehensive description of the factors that underlie the process; 2. Demonstrate how the knowledge of these factors can be used by professional marketers; 3. Develop scenarios where the student can apply these concepts.

Take MBA-576;

MBA-596 Topics in Human Resources

Current significant topics in the specialization will be presented.

MBA-651 Human Resource Management

This course entails a comprehensive review and analysis of the complex issues which affect an organization's utilization of its human resources: improvement of productivity, enhancement of the quality of work life, and legal compliance. In addition, the major objectives of human resource management attracting, retaining, and motivating employees as they relate to specific activities (i.e., recruitment, selection, compensation, and training) are examined.

MBA-653 Compensation Administration

This course consists of an in-depth review and analysis of all aspects of employee compensation. Contemporary compensation policies and procedures, including those which pertain to employee benefits, are examined. Case analyses and other exercises are utilized to develop student skill in diagnosing and addressing problems involving compensation. Prerequisite:MBA 651~

Take MBA-651;

MBA-656 Pers Developmt & Leadrship Ess

In this course, students develop an appreciation of the scope and content of managerial work by examining the personal attributes, skills, and behaviors necessary for success. Through class activities and application assignments students will explore their personal strengths and weaknesses and begin development of competency in a range of activities. In addition, we will look at the theoretical and practical understanding of leadership for business practitioners.

MBA-657 Innovative Org Communications

An overview of communication theory and general communication processes will be the starting point of the course. The course will then examine a study of communication processes necessary for creativity, innovation, and performance that will enable the creation of a workplace that is capable and accepting of change. Communication for learning to work in environments of change will also be covered. Emphasis is placed on the role of the leader/executive in the development of organizational communication.

MBA-665 Bank Management

A seminar in management policy, practice, and strategy in the banking industry (commercial and thrift institutions). Specific reason of coverage include: risk management, marketing of bank services, lending policies, liquidity management, and management of bank capital structure. The causes of bank failures and the supervisory process, and structure of commercial lending are reviewed. Prerequisites: MBA 574 and 561.

Take MBA-574 MBA-561;

MBA-667 Capital Budgeting

This course is designed to assist the student in the evaluation of planning for capital budgeting. Case studies will be used to relate and illustrate factors involved. Present value theory concepts are emphasized. Concepts from areas of finance and managerial accounting are introduced in this presentation of interdisciplinary integration. Additionally, the managerial problems arising from the investment and financing of capital funds are viewed under economic analysis. Prerequisites: MBA 561 and 574.

Take MBA-561 MBA-574;

MBA-671 Management Information Systems

Students will learn computer and technology based controls of information for organizations in business, government, nonprofit, and health environments. The course will apply software applications such as databases, internet interfaces, and related software and hardware issues. Emphasis will be placed on students advancing their skills through online experiences and working directly with applications in an information technology environment. Various software packages such as databases, spreadsheets, and related software are required.

MBA-672 **Marketing Strategy**

The objectives of this course are two-fold: first, to subordinate marketing to the overall interests of the firm; and second, to present a practical framework that links corporate objectives and strategies to master marketing objectives and strategies, and then to objectives and programs for individual marketing activities. The ways by which marketing can contribute to the achievement of corporate objectives consistent with corporate strategies and with the strengths and limitations of other functional areas of the business are examined. Prerequisite: MBA 576.

Take MBA-576;

MBA-683 **New Product Development**

This course will focus on the design and marketing of new products. The process of new product generation will be followed from conceptualization to the marketing of that new product. Area to be covered will include: innovation strategy, opportunity identification, testing new products, introducing new products, and profit management. Prerequisite: MBA 576

Take MBA-576;

MBA-685 **Quality Management**

The quality management course offers students a basis for a comprehensive understanding of management practices and concepts aimed at enhancing organizational quality and productivity. The course also provides coverage of these topics from the health organization perspective. Current literature in health and management are reviewed and analyzed for quality approaches, quality best practices, quality policy initiatives, and perspectives from selected international organizations. Topics include statistical measurement techniques, systems analysis, work design, performance and quality, and root cause analysis.

MBA-695 **Strategy/Exec Decision Making**

The Stragedy and Executive Decision Making course begins with the key decision making area of Strategy development. The development of strategy is then connected to organization mission, organization design, and organizational performance. Key areas covered include systems analysis, modern strategy concepts, and best practices applications. Students are required to make executive decisions through case exercises and simulations. Students are assessed on the development of strategic plans for the cases chosen and the simulations of true to life executive strategy decisions. Students should speak with Graduate Programs in Management Director before enrolling.

MBA-696 **Competitive Advantage**

This course is the expected final class in the MBA and Organizational Management Programs. This cross-functional course examines how today's corporations identify, select, foster, and implement their competitive strategies. To this end, a major consulting project with an outside firm is required. Students are required to clearly identify a business challenge or opportunity and subsequently to make recommendations to their clients. This team based course often culminates in the writing of a strategic document and/or business plan. Your clients and their needs will vary by semester. Prerequisite: Minimum of 80% completion of program and fulfillment of MBA 576 and 561.

Take MBA-576 MBA-561;

MGT-555 **Administrative Organiz & Behav**

The basic purpose of the course is to provide the student with broad overview of the vast and varied literature concerned with the nature of organizations and theory and research pertaining to management in organizations. Since management approaches are utlimately linked to their organizational context, the first pat of the courses focuses on the theory of organizations and is eared toward the development of an under standing of organizatons in terms of structure, function, process, and environment. The second half of the course concerns behavior in organizations and focuses on the individual within the organization. Topics covered and linked to theory include leadership, motivation, intrpersonal relationships, decision making, and problem solving. The course will prepare students to face supervisory management problems, organizational dynamics, work design and ethical confederations for working with people within organization systems.

MGT-561 **Organization Design & Develp**

Students explore the utility or organization theory and research for improving organizational effectiveness. Both theory and application are emphasized in addressing the central question of how to design effective organizational systems including communication, decision making authority autonomy and participation, influence models, leadership, and motivation. Approaches to planned change such as quality management will be considered. Students will apply problem solving, systems concepts, and environmental analysis to develop skills in the analysis, planning, and evolution of organizational change.

MGT-595 **Seminar in Management**

This course is designed to serve of the capstone of the master' concentration in public management The class meetings will involve seminar discussion of the major issues of the theory and practice in the field. A key aspect of the course is the writing an class presentation of a major research paper on an important problem in public management Prerequisites: Three courses in the public management concentration and required core courses or permission of the program director.

Take PAD-576 PAD-578 PAD-560 PAD-574 PAD-568 PAD-558;

MGT-651 **Human Resource Management**

This course entails a comprehensive review and analysis of the complex issues which affect an organizations utilization of its human resources; improvement of productivity, enhancement of the quality of work life, and legal compliance. In addition, the major objectives of human resource management attractive, maintaining, and motivating as they relate to specific activities (.., recruitment, selection, compensation, and training are examined.

MGT-671 **Management Information Systems**

Students will learn computer and technology based controls of information for organizations in business, government, nonprofit, and health environments. The course will apply software applications such as databases, internet inter- faces, and related software and hardware issues. Emphasis will be placed on students advancing their skills through online experiences and working directly with applications in an information technology environment Various software packages such as databases, spreadsheets, an related software are required.

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This course is the expected final class in the MBA and Organizational Management Programs. This cross-functional course examines how today's corporations identify, select, foster, and implement their competitive strategies. To this end, a major consulting project with an outside firm is required. Students are required to clearly identify a business challenge or opportunity and subsequently to make recommendations to their clients. This team based course often culminates in the writing of a strategic document and/or business plan. Your clients and their needs will vary by semester. Prerequisite: Minimum of 80% completion of program and fulfillment of MBA 576 and 561.

Take MBA-576 MBA-561;

MTA-502 **Crit Thinking: Res Into Pract**

The purpose of this course is to provide pre-service adolescence educators with strategies for locating and analyzing educational research in pedagogical and assessment practice. Research studies exemplifying the best of quantitative and qualitative traditions will be examined: students will critically read experimental, correlational, survey ethnographic, single subject designs, and teacher inquiry studies that are available in referenced educational journals. Candidates will employ technology will be used throughout the course for library research skills. The purpose of the course is for teachers to develop critical thinking skills for reading research and drawing conclusions about its implications for classroom instruction.

MTA-578 **Collab Skills in Sec Settings**

The purpose of this course is to survey the theories and practices of collaboration in secondary schools. Methods for working with a range of team members as well as the goals for teaming will be explored (e.g. co-teaching, designing activities for the diverse classroom, developing authentic partnerships with parents conducting effective meetings.)

MTA-599 **Special Topics**

NSG-501 **Perspectives on Aging**

This course provides opportunity to define at a personal and societal level the following questions: What is aging? Who are the elderly? What are the issues that impact on the experience of aging? Answers to these questions are explored through scientific subjective, qualitative, and fictive accounts of age and aging in the historical and cultural tradition of the arts and humanities. Offered fall only on even numbered years. (Theory - 37.5 Hrs).

NSG-508 **Nursing Research Methods**

An overview of research as an integral part of the theory and practice of nursing is the focus of this course. Research utilization, evidence based practice, the development process of a research idea and supporting research strategies are integrated in the basis for the study of quantitative and qualitative methodology, concepts of measurement, utilization of appropriate statistical approaches, the development of a research study, and presentation of results are included. Prerequisite: Undergraduate Statistics.

NSG-557 **Group Processes in Health Care**

Concepts of group dynamics, therapeutic group approaches, and facilitative leadership styles in working with clients and/or staff are integrated. Emphasis is on the utilization of the theoretical and research literature or group processes in clinical practice. Experiential learning related to task groups, self-actualization groups, and therapy groups which facilitates self-growth, optimal group membership behaviors, and leadership skills is incorporated. Offered spring only. (Theory - 37.5 Hrs.)~

NSG-558 **Paradigms & Persp Adv Prac Nsg**

Analysis of the advanced practice role with emphasis on the knowledge of the discipline and the skills necessary to enact the role of the advanced practice nurse. Students become acculturated to the advanced art and science of nursing which enables them to identify their practice paradigm, work within a variety of practice theories, and communicate within the language of the discipline. This course serves to introduce students to the graduate program in nursing and helps students identify their chosen program of study. Offered fall, spring and summer.~

NSG-559 **Nursing in Sociopolitical Env**

Analysis of the sociopolitical environment of the nursing system as it relates to the evolving health care system and the broad social and global environment. Students synthesize advance practice role expectations through a critical examination of contemporary theory, macro system trends, emerging health care policy, and selected nursing issues. The analysis includes evidence of understanding the historical and political roots of nursing practice. Offered fall, spring and summer.~

NSG-567 **Epidemiology & Health Research**

Concepts, principles and methods of epidemiology/ research are related to health problems of populations and the evaluation of community interventions. Students gain experience in using biostatistics, descriptive statistics, and critical analysis of study designs used in accessing health risks and epidemiologic research. Offered fall only on even numbered years. (Theory - 37.5 Hrs.)~

NSG-599 **Topic:**

A series of evolving topics and concepts in nursing. Subject matter will change from semester to semester. The exact nature of the content will be published with each semester's schedule.~

NSG-600 **Independent Study**

To be arranged with faculty~

NSG-605 **Nurse Educator Practicum**

Seminar and clinical experience provide opportunity for the graduate student to develop increasing teaching expertise in the role of faculty in higher education or staff development. The course focuses on the development of the professional educator's role, including critical analysis of issues in nursing and higher education, and evaluation in class and clinical settings. Offered fall only. (Theory - 1.5 Cr. 19 Hrs; Practicum - 1.5 Cr. 60Hrs.) Pre/co-requisites: NSG 604 and 609, and at least three credits in advanced clinical courses.~

Take NSG-604 NSG-609;

NSG-606 **Pract Mdls in Coun/Psychother**

Analysis of major practice models used in counseling and pychotherapy of clients in brief treatment (psychodynamic, behavioral, cognitive, person-centered, existential, reality, crisis, spirituality, multi-cultural, and bio-psychosocial). These models have application in mental health promotion, mental illness intervention, bereavement, palliative care, and coping with acute or chronic medical disorders (Theory 3 cr, 37.5 hours). Offered fall only.

NSG-610 **Family Processes**

Analysis of major concepts of family dynamics and processes. Overview of assessment tools and intervention strategies. Nursing application of these to selected target populations. Clinical experience is faculty arranged or student designed with faculty approval.(Theory - 2 Cr. 25 Hrs.; Clinical - 1 Cr. 40 Hrs.). Offered fall only.

NSG-611 **Research Seminar**

Designed to facilitate the student's completion of a research project in nursing. It is intended as a culminating experience to build on a core knowledge of advanced nursing and research methods. Students enrolled in this course are expected to be actively involved in the writing of their previously conceived research project. Offered fall and spring. (Theory - 1 Cr.- 12.5 Hrs.) Prerequisites: NSG 508, and at least 6 credits of clinical sequence.~

Take NSG-508;

NSG-615 **Diagn MH Assmt & Intervention**

Assessment of and interventions with clients with mental health problems. Short-term interventions and measurable outcomes within a managed-care environment are addressed. Critical thinking skills emphasized in making differential diagnoses of mental illnesses. Experiential opportunities provided to assess and diagnose mental illnesses. Offered spring only.

NSG-616 **Adv Clinical Role Practicum**

Clinical practice and scholarly activities designed to provide leadership in functioning as a clinical specialist or administrator. Emphasis is on initiating change in meeting delivery system trends; improving clinical practice through consultation, teaching, research, and program development; and utilizing information systems and applying macro-system decision making. Offered fall only. (Theory - Cr. 12.5 Hrs.; Practicum - 2 Cr. 80 Hrs.) Pre/co-requisites: NSG 649 Plus one of the following sets: NSG 625, 626, 627 or NSG 635, 636, 637 or NSG 557, 606, 615, 610.~

Take NSG-649; # Take 3 courses; From courses NSG-625 NSG-626 NSG-627 NSG-635 NSG-636 NSG-637 NSG-557 NSG-606 NSG-615;

NSG-617 **Clinical Spec/Psy-Mental Hlth**

An individualized practicum of clinical practice and scholarly activities designed to develop advanced practice skills and strategies for collaborative care management within an area of Psychiatric Mental Health Nursing. Emphasis is on synthesis and evaluation of previous coursework. (Seminar - 13 Hrs.; Clinical - 80 Hrs. required for CNS area.) Prerequisite: NSG 606, NSG 615 BIO 584~

Take NSG-606 NSG-615 BIO-584;

NSG-619 Diagnostic Health Assessment

Focus in on the development of diagnostic health assessment skills and recording methods used by the Nurse Practitioner. Content includes critical thinking skills necessary for differential diagnosis, rationales for intervention, special techniques, and interpretations of exams and laboratory data including diagnostic studies to make differential diagnoses of health problems. Offered fall and spring. (Theory - 1.5 Cr. 19.5 Hrs.; 1.5 Cr. 40Hrs.) Prerequisites: Passing Score on Health Assessment Validation Exam (fee), 1 year RN experience (2000 Hrs). BIO 553

Take BIO-553;

NSG-622 Adv Pharm-Acute & Chronic Care

In-depth study of pharmaco dynamics and pharmacokinetics therapy of common health problems. Includes implications of age, drug interactions, client and family lifestyles. Technical aspects of prescriptions and legal factors. Teaching and monitoring domains of advanced practice are emphasized. Restricted to matriculated graduate nursing students or permission of program director. Offered spring only. (Theory-37.5 Hrs.) Prerequisites: BIO 553.~

Take BIO-553;

NSG-623 Ind Study in Adv Clin Nsg Prac

Clinical internship and scholarly activities designed to develop the direct care high level competence of the family, adult, and geriatric nurse practitioner with a selected population. 200 hours of preceptored practicum (final practicum). Offered fall and spring. (1 Cr. Theory 12.5 class hours; 2 Cr. Clinical Practicum 200 clinical practice hours.) Prerequisites: NSG 621b and/or NSG 661

Take NSG-621B or NSG-661;

NSG-624 Advanced Psychopharmacology

In-depth study of pharmaco dynamics and pharmacokinetics of drugs used in treating mental disorders. The course is an extension of NSG 622, Advanced Pharmacology. Restricted to matriculate graduate nursing students. Offered spring only. (Theory - 12.5 Hrs.) Prerequisites: BIO 584~

Take BIO-584;

NSG-625 Client Coping/Adaptv Stratg's

Opportunity to develop a theoretical model of advanced clinical practice for adult nursing with an emphasis on client coping and adaptive strategies. Concept of self-management of chronic illness and comfort theory are integrated into the scholarly analysis of practice, research, and theory for an adult client population with chronic illness utilizing critical thinking. Offered fall only. (Theory - 1.5 Cr. 19 Hrs; Clinical - 1.5 Cr. 60 Hrs.) Prerequisites: NSG 558.~

Take NSG-558;

NSG-626 Care of Acutely Ill Client

Emphasis on care of the acutely ill adult client in a high technological, managed care environment. Natural sciences, nursing theories with an emphasis on Benner and Watson, ANA Standards, Scope of Practice, and research findings are used as the framework for critical thinking and clinical decision making in acute/critical care. Focus on analysis of parameters in assessment, therapeutic interventions, monitoring and evaluation of the adult client with episodes of acute illness. Discussion and application of pathophysiological phenomena using critical thinking to develop strategies for clients and families with an acute illness experience. Offered spring only. (Theory - 37.5 Hrs.) Prerequisites: BIO 553 and NSG 558.

Take NSG-558 BIO-553;

NSG-627 Intervention Strategies

Emphasis on theory and application of restructuring health care, and system redesign in managing adult client population. Discussion and application of care management strategies using current theory and research to improve health outcomes and quality of care. Offered spring only. (Theory - 1.5 Cr. 19 Hrs.; Clinical - 1.5 Cr.60 Hrs.) Prerequisites: NSG 625

Take NSG-625;

NSG-628 Adv.Pract-Adult Health Nursing

Emphasis on development of advanced practice skills and strategies for collaborative care management with specific client population groups. This course is designed to build upon and enhance knowledge of the continuum of care for client groups in a manage care environment. Development of role specialization through synthesis of knowledge, integration of research activities, advanced clinical practice, experience and application of management practices. Offered fall only. (Theory - 1 Cr. 12.5 Hrs.; Clinical - 2 Cr. 80 Hrs.) Prerequisites: NSG 625, 626, 627.

Take NSG-625 NSG-626 NSG-627;

NSG-635 Population Based Nurs Practice

This course emphasizes the advanced nursing role as clinician for community health problems at the aggregate level which require policy formulation, community changes, or program development to improve health care. Provides an opportunity for the student to integrate theories from nursing, social, and public health sciences to health problems of population groups in primary, secondary, and tertiary settings. Analysis of issues, research trends, and theory related to community health nursing. Offered spring only on odd numbered years. (Theory - 2 Cr. 25 Hrs.; Clinical - 1 Cr. 40 Hrs.)

NSG-636 Health, Healing & Self Care

Analysis and application of conceptual models for health promotion and protection, and healing for advanced nursing practice and research. Design and implementation of autonomous nursing interventions and selected complimentary therapies which facilitate lifestyle changes for individuals, groups, and communities. Sociopolitical implications related to prevention, self-care, and health promotion are examined. The consulting and teaching nursing domains are emphasized. Clinical practicum required. Offered all and spring. (Theory-2.5 Cr. 31 Hrs.; Clinical-0.5 Cr. 20 Hr.)

NSG-637 Case Management

The case management process, emphasizing its role across the continuum of care, will be examined. A professional model of nursing case management with aggregates will be analyzed, integrating the community as setting and concepts of health and illness. Broad issues of evolving systems of care, ethics, economics, policy and legislation related to case management are explored. Offered spring only on even numbered years. (Theory-1.5 Cr 20 Hrs.; clinical 1.5 Cr 60 Hrs.)

NSG-638 Adv.Pract-Comm. Health Nursing

Emphasis on development of advanced practice strategies and care management with specific client population groups. This course is designed to build upon and enhance knowledge of health/illness trajectories of high-risk client groups in a managed-care environment. Development of role specialization through synthesis of knowledge, advanced clinical practice, leadership responsibilities in managed care, and research activities are highlighted. Offered fall only. (Theory - 1 Cr. 12.5 Hrs.; Clinical - 2 Cr. 80 Hrs.) Prerequisites: NSG 635, 636, and 637.

Take NSG-635 NSG-636 NSG-637;

NSG-642 Acute Care Nurse Prac Role

Knowledge and application of the advanced practitioner in direct role as clinician and case manager, indirect role as educator, researcher, and consultant. Course content includes analysis of health policy, organizational change, legislative and economic trends which influence health care delivery and impact the legal, ethical regulatory, fiscal, and professional activities related to acute care nurse practitioner practice. Offered summer. (Theory - 1 Cr. 12.5 Hrs.; Clinical - 2 Cr. 80 Hrs.) Prerequisites: NSG 619.

Take NSG-619;

NSG-643 Adv Role Practicum I

This course focuses on utilization of critical thinking skills in clinical decision making in a collaborative professional environment with the Acute Care Nurse Practitioner as the principal manager of care for a select group of adult clients. Seminars focus on common problems encountered by client with acute illnesses and/or acute exacerbation of chronic illnesses related to pulmonary, cardiovascular, renal, and endocrine conditions and the impact on quality of life with regards to ethnicity, culture, age, and gender. Offer fall only. (Theory - 1 Cr. 12.5 Hrs.; Clinical - 2 Cr. 200 hrs.) Prerequisites: NSG 622, 636, 619,642.

Take NSG-619 NSG-622 NSG-636 NSG-642;

NSG-644 Adv Role Practicum II

This course focuses on utilization of critical thinking skills in clinical decision making in a collaborative, professional environment with the Acute Care Nurse Practitioner as the principal manager of care for a select group of adult clients. This experience includes a minimum of 200 hours of a preceptored internship and clinical and didactic seminars. Seminars focus on common problems encountered by clients with acute illnesses and/or acute exacerbation of chronic illnesses related to endocrine, neurologic, renal, genitourinary, gynecologic, hematologic, oncologic, immunologic, and musculoskeletal conditions, and the impact on quality of life with regard to ethnicity, culture, age, and gender. Offered spring only. (Clinical - 200 Hrs. with Clinical Seminars.) Prerequisite: NSG 643.

Take NSG-643;

NSG-647 Adv.Pract-Psyc Mntl Hlth Nsg

Clinical practice and scholarly activities based on synthesis ad evaluation of previously learned concepts. Evaluation of current social, economic, legal, and political issues and trends interrelated with advanced practice. Internships are individually designed with emphasis on psychotherapeutic and prescriptive practice. Clinical supervision provided by agency preceptor with prescriptive privileges. Offered fall only. (Seminar 12 Hrs.; internship - 240 Hrs.) Prerequisites: NSG 606, 615, 622, 624, 610

Take NSG-606 NSG-610 NSG-615 NSG-622 NSG-624;

NSG-649 Transforming Advanced Nsg Role

The purpose of this course is to synthesize the practice, leadership, management, research, and teaching knowledge into role application for functioning in the dynamic health care environment. The current and future trends in health care impact on this role and the fulfillment of the role depth, competence, cohesiveness, and flexibility across the health care continuum. Theories from administration, management, consultation, and teaching, with emphasis on initiation of change and delivery system trends will be explored to facilitate the student's development of this role. Offered fall and summer. (Theory - 37.5 Hrs) Prerequisite: NSG 558, NSG 559 and 1 year nursing experinece (2,000 Hrs.).

Take NSG-558 NSG-559;

NSG-650 Psych Ment Hlth-Nurse Prac II

This practicum focuses on the application of theory and critical thinking in clinical decision making in a collaborative professional environment as the provider of care for a group of patients. (Final Practicum). Offered spring only. (Seminar - 12 Hrs.; internship 240 Hrs.) Prerequisites: NSG 606,615 Co-requisites: NSG 622, 624.

Take NSG-606 NSG-615;

NSG-653 Practicum I:Clinical Deliv Sys

Emphasis on analysis of the nursing leadership role in creating the organizational vision, dynamics of collaborative leadership in managing interdisciplinary relationships, and evaluating effectiveness of systems through didactic learning and precepted practicum. Fall only. (Theory - 1 Cr., 12.5 Hrs.; 2 Cr. Practicum - 80 Hrs.) Prerequisite: NSG 558 Co-requisite: NSG 652.

Take NSG-652;

NSG-654 Practicum II:Clinical Deliv Sy

Focus on analysis of dynamics in health care systems, utilization of information systems and application in macro-system decision making, and ethical allocation of resources. Fall only. (Theory - 1 Cr., 12.5 Hr.; 2 Cr.,Practicum - 80 Hrs.). Prerequisite: NSG 558, Co-requisite: NSG 652.

Take NSG-652;

NSG-660 Women & Children's Hlth Theory

Family Nurse Practitioners care for women, infant, growing child, and adolescent throughout the life span. Theoretical focus includes epidemiological selection of most commonly encountered health problems, advanced health assessment and therapeutic interventions using biomedical and advanced nursing models. Focus is on the management of client/family health and illness, teaching/counseling, healing and monitoring, and ensuring the quality of care. Prerequisites: NSG 619, NSG 622

Take NSG-619 NSG-622;

NSG-661 Women & Chdren's Hlth Clin Pra

Family Nurse Practitioners care for women, infant, growing child, and adolescent throughout the life span. Clinical experience includes epidemiological selection of most commonly encountered health problems, advanced health assessment and therapeutic interventions using biomedical and advanced nursing models. Focus is on the management of client/family health and illness, teaching/counseling healing and monitoring, and ensuring the quality of care. (Seminar-12 Hrs., Internship-200 Hrs.) Pre/co-requisites: NSG 660.

NSG-662 Nurse Educator Role I

Specialized educator preparation for the core of knowledge and skills necessary to facilitate learning to think as a nurse, advance the development and professional socialization of the learner, design appropriate learning experiences and measurement of student outcomes. Application of current research in cognitive science and investigation of evidenced based practice in higher education and nursing.

NSG-663 Nurse Educator Role II

Leadership role of the academic and clinical nurse educator providing the knowledge and skills necessary to organize, plan, and evaluate educational programs in nursing. Analysis of institutional and community support systems for nurse education program. Establishment of an adaptive decision making environment responsive to the changing environment of nursing education and practice. Application of research in cognitive psychology and evidenced based practice in higher education and nursing.

NSG-701 Advanced Nursing Theory

Contemporary analysis of paradigms and theory in nursing and associated methods of scientific and scholarly inquiry. Designed for the nurse leader and educator, the student will investigate strategies for knowledge development and inductive and deductive techniques for theory development. Critical analysis of the evidence used to support practice. Prerequisite: Master's degree in nursing or equivalent.

NSG-702 Public Policy and Ethics

The congruity of public policy, bioethics, nursing higher education and global health care are analyzed from a systems approach. Factors such as cost, access, recruitment of students and professional nurses, delivery systems, and information management are explored from political, cultural, ethical and legal perspectives. Strategies are developed to influence policy change at varied levels. Prerequisite: Master's degree in Nursing or equivalent.

NSG-703 Adv Quantitative Research

An overview of advanced research methods with the goal of analysis and application of statistical analysis methods such as factor analysis, path analysis, multivariate analysis, power analysis, etc. The appropriate collection and analysis of data for these types of studies and its application to decision making about data is included. The advantages and disadvantages of statistical analysis systems will be analyzed. The evaluation and review of research studies using advanced statistics is applied to expectations of peer review. Prerequisite: Undergraduate Statistics recommended and Master's in Nursing with research methods course.

NSG-704 Adv Qualitative Research

An in-depth analysis of major paradigmatic perspectives influencing qualitative research approaches and analytic strategies. Focus on developing rigorous qualitative designs that contribute to the development of nursing and health care knowledge for diverse populations. Prerequisite: Master's degree in nursing or equivalent.

NSG-705 Measurement & Evaluation

An analysis of measurement and evaluation theory and practice as applied to establishing effective data collection systems for analysis of education, clinical and research problems in nursing. Methodological approaches to collect data such as development of questionnaires and surveys, and evaluation studies will be emphasized. The process of developing instruments with effective questions and/or categories for observation tools. The development of an effective evaluation plan to assess outcomes/goals is part of the course expectations. Pre-requisite: Undergraduate Statistics is recommended. Master's degree in Nursing including a research course.

NSG-706 Educators As Leaders

An overview of the perceptions of the clinical practice experience of students and new nurses related to transition into professional practice. The focus is on analyzing the expectations in the practice role and comparing student and employee perceptions and expectations of the academic and practice roles in the current academic and health care environments. An evaluation of the role of nursing informatics in clinical practice, education and administrative decision making in professional practice. Synthesis of nursing education and practice/workforce research in generating collaborative partnerships. Pre-requisite: Master's degree in Nursing and NSG 604 and NSG 609 or equivalent.

Take NSG-604 NSG-609;

NSG-707 Cogn Sci & Teaching Thinking

An overview of cognitive science models that focus on understanding short-term, working, and long-term memory of adults in higher education and professional practice. Applications to fostering high level cognitive growth that stimulates reflection and self-regulation, integration of learner beliefs about their ability, and subsequent achievement will be analyzed. The Revised Bloom's taxonomy is applied to designing thinking/learning strategies to enhance analytical thinking in the nursing practice environment. Pre-requisite: Master's degree in Nursing and NSG 604 and NSG 609 or equivalent.

Take NSG-604 NSG-609;

NSG-901 Educator/Admin Role Developmt

The role of nurse as leader and educator in academic and health care environments is analyzed. Key characteristics and role components are examined in relation to the nurse leader in both settings. The role of nurse leader in policy formation is emphasized. Student Practicum includes a mentored experience with a nurse leader in a selected academic and/or health care setting. Pre-requisite: Nursing doctoral courses except dissertation.

NSG-902 Dissertation

Individualized scholarly investigation of an area of concern related to leadership in education and health care. A futuristic approach focuses on problem solving and decision making for changes in the system. An adaptive model for planning and change is used for the project model development. The project is focused on resolving realistic situations in nursing education and practice across health care settings. Individualized study with a DNS faculty member and other doctoral prepared health scientists. Completion of this course leads to admission to candidacy for the DNS. Pre-requisite: 12 credits in NSG at the 700 level.

Take 12 credits; From Department NSG; From Level 500;

NTR-502 Advanced Food Science

This course analyzes the chemical and physical changes in food components during production, processing and preservation using instrumental ans qualitative techniques. Methodological and statistical issues in food science research are discussed. Current research pertinent to food science is examined.

Take NTR-311;

NTR-504 Medical Nutrition Therapy

This course is designed to apply the principles and theories of both normal and aberrant metabolism to the practice of diet therapy. Research and reference resources relating to the practice of medical nutrition therapy are explored. Maternal, infant, and child nutritional needs are also included in this course. A community nutrition education project is required.

Take NTR-311;

NTR-517 Nutrition and Human Disease

This course examines the etiology and current medical management of diseases where diet modifications are prescribed in the treatment of the patient. An examination of the nutritional concerns of the elderly is included in this course. A community nutrition education project is required.

NTR-530 Practicum/Clinical Nutrition

This course is designed for full-time and part- time DI interns. The practicum provides 14 weeks of supervised experiences from at least three different health care settings (medical center, community hospital, and long-term care facility) within a 50-mile radius of Troy, NY. The intern will work (one-on-one) with Registered Dietitians who specialize in the following clinical areas: cardiology, critical care, diabetes mellitus, gastrointestinal disorders, geriatrics, immunology, oncology, medical/surgical, renal, respiratory, and weight control. The final three weeks are spent at one facility for entry-level practice, where the intern functions as a general entry-level clinical dietitian. Field trips will be scheduled and attendance at professional meetings/seminars will be required. Prerequisite: Enrollment in the Dietetic Internship.

NTR-531 Prac/Food Serv Sys Mgmt

The course is designed for full-time and part- time DI interns. The practicum provides 14 weeks of supervised experiences from at least three different health care settings (government agency, hospital, nursing home, contract food service company, school lunch program, or college food service). The intern will work with Registered Dietitians and food service managers to cover the following areas: menu planning, supply and food procurement, food production and service systems, sanitation, safety, waste management, recycling, merchandising and marketing, management functions and skills, information and financial resource management, human resource management, state and federal regulations, and quality assurance/ management systems. The final three weeks are spent at one facility for entry-level practice, where the intern manages a special project. Field trips will be scheduled and attendance at professional meetings/seminars will be required. Prerequisite: Enrollment in the Dietetic Intership

NTR-532 Practicum in Community NTR I

The practicum course is designed for full-time and part-time dietetic interns and registered dietitians seeking community experience. The practicum provides 264 hours of supervised experience at two community placements. The field experience emphasizes the functional role of public health and community nutritionists. Students participate in the development, implementation and evaluation of community-based food and nutrition programs throughout the practicum experience. Prerequisite: Enrollment in the Dietetic Internship or by special approval of the instructor.

NTR-533 Practicum in Community NTR II

This course is designed for full-time and part-time dietetic interns with some prior community experience or registered dietitians seeking additional community nutrition experience. The practicum provides 160 hours of supervised experience at a community placement. The field experience emphasizes the functional role of public health and community nutritionists. Students participate in the development, implementation and evaluation of community-based food and nutrition programs throughout the practicum experience Prerequisite: Concurrent enrollment in the Dietetic Internship or by special approval of the instructor.

NTR-548 Contemp Topics in Dietetics

Recent developments, current trends and issues in the planning and implementation of food and nutrition services will be examined. Emphasis will be placed on the role and responsibilities of the registered dietitian in a variety of settings. The course will focus on several topics and highlight controversies which currently affect the practice of dietitians. Prerequisites: Enrolled in Dietetic Internship or approval by instructor.

NTR-549 Nutrition & Disease Mgmt:Peds

Nutrition plays a major role in the management of chronic disease and developmental disorders. This course presents a broad base of technical content for children with special health care needs. Topics include developmental disorders, eating and behavior disorders, feeding problems, various chronic diseases, and hereditary metabolic disorders. Systems developed to deliver and finance nutrition services for this population, policy issues, trends, and regulations are also discussed. Multiple state and local level programs serving this population are evaluated for their effectiveness in delivering nutrition services. Prerequisite: Enrolled in Dietetic Internship or Approval by Instructor.

NTR-561 NTR prog & interv: thry/pract

This course examines current community nutrition programs and interventions and their influence on participants~ food and nutrition behavior. Emphasized is the importance of research in evaluating interventions in the community, and the theories and principles needed to help people in various settings improve their food and nutrition behavior.

NTR-562 Weight Management

The course will examine the epidemic of obesity and how various behavioral and environmental factors place individuals at risk of becoming overweight. Sources of influence as well as management options to enable long-term patient compliance and sustained success will be discussed.

NTR-571 Contemporary Topics in Ntr

A series of evolving topics and concepts directly related to professional practice in nutrition. While subject matter will change from semester to semester, possible topics include nutrigenomics, functional foods, food insufficiency and biotechnology. The exact nature of the content will be published with each semester~s schedule.

NTR-572 Contemporary Topics in Ntr

A series of evolving topics and concepts directly related to professional practice in nutrition. While subject matter will change from semester to semester, possible topics include nutrigenomics, functional foods, food insufficiency and biotechnology. The exact nature of the content will be published with each semester~s schedule.

NTR-573 Contemporary Topics in Ntr

A series of evolving topics and concepts directly related to professional practice in nutrition. While subject matter will change from semester to semester, possible topics include nutrigenomics, functional foods, food insufficiency and biotechnology. The exact nature of the content will be published with each semester~s schedule.

NTR-601 Nutrition Seminar I

This course is designed to enhance the student~s knowledge and critical thinking skills in the foundational principles of nutrition research. Activities include preparing a high-quality research article review and leading a class discussion. Subject matter will change from semester to semester. The exact nature of the content will be published with each semester~s schedule.

NTR-602 Nutrition Seminar II

This course is designed to enhance the student~s knowledge and critical thinking skills in the foundational principles of nutrition research. Activities include preparing a high-quality research article review and leading a class discussion. Subject matter will change from semester to semester. The exact nature of the content will be published with each semester~s schedule.

NTR-690 Directed Research I: MS Thes

Designed to facilitate the student's completion of a research project in nutrition. Students enrolled in this course are expected to be actively involved in preparation of a literature review and methods for a research project, submission of IRB form, data collection, analysis and/or the writing of their research project.

NTR-691 Directed Research II: MS Thes

Designed to facilitate the student?s completion of a research project in nutrition. Students enrolled in this course are expected to be actively involved in preparation of a literature review and methods for a research project, submission of IRB form, data collection, analysis and/or the writing of their research project. Prerequisite: NTR 690

Take NTR-690;

OTH-501 Neuroscience

This course is an integrated approach to the structure and function of the human nervous system The laboratory/discussion format is devoted to topographical study, clinical problems, concept of the neurobehavioral sciences, the study of sensory systems, the quality of motor responses, and an introduction of neurological assessment. Open only to matriculated OT students.

OTH-503 Models & Theories in OT Pract

This course will emphasize the application of three theories commonly used in occupational therapy practice. Case-based discussion and critical analysis of the literature will enable students to develop the clinical reasoning skills necessary for the application of theoretical frameworks in occupational therapy clinical practice.

OTH-504 Foundations of OT

This course will introduce students to the field of occupational therapy. The course provides an overview of the history, philosophy, professional identity, models of practice, scope of practice, standards and regulations that guide practice, and professional conduct and behavior. The concept of occupation and participation as a means of influencing wellness and disability are explored. The practice framework is introduced along with professional values and ethics. Additional topics include culture, the concept of disability, patient' s rights, the ADA and universal design. The laboratory will focus on concepts of the selection of therapeutic media, teaching-learning, and activity analysis. Students will develop skill in grading and adapting activities to meet various occupational performance needs. Some or all of this content may be delivered on-line through Blackboard.

OTH-507 **Func Anatomy & App Kinesiology**

This course provides an overview of the anatomical and movement dimensions of human occupation. Emphasis is on understanding how musculoskeletal function within an environmental context can support or hinder occupation. Case based discussions focus the concepts in both lecture and lab. Through lectures, discussions, and experiential learning, students will develop an understanding and appreciation of the dynamic relationship among movement, environment and occupation. The impact of pathology and aging on the biomechanics of human posture and movement will be introduced. Students will also develop a proficiency in anatomy/medical terminology. Two labs accompany this lecture. In the Functional Anatomy lab, students utilize problem based learning to explore the prosected cadaver specimen. In the Applied Kinesiology lab, students develop skills in palpation, biomechanical activity analysis, and the assessment of range of motion, strength and resultant occupational performance within the context of normal movement. Prerequisite: Matriculated student in the OT program.

OTH-512 **Tech & Adapt in OT Practice**

This course focuses on the adaptation of the individual and/or the environment to enhance or improve occupational performance. Students learn to facilitate clients improved functioning and/or independence through the use of assistive technology. Students will gain an understanding of high and low tech assistive devices, adaptive seating, wheelchairs, computer utilization and other technology, all of which can influence an individual's ability to interact within the environment. Students are expected to master beginning presentation skills through PowerPoint software. This course is presented in an online and lecture format that utilizes Moodle for discussion and assignments.

OTH-514 **Occup Perf in Child & Youth**

This course will present an integrated view of development with a focus on the occupations of childhood including sensory processing, movement, play and adaptive/social behavior in babies, toddlers and youth. The focus of this course is in comparing and contrasting typical and atypical growth and to develop the appropriate observational and clinical skills necessary for professional practice. Performance concerns and disease/ disabilities that occupational therapists would likely encounter in professional practice with children will be reviewed.Sudents will have the opportunity to visit local pediatric facilities and see children in the pediatric lab.

OTH-515 **Occup Perf in Adulthood**

This course focuses on knowledge and understanding of occupational performance in adulthood. Topics include the temporal, physical, social and cultural environments that promote or inhibit occupational performance. Neurobiological and cognitive changes associated with the aging process, trauma, and/or illness will be reviewed in relation to occupational performance. Disability as an illness experience will be emphasized, as well as the use of narrative reasoning in occupational therapy. The laboratory component focuses on development of therapeutic relationships and methods for eliciting occupational narratives. Additionally, students will learn health and wellness promotion skills such as relaxation training, stress management approaches, the principles of lifestyle redesign, and goal setting. Students will examine the influence of personal beliefs and values on behavior including personal attitudes related to illness, disability, sexuality, spirituality, and death. Open only to matriculated OT students.

OTH-567 **Res Mthds for Hlth Professions**

This course is the first of a multi-course research sequence. Students are introduced to different models and paradigms of research and presented with an opportunity to examine quantitative and qualitative approaches to conducting research. Topics include: conducting literature reviews, occupation-centered research, quantitative and qualitative research designs, data collection and analysis strategies, writing research proposals, researcher ethics, and the responsibilities of an evidence-based practitioner. Upon completion of this course, students will submit a research proposal for future study.

OTH-606 **Eval/Intv: Hand/Uppr Ext Rehab**

The purpose of this course is to explore the occupational therapist's role with clients who have difficulty performing their everyday occupations due to common musculoskeletal problems, with an emphasis on the upper extremity / hand. Issues discussed include the impact of disabling events on occupational performance and the role of the occupational therapist in assisting the client to adapt their home, work and leisure activities, and environments. Students will learn the evaluation and intervention process, including planning, selecting appropriate methods, developing skills in assessment, and progressing interventions over time. Beginning documentation skills will be practiced in the form of evaluations, SOAP Notes, and intervention plans. The role of the Occupational Therapy Assistant in evaluation and intervention will be explored with a focus on the collaborative nature of the supervisory relationship. Laboratory activities will focus on clinical reasoning and skill in evaluation techniques, and planning/ implementing appropriate interventions. Universal precautions will be discussed and utilized in laboratory activities. Prerequisite: completion of OTH 507 and OTH 514 or 515

Take OTH-507; # Take OTH-514 or OTH-515;

OTH-608 **Foundations of Physical Rehab**

The purpose of this course is to learn the practice skills and preparatory methods used in rehabilitation settings. Topics include splinting, transfers, bed and wheelchair mobility, assistive dressing, and the use of physical agent modalities. Practice skills will be presented as preparation for improved occupational performance. Laboratory activities will focus on assisting the student to become competent in the skilled, safe use of practice skills and preparatory methods. Universal precautions will be discussed and utilized in laboratory activities. Prerequisite: OTH 507 and OTH 514 or 515

Take OTH-507; # Take OTH-514 or OTH-515;

OTH-609 **Eval/Intv: Psychosoc Settings**

This course will focus on psychosocial evaluation and intervention in various settings. Individuals and families are viewed within a framework that considers how biological, psychological, socio-cultural, and diversity issues influence occupational behavior. A client-centered approach will be emphasized, with a corresponding interest in the client's subjective experience of meaning through activity. Though this course will focus on occupational therapy in mental health settings, implications for psychosocial practice in other domains will be discussed. Course content is intended to broaden the student's psychosocial perspective, applicable theoretical base, and clinical reasoning skills in working with individuals and families in various practice settings. Prerequisite: completion of 503, 514, 515.

Take OTH-503 OTH-514 OTH-515;

OTH-611 **Eval/Inter: Adult Phys Rehab I**

This is the first semester of a two-semester course addressing the assessment and intervention of adults in physical rehabilitation settings. In the first module, Neurorehabilitation, students explore how a person?s occupational performance is impacted by movement-related issues and deficits. Theoretical frames of reference that guide OT evaluation and intervention of CNS dysfunction are reviewed along with current theories of motor control and motor learning. The second module, Aging, investigates the unique needs of elders in the area of physical rehabilitation. Aging in place, fall prevention, dementia care, and cognition are explored in the context of occupational performance. A client-centered approach is emphasized. Prerequisite: OTH 501, OTH 503, OTH 514, OTH 515

Take OTH-501 OTH-503 OTH-514 OTH-515;

OTH-612 **Management of OT Services**

This course provides students with an opportunity to explore the organization and management of occupational therapy services. Offered prior to student's full time Level II Fieldwork, students learn about the range of practice contexts and how policy issues influence OT practice; trends in models of service delivery; and managerial functions including human resource management, financial management and program management. Issues of reimbursement, marketing, program evaluation, and advocacy are explored. Special emphasis is on understanding the supervisory role, OT/OTA collaborative relationships and supervision as it relates to developing and implementing fieldwork education. Prerequisite: OTH 624 or 623 or 626

Take OTH-624 OTH-623 or OTH-626;

OTH-616 **Eval/Interv: School Based Prac**

The focus of this course is school-based practice. Students will develop appropriate observational and clinical skills necessary to evaluate and develop individual and group intervention plans in both private and public school settings. Professional communication, team issues, IEPs and legislation are explored using case studies and fieldwork experiences. Laboratory experiences include demonstration of hand-writing programs; practice in writing goals and objectives; use of formal and informal assessment; strategies to develop skills in teaching/learning; use of assistive devices, technology and adaptive equipment; and the progression of intervention plans (IEPs) through case studies, videotape cases, and actual fieldwork cases.

Take OTH-514;

OTH-617 **Eval/Intv: Early Intv Settings**

The focus of this course is in comparing and contrasting typical and atypical growth and development to support the development of students observational and clinical skills that are necessary to evaluate and formulate a comprehensive intervention plan in pediatric practice for early intervention and preschool-age children. Lecture topics include application of neurodevelopment theory to assessment and treatment; motor control and motor learning; therapeutic use of toys in play; application of sensory integration theory in various practice settings; oral, fine and gross motor development; orthopedic aspects of developmental disabilities, interdisciplinary team coordination; the child with multiple handicaps; the role of the OTA; supervision, safety, management of practice environments; the impact of culture and environment on intervention practices and outcomes; home based interventions; and the IFSP, community based programs and evidence-based practice with young children. Prerequisite: OTH 611

Take OTH-611;

OTH-618 **Eval/Intv: Adult Phys Rehab II**

This course is the second part of a two-semester course addressing the assessment and intervention of adults in physical rehabilitation settings. The first module, Therapeutic Approaches and Environments, involves the study of movement and age-related dysfunction on adults? occupational performance and relevant therapeutic interventions. Students will incorporate clinical problem solving to case studies using a problem-based learning approach. The second module, Health Promotion and Adaptation, addresses issues related to clients living with chronic conditions. Students explore the OT?s role in supporting client participation in the workplace, homecare, and aging in place settings, along with complimentary therapy approaches for promoting wellness and quality of life. The laboratory sessions involve further exploration and discussion of key areas and opportunities to practice skills individually and in small groups. Prerequisite: OTH 606, OTH 608, OTH 611

Take OTH-606 OTH-608 OTH-611;

OTH-620 **OT Community Practice**

This course is designed to provide students with a community orientation to the practice of occupational therapy. Course discussions and exercises will examine how community-oriented policies, theories, and models can be effectively bridged into practice. Students will work in small groups to examine the interrelationships of person, environment, and occupation within a community-based setting. They will collaborate with local agency staff and the people served to identify programmatic needs; determine the contribution of occupational therapy consultation; develop a client-centered program; and investigate funding mechanisms to meet the needs of the agency and its consumers. Prerequisite: OTH 503, 504, 514, 515

Take OTH-503 OTH-504 OTH-514 OTH-515;

OTH-622 **Fieldwork Seminar**

The fieldwork seminar is a prerequisite to Level II Fieldwork. It is designed to assist students in their professional socialization and to identify issues related to professional behavior. Students will participate in a group process to effect personal change, to develop and apply communication skills, and to facilitate professional development. Through discussion and role-plays students are encouraged to become reflective practitioners who are more personally aware of themselves, the roles they are expected to play, and how their values and communication patterns may facilitate or interfere with the therapeutic process. Topics include: values as determinants of behavior; ethics; effective communication; group leadership and dynamics, teaching tools and strategies, and professional portfolio development. Prerequisite: OTH 624 or 623 or 626

Take OTH-623 OTH-624 or OTH-626;

OTH-623 **Lev I Fldwk: Psychosoc Setting**

The overall purpose of the student fieldwork experience is to provide students with exposure to role emerging psychosocial practice settings where occupational therapy services can benefit consumers. The opportunity to work in primarily community settings with diverse populations and service providers will help students to develop an understanding of how occupational therapists can address the needs of underserved populations. The focus of the learning experience will be the application of skills learned through coursework to include observation, written and verbal communication, professional behavior, individual and group participation with clients, and beginning level evaluation and treatment planning. Prerequisite: OTH 503, OTH 504, OTH 514, OTH 515

Take OTH-503 OTH-504 OTH-514 OTH-515;

OTH-624 **Level I Fieldwork: Phys Rehab**

The overall purpose of the fieldwork experience is to provide students with exposure to clinical settings through observation and participation in the treatment process. The opportunity to work with clients and therapists helps students to examine their reactions to clients, themselves, and other personnel while integrating academic learning with clinical practice. The focus of the learning experience will be the application of skills learned through coursework to include observation, written and verbal communication, professional behavior, individual and group participation with patients and clients, and beginning level evaluation and treatment planning. Prerequisite: completion of OTH 606, 608

Take OTH-606 OTH-608;

OTH-626 **Lev 1 Fldwk: Pediatric Setting**

The overall purpose of the student fieldwork experience is to provide students with exposure to clinical practice through observation and participation in the treatment process. The opportunity to work with clients and therapists helps students to examine their reactions to clients, themselves and other personnel while integrating academic learning with clinical practice. The focus of the learning experience will be the application of skills learned through coursework to include observation, written and verbal communication, professional behavior, individual and group participation with patients and clients, and beginning level evaluation and treatment planning. Prerequisite: OTH 501, OTH 514

Take OTH-501 OTH-514;

OTH-627 **Level II Fieldwork-Part 1**

This full time, 12-week affiliation is one of two fieldwork Level II experiences that follow successful completion of evaluation and intervention coursework. This clinical education component gives the student an opportunity to apply didactic material and to interact with clients/patients in a therapeutic setting. Practice of evaluation, goal setting, note writing, and application of therapeutic techniques appropriate to the student's skill level are carried out under the supervision of a registered occupational therapist or other qualified personnel. Students are expected to be functioning as entry-level therapists at the end of each fieldwork experience. Successful completion of this fieldwork education component is a requirement for graduation from the Occupational Therapy Program. Prerequisite: Take 55 credits from the department of OTH

Take 55 credits; From Department OTH;

OTH-628 **Level II Fieldwork-Part 2**

This full time, 12-week affiliation is one of two Fieldwork Level II experiences that follow successful completion evaluation and intervention coursework. This clinical education component gives the student an opportunity to apply didactic material and to interact with clients/patients in a therapeutic setting. Practice of evaluation, goal setting, note writing and application of therapeutic techniques appropriate to the student's skill level are carried out under the supervision of a registered occupational therapist or other qualified personnel. Students are expected to be functioning as entry-level therapists at the end of each fieldwork experience.

Successful completion of this fieldwork education component is a requirement for graduation from the Occupational Therapy Program. Prerequisite: Take 55 credits from the department of OTH.

Take 55 credits; From Department OTH;

OTH-636 Clinical & Prof Reasoning Sem

This course will focus on increasing the student?s clinical and professional reasoning skills through the study of occupational therapy interventions for individuals living with chronic conditions. Through interactions with clients and master clinicians, students will examine the links between what therapists think and do, as well as therapy actions and outcomes. A review of the nature of clinical and professional reasoning, and framing and addressing problems during the therapy process will assist students in acquiring behaviors that lead to competent practice. The OT Practice Framework will serve as an anchor for the assessment and intervention process while pathways and decision trees will be implemented as a support for clinical reasoning. Prerequisite: OTH 606, OTH 608, OTH 611.

Take OTH-606 OTH-608 OTH-611;

OTH-640 Professional Issues

This course occurs during students final Level II fieldwork placement. It provides students with an opportunity to explore multiple professional issues related to both academic and clinical experiences. Students analyze issues and policies that effect the profession within including the legal and ethical aspects of practice. Topics include credentialing, career management and professional development, ethics, and fieldwork education. Some or all of this content may be delivered on-line through Blackboard. Prerequisite: Take 55 credits in professional program.

Take 55 credits; From Department OTH;

OTH-669 Research Seminar I

This seminar is a continuation of a curricular sequence designed to provide students with an opportunity to conduct research. Prerequisites for this seminar include successful completion of OTH 567 and the on-line research certification course. Throughout the seminar students will perform critical reading exercises and facilitate in-class discussions intended to develop new understandings about research. Students will work in research teams and participate in a variety of tasks including: obtaining study approval with the Institutional Review Board, collecting quantitative and qualitative data to address the research questions proposed in their studies, and exploring preliminary interpretations with their research sites. This course will further prepare students to complete their final research project. Prerequisite: OTH 567

Take OTH-567;

OTH-670 Research Seminar II

The Research Seminar is designed to be the culminating experience of the master of science in occupational therapy. This course will continue to provide students with a working knowledge of research methodology focusing on data analysis, writing, and reporting skills. Data collected in the previous semester will be analyzed, interpreted and reported back to research participants. The class meetings will involve data entry using computer software programs, peer debriefings, and other analytic discussions related to formulating the research findings. Each student will be required to write a final manuscript following the format outlined by a peer reviewed journal. As a final requirement, students are required to present their research experiences at the Graduate School Research Symposium. Prerequisite: OTH 567

Take OTH-567;

OTH-699 Topic: Advanced Fieldwork

to be arranged with faculty

Take OTH-627 OTH-628;

PAD-555 Administrative Organiz & Behav

The basic purpose of the course is to provide the student with broad overview of the vast and varied literature concerned with the nature of organizations and theory and research pertaining to management in organizations. Since management approaches are ultimately linked to their organizational context, the first part of the courses focuses on the theory of organizations and is eared toward the development of an under- standing of organizations in terms of structure, function, process, and environment. The second half of the course concerns behavior in organizations and focuses on the individual within the organization. Topics covered and linked to theory include leadership, motivation, interpersonal relationships, decision making, and problem solving. The course will prepare students to face supervisory management problems, organizational dynamics, work design and ethical confederations for working with people within organization systems.

PAD-558 Budg & Fin for Govt/Nonp/Hlth

The course develops the evolution of budgeting in the public and health sectors. The course presents applications of budget theories and principles. It covers the formats used to create and present budgets. The course develops cost analysis in a budge in program context with attention to the accounting processes attached to cost analysis. Topics include planning, program design, taxation, reimbursements for health providers and facilities, and grants.

PAD-561 Organization Design & Develp

Students explore the utility or organization theory and research for improving organizational effectiveness. Both theory and application are emphasized in addressing the central question of how to design effective organizational systems including communication, decision making authority autonomy and participation, influence models, leadership, and motivation. Approaches to planned change such as quality management will be considered. Student will apply problem solving, systems concepts, and environmental analysis to develop skills in the analysis, planning, implementation, and evaluation of organizational change.

PAD-563 Admin Law for Gov't/Non-Profit

Public law, criminal justice, and regulatory processes of concern to public and non-profit administrators will be surveyed. Topics will include the nature of the law, the constitutional framework, the legislative process, evolution of judicial control, growth of the administrative process, governmental agency rule making and enforcement, administrative hearings, relief from agency decisions, and the administrator's legal responsibilities.

PAD-568 Public Policy Process

The scope and methods of a number of disciplinary approaches to the public policy process are analyzed. Policy development and formulation will be covered but policy analysis is emphasized. Techniques include cost/benefit, operations research, and systems analysis.

PAD-572 Planning, Pgm Analysis & Eval

An orientation to the planning, analysis, design, implementation, implementation, evaluation, and administrative control of government programs. Emphasis will be on integration of these phase, the role of information systems, use of analytic techniques, and accountability to policy makers and the public.

PAD-574 Economic Principles & Analysis

A course designed to demonstrate how economics may be understood and used by the public administrator. The focus will be the application of economics to such public and third sector areas a human resources, manpower, health, mental health, developmental disabilities, social services, and urban problems. The theory underlying cost-benefit and input-output analysis will also be discussed.

PAD-577 Practicum in Public Admin

Designed for part-time students, the practicum provides an intensive research/analysis experience in an appropriate governmental, health or human service agency. Each student will design, in conjunction with the organization and instruct or, an applied research and analysis project which will culminate in a written research report and action recommendations. Prerequisites: Four core courses PAD 576 578 560 574 568 558 563

Take 4 courses; From courses PAD-576 PAD-578 PAD-560 PAD-574 PAD-568 PAD-558 PAD-563;

PAD-578 **Analytic Methods**

This course is an introduction to the language and methodology of social science research in public, health, and human service administration. Particular attention is given to the research process. The application of research methodology and statistical analysis will be examined. Topics include the nature of the scientific method, sampling theory, and a review of survey, field, experimental, and evaluation methods. The nature and character of scientific evidence, research design, statistical analysis interpretation, and data interpretation are also covered. Students will develop abilities as informed consumers and critics of the methods used to collect and interpret information about human activity and preferences.

PAD-587 **Internship in Public Admin**

The internship will provide a placement for half time for a term or full time for a summer in an administrative or analytical job in an appropriate agency for the student's concentration area. The student will prepare a written report describing and analyzing the experience in reference to coursework taken in the curriculum. Prerequisites:PAD 560 PAD 563 PAD 576 PAD 578

Take PAD-560 PAD-563 PAD-576 PAD-578;

PAD-595 **Seminar in Public Management**

This course is designed to serve as the capstone of the master' concentration in public management. The class meetings will involve seminary discussions of the major issues of theory and practice in the field. A key aspect of the course is the writing and class presentation of a major research paper on an important problem in public management. Prerequisites: PAD 576 578 560 574 568 558 563 and three courses from PAD 554 570 586 588 581 HSA 557 556 555 573

Take PAD-576 PAD-578 PAD-560 PAD-574 PAD-568 PAD-558 PAD-563; # Take 3 courses; From courses PAD-562 PAD-572 PAD-593 PAD-559 PAD-561 PAD-579 PAD-590 PAD-591 PAD-566;

PSY-500 **Independent Study**

To be arranged with faculty~

PSY-505 **Intro to Forensic Mental Hlth**

This course examines the forensic mental health system, the professionals within this system, and its consumers, or persons with mental disorders who also have legal troubles. Students will be introduced to the pathways for persons with mental disorders into and out of the criminal justice, mental health, social service, and juvenile justice systems. An overview of policies and outcomes of the FMH systems in also examined.

PSY-510 **Victimology & Victim Services**

This course examines four important topics pertaining to victimology and victim services. These include the nature and scope of victim's rights; the nature and incidence of victimization, especially pertaining to the victimization of women, children and the elderly; the construction of victim services to respond to victims with special needs, including disabilities, substance abuse, mental health issues, HIV/AIDS; and ethical, mental health, media relations, and training needs to victim service providers. Prerequisite: CRM 599 or equivalent; PSY/FMH 505

Take PSY-505 or FMH-505;

PSY-515 **Eval & Tx of Adult Offenders**

This course has two emphases: evaluation and treatment. The student will be introduced to the assumptions, theories, methods and instrumentation used in the psychosocial and psycholegal evaluation of adults involved in the judicial and correctional systems. The special ethical issues presented by practice in forensic settings are emphasized. Students will learn how to appreciate relevant clinical and legal issues, and how to communicate findings to courts and social policymakers. Additionally, systems and clinical approaches to treating mentally disordered offenders will be addressed, with particular attention to the dual role of the forensic mental health professional in providing treatment and assuring public safety. Treatment and intervention methods will be examined from both individual and societal perspectives. Prerequisite: PSY-505, PSY 572 & PSY 575 OR FMH-505 & PSY-575

Take 1 group; # Take PSY-505 PSY-575 PSY-572; # Take FMH-505 PSY-575;

PSY-520 **Eval & Tx of Court Inv Youth**

This course has two emphases: evaluation and treatment. The student will be introduced to the assumptions, theories, methods and instrumentation used in the psychosocial and psycholegal evaluation of court-involved youth. Evaluation questions pertaining to child welfare, child custody, and juvenile offenders will be considered. The special ethical issues presented by practice in forensic settings are emphasized. Students will learn how to appreciate relevant clinical and legal issues, and how to communicate findings to courts and social policymakers. Additionally, students will explore treatment and intervention models for court involved youth, in both community and institutional settings. Treatment of child victims as well as youthful offenders will be addressed. Treatment and intervention models will be examined from both individual and societal perspectives. Prerequisite: PSY 505, PSY 572 & PSY 575 OR FMH-505 & PSY-575

Take 1 group; # Take PSY-505 PSY-575 PSY-572; # Take FMH-505 PSY-575;

PSY-547 **Bereavement & Loss Counseling**

This course is a survey of theories of grief, loss and bereavement across the lifespan. Theories are considered in a sociocultural context, and grief and mourning are understood as culturally embedded practices. Counseling techniques are developed for people grieving various losses, and at different life stages. The special needs of individuals and families grieving traumatic losses are addressed. Prerequisite: PSY 570 & 571 OR PAL 522

Take 1 group; # Take PSY-570 PSY-571; # Take PAL-522;

PSY-548 **Counseling/Child Psychopathogy**

This is a survey course that examines child psychopathology, interviewing, evaluation of, and providing therapeutic interventions for young children and adolescents. We will look at these areas from developmental and contextual perspectives. In this way we can examine the who, when, and why of each situation. Prerequisite: PSY 570, 575

Take PSY-570 PSY-575;

PSY-549 **Introduction to Play Therapy**

An introduction to the theories and techniques of play therapy. Students will understand the function of play in a developmental context, and explore how play can be used therapeutically to facilitate the expression and modification of thoughts, feelings and behaviors in children with emotional and behavioral problems. This course partially fulfills the instructional requirements for Registered Play Therapist with the Association for Play Therapy. Prerequisites: PSY 570, 571, 575

Take PSY-570 PSY-571 PSY-575;

PSY-551 **Comm Psy:Framework for Interv**

This course provides an introduction to the importance of understanding community systems and their influence on interactions, roles, norms, and values. Emphasized is the role of change agents (community psychologists, community-based and school counselors, community health educators, forensic psychologists, etc.) in interventions in the community and the theories and principles needed to help people in various settings achieve maximum quality of life.~

PSY-558 **Community Based Prev & Interv**

The development of strategies for prevention and intervention is examined from the perspective of the importance of such strategies along the full spectrum of social problems (e.g., AIDS, alcoholism, serious physical or mental illness, parental divorce, etc.). Additionally, theories and strategies which guide optimal development, specifically in the context of school, work and careers, are addressed. Potential roles of community psychologists in facilitating planned change (prevention or intervention) are explored. Prerequisites: PSY 551

Take PSY-551;

PSY-562 **Community Mental Health**

A study of mental health procedures as they relate to the community. Special emphases include crisis intervention, prevention, and the contributions possible by specific kinds of community agencies. Prerequisite: PSY-551~

Take PSY-551;

PSY-563 **Behavioral Research Methods**

A consideration of the sources, materials, and techniques of behavioral research including experimental, descriptive, developmental, case and field study, correlation, causal, experimental, and quasi-experimental research. Prerequisite: PSY-551

Take PSY-551;

PSY-566 **Externship**

The student selects a field placement setting in the community with the approval of the instructor, and the student works under supervision in this setting. Minimum externship time: 240 hours.~ Prerequisite: PSY 563, 558, 581 & 33 credits or permission of instructor.

Take PSY-563 PSY-558 PSY-581; # Take 33 credits;

PSY-567 **Group Counseling Dynamics**

Students examine selected theories of group counseling and group process, and learn about the stages of group development including the characteristics of each stage. Effective and ineffective group member and group leader behaviors pertinent to each stage are examined. The processes of forming counseling and task oriented groups are discussed, and theory and research on small group functioning is examined. In class exercises are utilized to illustrate the dynamics of counseling group functioning. Techniques for establishing counseling groups for children, adolescents, and the elderly are explored. Prerequisite: PSY 571

Take PSY-571;

PSY-570 **Developmental Psychology**

This course will survey psychological development across the life span, including the processes of physical, social, emotional, cognitive, and personality development. Emphasis will be placed on general developmental issues through the examination of theory and research.~

PSY-571 **Theories of Counseling**

Theories of Counseling is designed to provide students with experiences that include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling. These studies will facilitate the understanding of the nature and needs of individuals at all developmental levels through examination of theories of individual and family development and transitions across the life-span. Particular emphasis will be placed on theoretical application in the school setting.

PSY-572 **Assessment in Counseling**

This course addresses the theoretical issues and techniques related to the assessment of personality, intellectual ability, and career choices through the study of the appropriate psychological and vocational assessments. Included are methodological issues such as reliability and validity and issues of application in problematic situations both in interpersonal relations and in the community. Prerequisite: PSY 551

Take PSY-551;

PSY-575 **Abnormal Psychology**

The major psychological disorders across the lifespan are examined from a clinical, theoretical and empirical frame of reference. Nosological issues are critically considered, with reference to the DSM. A biopsychosocial model is adopted as an organizing frame. Prerequisite: PSY 570

Take PSY-570;

PSY-581 **Program Evaluation**

A consideration of the theories and methods available to evaluate the need for, effectiveness and progress of, programs implemented by human service agencies, elementary, middle, and high schools, and other community settings. Prerequisite: PSY-551 PSY-563 & PSY-558 or acceptance into Guidance Postmaster's certificate.

Take PSY-551 PSY-563 PSY-558;

PSY-587 **Family Counseling**

This course provides an overview of the field of family counseling including an examination of underlying assumptions and central concepts. Major schools of family therapy will be studied along with their various techniques and strategies for system change. Prerequisite: PSY 571 PSY 570

Take PSY-571 PSY-570;

PSY-588 **Counseling Skills**

This course is designed to enable students to utilize basic attending skills and basic influencing skills with a client in a counseling session. Students view training videos, observe live demonstrations of counseling skills and practice these counseling skills in small work groups in class. The multicultural implications of each skill are discussed. Prerequisite: PSY-571 PSY-567 PSY-570

Take PSY-571 PSY-567 PSY-570;

PSY-589 **Thesis**

As a culminating experience to the program, the student will complete a master~s project and produce a scholarly report relating to the area of interest selected by the student in the program, under the guidance of a thesis committee. Students should have completed at least 33 credits and passed the comprehensive exam. Thesis guidelines are available from the program director. Student must find faculty advisor.

Take 33 credits;

PSY-590 **Research Seminar**

As a culminating experience, students will complete and present a scholarly paper which will assess the state of the art of some topic of their choice under faculty supervision. Students should have completed at least 33 credits and passed the comprehensive exam.~

Take 33 credits;

PSY-592 **Alc/Drug Add:Vul,Dyn,Problems**

The bio-psychosocial vulnerabilities, as well as the motivation for alcohol/drug use will be discussed. The course will thoroughly examine the psychological dynamics and physiological consequences of alcoholism/addiction. The student will learn to recognize the signs and symptoms of the illness of alcoholism/addiction. Finally, the course will examine the major problems resulting from alcoholism/addiction as well as the process of long-term sobriety based on AA and rehabilitative research.~

PSY-599 **Selected Topics/Psych**

PSY-610 **Internship in Counseling I**

A supervised field experience in counseling in an individual or group setting. Students will develop and increase competency in assessment and counseling skills. Prerequisites: PSY 558 PSY 562 PSY 581 PSY 588. Program Director permission required.

Take PSY-558 PSY-562 PSY-581 PSY-588;

PSY-611 **Internship in Counseling II**

A continuation of the field experience in PSY 610. Prerequisite: PSY 610

Take PSY-610;

PSY-612 **Advanced Play Therapy I**

An advanced seminar on play therapy, to be taken in conjunction with clinical internship. Students will present cases for supervision, discussion, and demonstration. Relevant clinical research findings will be reviewed. This course meets part of the instructional requirements for registration as a Play Therapist with the Association for Play Therapy. Pre-requisites PSY-549

Take PSY-549;

PSY-613 **Advanced Play Therapy II**

An advanced seminar on play therapy, to be taken in conjunction with clinical internship. Students will present cases for supervision, discussion, and demonstration. Relevant clinical research findings will be reviewed. This course meets part of the instructional requirements for registration as a Play Therapist with the Association for Play Therapy. Pre-requisite: PSY 549.

Take PSY-549;

PSY-999 **Grad Continuation Fee**

PTY-501 **Neuroscience**

4 lecture hours per week. This course addresses the neuroscience issues important to the practice of physical therapy. Lecture topics include the structure and function of the central nervous system, the neuron, somatosensory receptors, the study of sensory and motor systems, neuroplasticity, neurology of walking and reaching, the autonomic nervous system, the limbic system, and pain and consciousness. Students must be enrolled in PTY-501 Lab while taking this course. This course is open only to students enrolled in the entry level DPT program. Students must be enrolled in PTY-501 lab while taking this course.

PTY-502 **Gross/Funct Human Anatomy**

The study of human anatomy is undertaken through lectures, demonstrations, computer programs, and student participation in cadaver dissections. The course is presented on a regional basis, stressing the interrelationships of structure with function. Emphasis is put on the study of the musculoskeletal, cardiovascular, pulmonary and peripheral nervous systems. Students must be enrolled in PTY-502 Lab while taking this course. This course is only open to students enrolled in the entry level DPT Program. Students must be enrolled in PTY-502 Lab while taking this course.

PTY-503 **P T Interventions**

In this course, students will learn and demonstrate the use of physical agents and interventions utilized in physical therapy practice across a variety of settings. The primary course content in both lecture and lab covers the underlying theory and use of physical agents, and interventions including bed mobility, gait training, transfers, wheelchair mobility, and massage. The integration of problem-solving skills and clinical decision making related to selection of appropriate physical agents and interventions as seen in current practice is discussed as well. Physical therapy practice in the acute care setting is introduced. Students must be enrolled in PTY 503 Lab while taking this course. Pre-requisites: PTY 502 PTY 506.

Take PTY-506 PTY-502;

PTY-504 **Intro to the PT Profession**

This course introduces the student to the profession of physical therapy. The course explores such topics as the history of physical therapy, specialties in physical therapy, different practice settings, the role of various health professionals, collaboration, The Guide to Physical Therapist Practice, reimbursement, Core Values and professional behavior, legal and ethical issues, cultural competence, communication, the APTA, and basic skills for professional writing and presentations. An online component familiarizes the student with physical therapy documentation. Included in the course is a self-study module in which the students learn common medical terminology. This course is only open to students enrolled in the entry level DPT Program.

PTY-505 **Surface Anatomy**

This Surface Anatomy course is designed to be a hands-on experience that allows the student to develop proficiency palpating bony and soft tissue structures. Emphasis will be placed on recognition, identification and palpation of human anatomical structures that are being studied in the Gross & Functional Anatomy course. Students will develop an awareness of the wide range of normal that exists in the population. Professional communication and interactive skills will also be emphasized. This course is only open to students enrolled in the entry level DPT Program. Students must be enrolled in PTY 502 Gross & Functional Anatomy while taking this course.

PTY-506 **Human Biomechanics**

Biomechanics is the application of the principles of physics and Newtonian mechanics to movement of the human body. Through lectures, laboratory demonstrations and experiences, and class projects, students will develop an understanding of and be able to analyze, apply, synthesize and evaluate the effects of physical properties and Newtonian mechanics on human movement and on the human body. The following content areas will be included: biomechanical principles and properties of biological material, kinematics, kinetics, as well as the application of biomechanical principles to functional activities. This course is only open to students enrolled in the entry level DPT Program. Students must be enrolled in PTY 506 Lab while taking this course.

PTY-507 **PCM: MS System I**

This course is an introduction to the patient with musculoskeletal impairments. Topics include musculoskeletal examination and evaluation, manual techniques therapeutic exercise, principles of training, documentation, coding as well as discussion of specific musculoskeletal topics, such as fractures, joint replacements, pediatric orthopedics, arthritis management, and amputation management. Other topics include an introduction to the management of spinal dysfunction and physical therapist?s role in oncology management. Students will develop examination and manual skills including history, screening, posture assessment, orthopedic test and measures, muscle energy techniques, joint mobilization and therapeutic exercise. The clinical decision making process is introduced via the use of patient problems and case studies. Prerequisites: PTY-506, 502, 522, 523. This course is open only to students enrolled in entry level DPT program. Students must be enrolled in PTY-520 and in PTY-507 Lab while taking this course.

Take PTY-506 PTY-502 PTY-522 PTY-523;

PTY-509 **PCM: Integumentary System**

3 Lecture hours per week. This course will examine the causes and physiologic characteristics of a variety of wounds. Intervention and prevention strategies will be discussed in detail. Wound dressings and their function in relation to wound characteristics will be discussed. Students will develop decision-making skills for the use of various types of wound dressing materials. Physical Therapy technologies and modalities will be discussed in relation to the phases of wound healing and their ability to contribute to the expected outcomes. Students will practice the use of standard and universal precautions while performing sharp debridement techniques and dressing applications. Therapeutic positioning techniques and pressure management medical devices will be used to achieve off-loading and wound prevention for a variety of client needs. This course is open only to students enrolled in the entry level DPT program. Students must be enrolled PTY-519 and in PTY-509 Lab while taking this course. Prerequisites: PTY-521.

Take PTY-521;

PTY-519 Clin App: Integumentary System

This part-time clinical education experience is concurrent with PTY 509 Integumentary System. This part time clinical education component gives the students an opportunity to observe examination, evaluation, goal setting, documentation and application of interventions for patients with integumentary dysfunction. Students are expected to practice in a safe, professional, ethical manner with adherence to legal practice standards including maintaining patient confidentiality in accordance with HIPAA guidelines. Students are responsible for their own transportation to and from the assigned clinical facility. This course is open only to students enrolled in entry level DPT program. Students must be enrolled in PTY-509 and PTY 509L while taking this course.

PTY-520 Clin App: Musculoskeletal Syst

This part-time clinical education experience is concurrent with PTY 507 Musculoskeletal System I & PTY 503 Physical Therapy Interventions. This clinical education component gives the students an opportunity to apply their didactic material and to interact with patients in an orthopedic setting. Practice of examination, evaluation, goal setting, documentation and application of physical therapy interventions appropriate to the student's skill level are carried out under the supervision of a licensed physical therapist. Students are expected to practice in a safe, professional, ethical manner with adherence to legal practice standards. Students are responsible for their own transportation to and from the assigned clinical facility. This course is open only to students enrolled in the entry level DPT program. Students must be enrolled in PTY-507, PTY-507L, PTY 503 & PTY 503L, while taking this course.

PTY-521 Pathology I

This course examines models of disease and illness; the impact of physical and social environments on health; the interaction between psychological and physical health; and general concepts of infection, inflammation, injury, oncology, and healing. Students learn about basic laboratory tests, fluid/electrolyte imbalances, acid/base imbalances, and standard precautions; and apply this information to specific pathologies. The course also explores the pathological changes across the life span inherent in the common disease processes in the following systems: immunologic, integumentary, reproductive, lymphatic, nervous system, psychological and renal/urologic. Students gain insight into the etiology, pathology, signs and symptoms, differential diagnosis, prognosis, medical/surgical management that can be applied to general physical therapy management and will develop a foundation for student decision making.

PTY-522 Pathology II

This course examines the impact of physical and social environments on human development of the fetus through the adolescent. This course also explores the pathological changes across the life span inherent in common disease processes in the following systems: cardiovascular, pulmonary, hematological, gastrointestinal, hepatic, musculoskeletal, and neuromuscular. Students gain insight into the etiology, pathology, signs and symptoms, differential diagnosis, prognosis, medical/surgical management that can be applied to general physical therapy management and will develop a foundation for student decision making.

Take PTY-521;

PTY-523 Phys Prin of Exercise & Assmt

Physiologic response and adaptation to physical activity across the lifespan is explored. Topics for study include physiological response of humans to aerobic, anaerobic, muscle strength and muscle endurance programs. The effects of thermal conditions on human performance and nutrition in fitness/activity will also be explored. Prerequisites: PTY 502, 505, 506. Student must be enrolled in the DPT program

Take PTY-502 PTY-505 PTY-506;

PTY-600 Independent Study

to be arranged with faculty

PTY-608 Clinical Education I

This full-time clinical education experience during the summer follows successful completion of the first year of the professional curriculum. This clinical education component gives the students an opportunity to apply their didactic material and to interact with patients in a general health care facility, hospital, skilled nursing facility or private practice. It is expected that the majority of patients encountered in the first clinical education component will be those who have orthopedic/musculoskeletal or integumentary impairments. Some patients with CNS and/or cardiopulmonary impairments as a primary diagnosis may be seen, but these should not be the major caseload for student at this level. Practice of examination, goal setting, documentation and application of physical therapy interventions appropriate to the student's skill level are carried out under the supervision of a licensed physical therapist. Students are expected to practice in a safe, professional, and ethical manner with adherence to legal practice standards. This course is open only to students enrolled in the entry level DPT program. Prerequisites: PTY 503, 507, 509,611.

Take PTY-503 PTY-507 PTY-509 PTY-611;

PTY-610 Health, Culture and Society

2 Lecture hours per week. The purpose of this course is to explore the relationship between culture and health and the implications for physical therapy practice. Disease, illness, curing and healing will be explored as culture constructions. Discussion will center on the impact of gender, age, race, ethnicity, socio-economic status, sexuality and disability on health and illness. Through a better understanding of cultural variability and cultural uniqueness students will learn to become more effective in their communications with patients. This course is open only to students enrolled in the entry level DPT program.

PTY-611 Motor Control: Theory & Appl

This course will provide the student with an in depth exploration of current theories of CNS development, pathology and recovery. Topics will include current research on motor control, motor learning and motor development with specific theoretical models for recovery from a neuromuscular pathology perspective through the lifespan.Practical application of techniques and problem-solving situations will be provided in the laboratory sections to further illustrate clinical relevance. Prerequisite: PTY 501

Take PTY-501;

PTY-612 PCM: Musculoskeletal Syst II

This course assists students in formulating an evidence based approach to examination, evaluation and intervention of the cervical and thoracic spine, rib cage and upper quarter using clinical decision-making models. Students build upon their observational and clinical skills necessary for evaluation and formulation of intervention programs. Practical application of techniques and problem-solving situations are provided in the laboratory sections to further illustrate clinical relevance. In addition to ergonomic assessment, advanced joint and soft tissue manual skills, inclusive of high velocity, low amplitude mobilization techniques, students are exposed to strategies associated with clinical practice, including, but not limited to, methods of service delivery and delegation of responsibilities to support staff. Prerequisites: PTY-507, 503.

Take PTY-507 PTY-503;

PTY-613 PCM: Musculoskeletal Sys III

This course assists students in formulating an evidence based approach to examination, evaluation and intervention of the lumbo sacral spine, pelvic floor dysfunction, and the lower quarter using clinical decision-making models. Students build upon their observational and clinical skills necessary for evaluation and formulation of intervention programs. Practical application of techniques and problem-solving situations are provided in the laboratory sections to further illustrate clinical relevance. In addition to advanced joint and soft tissue manual skills, inclusive of high velocity, low amplitude mobilization techniques, students are exposed to strategies associated with clinical practice, including, but not limited to, methods of service delivery and delegation of responsibilities to support staff. Prerequisites: PTY-612.

Take PTY-612;

PTY-614 Psychosoc Aspects of PT Prac

1 Lecture per week. This seminar course follows successful completion of the first full-time clinical education experience. It assists students to develop and practice effective therapeutic relationship skills useful in today?s challenging health care environment. Students synthesize clinical education and personal experiences with course content to strengthen existing skills and add new ones to their professional skill set. Through discussion and interactive learning methods, students become more personally aware of themselves, the roles they are expected to play, the psychosocial aspects of physical therapy practice and how characteristics professionals bring to the therapeutic interaction may affect professional behavior, clinical decision making and treatment outcomes. Topics include: reflective practice, methods for effective stress management, values/beliefs as a foundation for cultural competence, facilitating health behavior change, moral/ethical decision making, collaborating for success, effective communication and providing compassionate care for people dealing with chronic conditions, changes in sexual functioning, multiple losses, death, and the grief process. Prerequisites: PTY-608. Corequisite: PTY 614L

Take PTY-608;

PTY-615 Clin Research Methods for Pts

3 lecture hours per week. This course introduces students to clinical research methods and designs. Experimental, nonexperimental and qualitative research will be explored in relation to physical therapy practice. Topics include searching the literature, research ethics, and common statistical techniques and methods. Students will read, analyze and critique current literature in physical therapy and related disciplines. This course is only open to students in the entry level or Transition DPT programs.

PTY-616 PCM: Adult Neuromuscular Syst

4 lecture hours per week. This course is designed to provide a comprehensive and systematic learning environment for students to develop basic skills, competencies, and understanding of the evaluation and treatment of adults with neurological impairments. The principles and purpose of evaluation as a basis for treatment planning is re-emphasized, along with the planning of comprehensive intervention programs for patients as well as their families. Philosophical approaches such as NDT and motor relearning program will be presented, but the major treatment focus will be the integration of these approaches with an emphasis on motor learning and relearning. Specific neurological dysfunctions to be discussed include CVA, TBI, MS, Parkinson Disease, cerebella dysfunction, brain tumors, spinal cord injury, and adults with developmental disabilities. Diagnostic procedures will be presented along with other topics such as pharmacology, respiration, wheelchair positioning and orthotics. This course is open only to students enrolled in the entry level DPT program. Students must be enrolled in PTY-620 and PTY-616 Lab while taking this course. Prerequisites: PTY-611.

Take PTY-611;

PTY-617 PCM: Pediatric Neuromuscular

3 Lecture hours per week. The focus of this course is examination, evaluation and intervention and outcome assessment for children with neuromuscular impairments. Students develop appropriate observation and clinical skills necessary for completing a comprehensive evaluation and formulating a plan of care that considers relevant developmental, social, economic and cultural factors. Students will apply models of clinical decision making that include evidenced-based practice. Lecture topics will emphasize the elements of the patient and client management model for pediatric patients with neuromuscular impairments. This course is only open to students enrolled in the entry level DPT Program. This course is open only to students enrolled in the entry level DPT program. Students must be enrolled in PTY-617 Lab while taking this course. Prerequisites: PTY 611 lecture and lab.

Take PTY-611;

PTY-620 Clin App: Adult Neuromuscular

This part-time clinical education experience is concurrent with PTY 616 Adult Neuromuscular System. This part time clinical education component gives the students an opportunity to apply their didactic material and to interact with patients in a nursing home, rehabilitation center or hospital. Practice of examination, evaluation, goal setting, documentation and application of physical therapy interventions appropriate to the student's skill level are carried out under the supervision of a licensed physical therapist. Students are expected to practice in a safe, professional, ethical manner with adherence to legal practice standards. Students are responsible for their own transportation to and from the assigned clinical facility. This course is open only to students enrolled in the entry level DPT program. Students must be enrolled in PTY-616 and PTY-616 Lab

PTY-625 Clin App: Cardiovascular

This part-time clinical education experience is concurrent with PTY 627 Cardiovascular & Pulmonary Systems. This part time clinical education component gives the students an opportunity to apply their didactic material and to interact with patients in a general health care facility, or hospital. Practice of examination, evaluation, goal setting, documentation and application of physical therapy interventions appropriate to the student's skill level are carried out under the supervision of a licensed physical therapist. Students are expected to practice in a safe, professional, ethical manner with adherence to legal practice standards. Students are responsible for their own transportation to and from the assigned clinical facility. This course is open only to students enrolled in the entry level DPT program. Students must be enrolled in PTY-627 and PTY-627 Lab.

PTY-627 PCM CVP Systems

3 Lecture hours per week. This course is designed to enhance the knowledge and skills of the student in the care of patients with cardiovascular and/or pulmonary impairments. It will expose students to information and techniques necessary for patient evaluation, development of intervention care plans and appropriate goals for the desired outcomes identified, for a variety of cardiovascular and pulmonary impairments and diseases. This course is open only to students enrolled in the entry level DPT program. Students must be enrolled in PTY-625 and PTY-627 Lab while taking this course. Prerequisites: PTY 521 & 522.

Take PTY-521 PTY-522;

PTY-647 Analysis of Prof Lit in P T

3 lecture hours per week. This course expands on the concepts related to critical inquiry introduced in PTY 615. The emphasis is on evidence-based practice and critically reading the scientific literature. Students read and discuss various types of research articles including randomized controlled trials, cohort and case control studies, case reports, single subject designs, systematic reviews and clinical practice guidelines. Students learn how to ask clinical questions and which types of articles can best answer the questions. Use of various evidence-based practice tools is also included as well as analysis of diagnostic tests. This course is only open to students in the entry level or Transition DPT programs. Prerequisites: PTY-615

Take PTY-615;

PTY-718 Clinical Education II

This full-time 12-week clinical education experience follows successful completion of the second full year of the professional curriculum. This clinical education component gives the students an opportunity to apply their didactic material and to interact with patients in a therapeutic setting. It is expected that the majority of patients encountered in this clinical experience will be those who have orthopedic, musculoskeletal/ sports, cardiopulmonary, integumentary, and/or neuromuscular impairments, since students have fully completed those areas of the academic curriculum. Students will begin to integrate the five elements of patient/client

management (as outlined in the Guide to Physical Therapist Practice)- examination, evaluation, diagnosis, prognosis, and intervention under the supervision of a licensed physical therapist. Successful completion of this clinical education component is a requirement for completion of the physical therapy curriculum. This course is open only to students enrolled in the entry level DPT program. Prerequisites: PTY-608, 613, 614, 616, 617, 627.

Take PTY-608 PTY-613 PTY-614 PTY-616 PTY-617 PTY-627;

PTY-719 Clinical Education III

This full-time 12-week clinical education experience is the final clinical experience. This clinical education experience gives the students an opportunity to apply their didactic material and to interact with patients in a therapeutic setting. It is expected that the majority of patients encountered in this clinical experience will be those who have orthopedic, musculoskeletal/sports, cardiopulmonary, integumentary, and/or neuromuscular impairments, since students have fully completed those areas of the academic curriculum. At the completion of this experience students will be able to integrate the five elements of patient/client management (as outlined in the Guide to Physical Therapy Practice) -examination, evaluation, diagnosis, prognosis, and intervention under the supervision of a licensed physical therapist. Successful completion of this clinical education component is a requirement for completion of the physical therapy curriculum. This course is open only to students enrolled in the entry level DPT program. Prerequisites: PTY-718.

Take PTY-718;

PTY-720 Admin,Leadership,Mgmt for PT

This course enhances the students? knowledge and critical thinking skills in leadership, administration, management, and professionalism (LAMP) for autonomous physical therapy practice. It provides students with an understanding of management and organizational behavior theories, health care business principles, and supervisory and advocacy skills. In the context of autonomous physical therapy practice, LAMP skills are applied to develop a physical therapy business and facility. Prerequisites: PTY-718 OR matriculated in the Transition DPT program.

PTY-721 Health Promotion and Wellness

This course focuses on the role of the physical therapist in the design of health promotion and wellness programs for healthy, at risk and special populations across the lifespan. Theories of wellness, prevention, and health promotion; effect of nutrition, lifestyle, and the environment of wellness; and current initiatives will be addressed. Students will expand and integrate their knowledge of screening, fitness assessment, and training principles to formulate a wellness screening and design appropriate wellness programs for various populations. Students will be expected to apply information from foundational and clinical science courses such as exercise physiology, cardiovascular and pulmonary, and education strategies in this course. This course is open only to students enrolled in the entry level DPT program.Prerequisite: PTY-718.

Take PTY-718;

PTY-722 Ed Strategies for PT

This course provides students with an understanding of the educational roles and responsibilities of the physical therapist in professional practice. Students use teaching and learning skills and actively apply educational theories, concepts and methods throughout the course in class activities, discussions, writing assignments and presentations. Classroom assessment tools are frequently used to realize the value of assessment in the teaching and learning process. The importance of the physical therapist?s role as educator is examined and verified in a variety of practice situations. Students increasingly shift from learner to teacher when they design and implement effective educational programs for community audiences using teaching and assessment strategies appropriate for the audience. Prerequisites: PTY-718 OR matriculated in the Transition DPT program. This course is open only to students enrolled in the entry level or TransitionDPT programs.

PTY-723 Medical Imaging for PTs

The purpose of the course is to provide a basic understanding o the various types of medical imaging used to diagnose problems in the musculoskeletal, neurological, and cardiovascular and pulmonary practice patterns. Students will learn specific imaging techniques, the rationale for their selection, and their use in differential diagnosis. The integration of radiological finding with physical therapy practice will also be emphasized. Prerequisites: PTY-718 OR matriculated in the Transition DPT program.

PTY-724 Pharmacotherapeutics for PTs

This course is designed to enhance the student's knowledge and critical thinking skills in the foundational principles of pharmacology. This will include an understanding of the pharmacotherapeutics, phamacokinetics, and pharmacodynamic properties of common drug classifications. Factors affecting pharmacokinetics such as age, gender, body composition, disease, other drugs, nutrition and hydration will be discussed. Dose-response relationships, administration routes, absorption and distribution, biotransformation and excretion, potential activities/techniques and the physiological aspects of substance abuse will also be presented. Students will explore current trends and factors in pharmacological issues relevant to socioeconomic, cultural, legal and psychological issues.

PTY-725 Differential Diagnosis

This course is designed to enhance the students knowledge of and critical thinking skills in the process of differential diagnosis related to the physical therapy profession. Students will develop and enhance their ability to integrate the findings from medical screenings, medical tests and images in the physical therapy patient/client management model. This course is designed to explore the physical therapist~s role as an independent practitioner working within the collaborative medical model. The responsibilities of the physical therapist associated with medical screening and referral will be discussed. The course will also include presentation and discussion of circumstances that support consulting with, or referring a patient to, another health care provider. Medical conditions that warrant urgent or immediate communication with the physician will be presented. Effective communication strategies with physicians and patients will be addressed. Selected disease systemic processes that mimic musculoskeletal impairments encountered by physical therapists will be explored. Prerequisites: PTY-718 OR matriculated in the Transition DPT program.

PTY-730 Professional Practice Issues

This course follows full-time clinical education experiences and provides students with an opportunity to explore multiple professional issues in physical therapy. Students analyze issues related to current physical therapy practice and future health care delivery systems. Issues related to regulation, legal aspects, legislative concerns and strategies, professional organizations and ethics in professional practice are included. This course is open only to students enrolled in the entry level DPT program. Prerequisites: PTY-718.

Take PTY-718;

PTY-768 Capstone: EBP & Case Report

This course is one of the culminating courses of the physical therapy research sequence. Under faculty supervision students will continue to use the principles of evidence based practice and complete a clinical case report. Students will thoroughly search and analyze the research literature and apply their findings to clinical decision making. Students will present their case report at the Graduate Research Symposium. Prerequisites: PTY 647.

Take PTY-647;

PTY-769 Capstone: Research Project

3 Lecture hours per week. This course is one of the culminating courses of the physical therapy research sequence. Students will be invited to complete a faculty mentored research project. Students will prepare a proposal, collect and analyze data, interpret results and prepare the written manuscript. Students will present the results of this project at the Sage Graduate School symposium. Prerequisite: PTY-647

Take PTY-647;

RWL-502 Crit Thinking: Res Into Pract

This course examines current theories, research and effective practices for teaching reading comprehension. Using a constructivist model of understanding, factors influencing students' understanding of text are analyzed. Special attention is given to teaching all students, particularly those with disabilities, in regular classroom settings.

RWL-572 **Literacy Assessments**

This is a required course for students taking the clinical sequence in literacy. The course examines current research and theory in evaluation, with particular emphasis in literacy measures. Students will investigate standardized and classroom-based assessments, as well as test development, statistical procedures and concepts used in their development. Prerequisite: RWL 502, EDU 574 Co-requisite: RWL 602, RWL 604 and RWL 606

Take RWL-502 EDU-574;

RWL-594 **Teacher-Researcher-Portfolio**

The purpose of this course is three-fold: first, students will be guided in the completion of in-depth research pertaining to literacy; second, students will be assisted in their preparation of a teaching portfolio which is required in the Masters of Literacy Education program; third, students will participate in an analysis of a shared topic in literacy education. These topics vary each year and have addressed issues pertaining to gender and literacy, diversity, effective intervention practices, and school reform efforts. Prerequisites: EDU 572 and 593.

Take EDU-572 EDU-593;

RWL-599 **Special Topics**

RWL-601 **Advanced Emergent Lang & Lit**

Take RWL-502 EDU-574;

RWL-602 **Diagnosis-Reading/Writing Diff**

Materials, methods, and procedures appropriate to reading and writing diagnosis are the focus of the course. Students learn to work closely with families and develop authentic assessment strategies. Fifteen tutorial hours are required in addition to class meetings.

Take EDU-572;

RWL-604 **Teaching Struggling Readers**

Instructional programs and strategies for developing children's literacy are presented. Learning activities are designed to assist classroom teachers, literacy specialists and special educators. Fifteen hours of tutoring are required in addition to class meetings. Prerequisites: EDU 572 and EDU/ SED 602.

Take RWL-572 RWL-602;

RWL-606 **Practicum-Reading/Writing Diff**

The practicum is a supervised clinical experience in the diagnosis and remediation of reading and writing difficulties for learners encountering serious problems in schooling. Test data, material from records and interviews, plus observational information are used to develop treatment plans and subsequent evaluation. Prerequisites:EDU 602 and 604

Take EDU-572 EDU-602 EDU-604;

RWL-613 **Literacy Assess in Sec. Class**

This course is designed for middle and secondary school teachers seeking adolescence literacy certification. In the first component of the class, teachers will co-teach lessons to groups of urban students who have difficulty with reading and writing in school. In the second component, teachers will examine best practices for assessing literacy in secondary schools. Teachers will investigate norm referenced classroom and performance based measures of literacy assessment with the goal of developing a rich understanding of the relative merits of the various instruments. Special attention is given to classroom-based assessment measures, such as portfolios, error and miscue analysis, think alouds, retellings, strategy interviews, and observation guide and rubrics. Prerequisites: Matriculation EDU 572

Take EDU-572;

RWL-615 **Teach Mid & Sec Stud W/Lit Dif**

This is the second of a three part clinical sequence in adolescent literacy. In this course teachers examine theories and practices for improving adolescents' reading and writing. Broad programmatic issues in adolescent literacy education are first examined. Teachers then investigate ways to integrate technology with literacy, improve family and community involvement with schools, use culturally responsive teaching methods, instruct second language learners and effectively teach adolescents strategies for improving their vocabulary, comprehension, study and test taking skills, report and essay writing. Prerequisites: EDU 613.

Take EDU-572 RWL-613;

SCP-502 **Crit Thinking: Res Into Pract**

Critical Thinking: Research into Practice is concerned with providing school counseling students with the opportunity to increase their understanding of research methods, statistical analysis, needs assessment, and school counseling program evaluation. School counseling students will utilize the ASCA model as a means to conceptualize evaluation of school counseling programs, needs assessments, results reports, and accountability issues related to managing a school counseling program. School counseling students will develop critical thinking skills for reading research and drawing conclusions about its implications for school counseling.

SCP-540 **Knowldge/Skills/Sch Counseling**

SCP 540 provides students with an introduction to knowledge, skills, and contextual dimensions of school counseling. Students will acquire a general framework for understanding and delivering both responsive services and consultation in the school setting. Students will demonstrate an understanding of issues that may affect the development and functioning of students. Students will explore these issues and apply this knowledge to identify developmentally appropriate and culturally sensitive counseling interventions that are representative of the best practices in the school counseling profession. Particular emphasis will be placed on developmental issues and unique challenges faced by school-aged children and adolescents in a diverse society.

SCP-550 **Role Prof School Counselor**

The Role of the Professional School Counselor is designed to ensure the school counselors develop an appropriate professional identity. The course provides students with a framework for understanding the history and philosophy of the counseling profession, including significant factors and event, and current trends in school counseling and educational systems. The Role of the Professional School Counselor emphasizes studies that address the role, function, and professional identity of the school counselor in relation to the roles of other school personnel. The course promotes use of counseling and guidance activities and programs by the total school community to enhance a positive school climate. In considering the function and responsibilities of school counselors at the elementary, middle school, and high school level emphasis will be placed upon the counselor's role as a student advocate and agent of change. Particular emphasis will be placed on educational requirements of the Board of Regents and the American School Counselor Association. Opportunities to interact with school counselors and other school personnel will be provided through school-based interviews and observations.

SCP-553 **Career Counseling**

Career Counseling will examine approaches to career counseling, helping strategies in career counseling, and assessment and evaluation principles for using career information successfully. The course also addresses the types of delivery systems for elementary, middle and high school settings. Students will learn about developmental issues and career counseling information that facilitate an understanding of career development and related life factors. The course also addresses career, vocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other

electronic career information systems.

SCP-555 **Group Proc in School Counslng**

Group Procedures in School Counseling provides students with both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. Students will design and implement small-group counseling approaches that promote school success, through academic, career and personal/social development. Over the course of one semester students will meet for a minimum of 10 clock hours in a small-group activity. This planned group requirement is intended to provide direct experiences as a participant in a small group.

SCP-560 **Pre-Pract in School Counseling**

The Pre-Practicum in school counseling is designed to prepare school counseling students to design and deliver individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development. Students will increase their understanding of human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. The course thoroughly addresses ethical and legal considerations in the school counseling profession and applications of ethical and legal standards of ACA, ASCA and related entities. Recommended Prerequisite: Students should complete SCP 550 and PSY 571 prior to enrolling in SCP 560.

SCP-571 **Working w/Parents in Educat'n**

Working with Parents in Educational Settings is intended to develop appreciation for parents as active participants in their children's education. Working with parents also emphasizes awareness and appreciation of the diversity of families. A survey of theories and practices focusing on effective communication skills between parents and school personnel and between parents and their children will be addressed. School counseling students will engage in a simulated parent education group and simulated individual parent conferences. Students will attend representative parent evening programs in school districts of their choosing. School counseling students will demonstrate knowledge and skills related to promoting strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children. Students will also demonstrate skills related to presenting school counseling-related educatinal programs to administrators, teachers, parents, and the community.

SCP-575 **Appraisal in School Counseling**

Appraisal Process in School Counseling prepares school counseling students to apply sound principles of measurement and appraisal in the counseling process with students, staff and parents. Current issues related to the use of standardize tests and alternative forms of assessment will be considered. Computer applications and systems appropriate to school counselor functions will be included. Basic steps in the planning and conducting of research in the school setting will be emphasized. This course includes studies that provide an understanding of individual and group approaches to assessment and evaluation, including basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods. Particular emphasis will be given to use, management, analysis, and presentation of data from school-based information (e.g. standardized testing, The New York State Learning Standards, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes.

SCP-578 **Collaboration in Ed Settings**

Students will examine theories and practices of collaboration in school settings. Strategies for developing effective team approaches with special education personnel, other school staff and parents will be analyzed and discussed.

SCP-585 **Counsl'g Cultur'ly Diverse Pop**

The focus of Counseling in Schools with Culturally Diverse Populations is on preparing counselors who will be able to assure students of culturally diverse backgrounds access to appropriate services and opportunities that promote maximum development. Counseling students will be expected to conduct self-examination of their personal values, attitudes, and beliefs regarding cultural diversity in the schools. Counseling techniques will be explored which foster the interest of culturally diverse students in careers that have been traditionally limited or closed. Also emphasized will be small group and classroom activities which enhance self-esteem and cultural awareness, and develop acceptance and appreciation of cultural diversity. These studies will provide an understanding of the cultural context of relationships, and issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities. Prerequisite: PSY 571

Take PSY-571;

SCP-586 **Pract in Prof School Counslng**

Students will complete a supervised practicum experience in a school setting that totals a minimum of 100 clock hours. The student's practicum includes 40 hours of direct service with students including experience in individual counseling and group work. The practicum provides for the development and refinement of counseling skills under supervision. Students will have weekly interaction with an average of one hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a Sage faculty member or a supervisor working under the supervision of a Sage faculty member. Students will also have an average of one and one half hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a Sage faculty member or a supervisor under the supervision of a Sage faculty member (CACREP STANDARD III: G3). The practicum addresses issues related to professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. Prerequisite: SCP 560

Take SCP-560;

SCP-587 **Internship-Prof School Counslg**

The school counseling internship requires placement in a public school the equivalent of full time for one semester or part time over a full year. Interns will work under the direct supervision of an experienced school counselor and will participate in the entire range of activities and functions of a school counselor. The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum. The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional school counselor is expected to perform. The internship reinforces issues related to professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. Prerequisites: SCP 560, SCP 586.

Take SCP-560 SCP-586;

SCP-589 **Issues in School Counslng**

Utilizing a seminar format, this course will deal with issues presently confronting school counselors. Selection of specific topics will be determined by staff in consultation with prospective students. Potential topics include effective practices in elementary and middle school counseling, designing and implementing a comprehensive K-12 guidance program, guidance and counseling or the gifted student, developing students' study skills, supervision and evaluation of school counselors, models of classroom management, The Counselor Ethics and School Law. Prerequisite:GDC 587.

Take GDC-587;

SCP-590 **Advanced Practicum/Internship**

Students will have an opportunity in their school setting or in a second internship at a different level from their first internship to apply counseling skills and techniques. While serving in the role of a professional staff member, students will have the opportunity to develop and apply specific counseling strategies to effect positive change in their counselee's academic, career, and personal/social development. A counseling tape with a student will be required. Students will be expected to practice counseling skills during the weekly seminar. Prerequisite: GDC 587.

Take GDC-587;

SCP-594 **Implmtg ASCA National Model**

The ASCA model provides the framework with which school counselors and school counseling teams can design, coordinate, implement, manage and evaluate their school counseling programs. This course explores the components of the ASCA National Model and the school counselor's role in implementation. The course also provides orientation to the underlying philosophies of leadership, advocacy and systemic change that are the foundation of the ASCA Model. Students will learn the skills necessary develop school counseling programs that are accountable and data driven.

SCP-596 **Integrating Mindfulness**

This course is appropriate for both master□s and post master□s degree school counseling students. The course will familiarize students with mindfulness and contemplative practices and their relevance for the field of counseling. Mindfulness is a concept derived from Buddhism that was first described 2500 years ago. It is a non-anxious, non-judging, non-rejecting state of mind that encourages clear awareness of what is happening-as it is happening. Counseling is enhanced when both the counselor and the counselee are both as attuned as possible to what it happening in the counseling session. This course explores mindfulness techniques as a research supported best practice in counseling.

SCP-599 **Topics in Prof. School Counsel**

SED-502 **Crit Thinking: Res Into Pract**

The purpose of this course is to provide graduate students with strategies for locating and analyzing educational research. Research studies exemplifying the best of quantitative and qualitative traditions will be examined: students will critically read experimental, correlational, survey ethnographic, single subject designs, and teacher inquiry studies that are available in refereed educational journals. Technology will be used throughout the course for library research skills. The purpose of the course is for teachers to develop critical thinking skills for reading research and drawing conclusions about its implications for classroom instruction.

SED-503 **Teach All Learners in El Sch**

This course investigates best practices in delivering instruction in inclusive settings. Emphasis is on planning for multi-level structured learning experiences for students with diverse characteristics. Intervention for diverse teaching challenges are investigated within the context of inclusive classrooms. A variety of teaching strategies are presented, critiqued, and practiced, based on a philosophy of interactive and reflective teaching. Candidates develop knowledge about multiple learning styles, the full range of learner characteristics, partnerships with parents and other educational personnel and developing critical thinking skills in students in grades 1-6.

SED-531 **Individual Program Design I**

This experience focuses on children who have individualized education programs (those considered to have mild as well as significant disabilities). Major emphases are characteristics of students with disabilities, issues, controversies, referrel and placement procedures, collaborative planning and implementation of educational activities in inclusive settings. Instructional materials, technologies and approaches which facilitate sociol and academic growth are explored Field Experience Required (3 Hours).

Take SED-554 SED-555;

SED-532 **Individual Program Design II**

This experience focuses on children (grades 1-6) who have individualized education programs and builds on the content of Individual Program Design I. Major emphases are instructional approaches, learning and generalization strategies developing Individual Education Programs, adapting goals, methods and materials-including assistive technologies.

Take SED-554 SED-555 SED-531;

SED-533 **Strat for Math: Stud W/Dis**

This course is designed to build expertise in facilitating students' mathematical problem solving abilities and understandings of mathematical properties, rules, operations and topics with particular focus on students whose disabilities affect this area of their academic development. Co-planning and co-teaching strategies for success in general classes will be the context for the use of approaches. Field experience hours may be required.

SED-554 **Assessment Strategies**

This course provides students with the knowledge and skills to elect, use, and interpret various assessment instruments and methodologies appropriate for students with various disabilities. Students also are involved in analyzing and reporting assessment information and making IEP and instructional recommendations for students with disabilities. Prerequisites: Matriculation and SED 502 & EDU 503.

SED-555 **Positive Appr to Behav Issues**

Knowledge and understanding of positive approaches for facilitating behavioral changed in students are explored. Strategies for understanding the functions and communicative intent of different behaviors are examined, as well as implementing and evaluating behavior change plans. Field experience hours may be required

SED-567 **Legal & Hist. Found of Spec Ed**

This course will explore the legal foundations of special education within a historical context including the role of parents ad other advocates in the development of federal legislation ensuring a right to free and appropriate education for all children and youth. Special education law in its current form will also e investigated with a focus on the implications for development of IEP's, due process rights, and rights and responsibilities of school personnel, students and families.

SED-574 **Reading/Writing-Content Areas**

Methods and materials for delivering content area instruction through reading and writing are examined. Candidates will design instruction that develops literacy skills and broadens and enriches student learning of academic subjects. M.A.T. candidates enrolled in EDU 574 must concurrently enroll in EDU 574F (fieldwork).

SED-576 **Emergent Language & Literacy**

This course explores how language acquisition contributes to early literacy development. Particular attention is paid to emergent reading and writing and the interrelationships among language learning, literacy development, and children's interactions with literature. Effective teaching practices for including children with disabilities in regular classrooms are examined. Prerequisites: Matriculation required and completion of EDU 520 or other graduate reading course, or provisional certification in elemenary or special education.

Take EDU-520;

SED-579 **Soc.Justice Read-Childrn Lit.**

Designed for elementary classroom and reading teachers, the course requires students to critically analyze children's literature for it's depiction of concepts, events, and protagonists pertaining to social justice. Students will acquire teaching strategies to improve children's awareness about the importance of diversity and justice through literature. Prerequisites: Matriculation.

SED-582 **Strat for Lit Dev: Stud W/Dis**

The purpose of this course is to present a general framework in the theory and literacy practice which will provide a foundation for students with mild as well as significant disabilities. Accommodations and modifications of the general language arts program that support the inclusion of student with disabilities are examined and evaluated. The process of reading, writing, speaking and listening as well as specific considerations in teaching reading and writing to students with disabilities are explored. Twenty Hours of Field experience are required.

SED-594 **Teacher As Researcher**

This course is prerequisite to Student Teaching. Candidates focus on the applications of research in teaching grades 1 - 12. A literature review is completed and a research project designed.

Take EDU-502 or SED-502; # Take EDU-503 or SED-503;

SED-595 **Student Teaching in Spec Ed**

This course provides direct supervised experience teaching students with disabilities. Students will assess, plan, implement, ad evaluate instruction for school-age students with disabilities. Prerequisites: Matriculation, SED 531, 532, and 594 (SED 594 ay be taken concurrently. A fee of $250 is required for each placement. The fee is non-refundable after August 1.

Take SED-554 SED-575;

SED-670 **Internship in Childhd/Spec Ed**

Candidates enrolled in the dual Childhood Education/Special Education program complete two 10 week student teaching experiences, one with a Childhood Educator and one with a Special Educator. One of these experiences will be in grades 1-3, the other in grades 4-6. Application deadline: for fall student teaching, first day of prior spring semester; for spring, first day of prior fall semester. A fee of $250 is required for each student teaching placement. This fee is nonrefundable after August 1 for fall semester and after December 15 for spring semester.

SED-671 **Internship in Childhd/Spec Ed**

Candidates enrolled in the dual Childhood Education/Special Education program complete two 10 week student teaching experiences, one with a Childhood Educator and one with a Special Educator. One of these experiences will be in grades 1-3, the other in grades 4-6. Application deadline: for fall student teaching, first day of prior spring semester; for spring, first day of prior fall semester. A fee of $200 is required for each student teaching placement. This fee is nonrefundable after August 1 for fall semester and after December 15 for spring semester.

SOC-550 **Research Methods in the SSC**

This cours builds upon knowledge and skills students have acquired in an undergraduate research methods course. Students will read and analyze current research that incorporates various data collection methods and utilizes both simple and sophisticated statistical analysis. Students will choose a topic of interest to them from their field and write a research proposal that includes a brief literature review, statement of research problem, research questions and hypotheses, study design, data collection plan, and dissemination plan. Students will also complete an on-line approved ethics training course that meets the criteria for the Sage IRB. Prerequisites: Graduate Standing; undergraduate social science research course.

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Rosedelia Redwood, Bibliographic Records Manager
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THE FACULTY

of The Sage Colleges

Faculty Listing (alphabetical)

Faculty Emeritae/Emeriti

Faculty by School and Department

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School of Education

School of Nursing & Health Sciences

School of Professional Studies

School of Arts and Sciences

Sharon P. Robinson, Ph.D., Dean and Associate Professor of English

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Jack K. Harris, Ph.D., Professor

John W. Heimke, Ph.D., Associate Professor

Stacie M. Kutz, Ph.D., Assistant Professor

Dorothy M. Matthews, Ph.D., Associate Professor and Robb Fellow

William D. Niemi, Ph.D., Professor

Mary S. Rea, Ph.D., Associate Professor and Chair

Kathleen M. Skinner, Ph.D., Associate Professor

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Thomas C. Keane, Ph.D., Associate Professor of Chemistry and Chair

Daniel Lewicki, Ph.D., Professor of Chemistry

George F. Tucker, Ph.D., Professor of Physics

Frank R. Vozzo, Ph.D., Associate Professor of Physics

English and Modern Languages

Jayne Ritchie Boisvert, Ph.D., Associate Professor of French

Eileen Fitzsimmons, Ed.S., Professor of English and Humanities

Ekaterina Kagan, Ph.D., Assistant Professor of Spanish

Tonya McArthur, Ph.D., Assistant Professor of English

Shealeen Meaney, Ph.D., Assistant Professor of English

Penny Perkins, M.A., Assistant Professor of Communications and Judy Barnes Fellow

David Salomon, Ph.D., Associate Professor of English, Chair and Harder McClellan Chair

History, Law & Government

Rolf Ahlers, Th.D., Reynolds Professor of Philosophy and Religion

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Pamela S. Katz, J.D., Associate Professor of Legal Studies and Chair

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Joseph B. Rukanshagiza, Ph.D., Assistant Professor of Sociology

School of Education

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Raymond O'Connell, Ed.D., Associate Professor

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School of Professional Studies

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Creative and Performing Arts

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David Baecker, M.F.A., Assistant Professor of Theatre

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David Bunce

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Brent Griffin

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Sarah Howes

Shannon Johnson

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Ed Kowsky

Doug Lange

Ed Leach

Arlene Leff

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Linda O'Malley

Lynne B. Roblin

John Romeo

Christine Boice Saplin

Andy Smith

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David B. Kiner, Ph.D., Associate Professor of Marketing and Management, Froman Professor of Business

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Visual Arts

Jean Garvey Dahlgren, M.F.A., Associate Professor of Graphic Design

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Christopher Jordan, M.F.A., Associate Professor of Art

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Sally Packard, M.F.A., Associate Professor of Art and Chair

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Gary C. Shankman, M.F.A., Professor of Art

Janus Welton, M.Arch., Assistant Professor of Interior Design

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Lisa Brainard, M.L.S., Assistant Professor and Access Services Librarian

Kelly MacWatters, M.S., Assistant Professor and Electronic Resources Librarian

Mary Jo McKeon, M.L.S., Visiting Librarian

Amy Pass, M.L.S., Assistant Professor and Information Literacy Librarian

Terrance Wasielewski, M.L.S., Associate Professor and Technical Services Librarian

Christopher White, M.L.S., Assistant Professor and Systems Librarian

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Last updated August 19, 2009

Recipients of Honorary Degrees

1929	Eliza Kellas	LL.D.
	Anna Eleanor Roosevelt	L.D.H.
1930	Amy Morris Homans	Ph.D.
	Eva Le Gallienne	Litt. D.
	Florence Gibb Pratt	L.H.D.
1931	Ruth Bryan Owen	L.H.D.
	Lillian Miller Gilbreth	Sc.D.
1932	Katherine Kellas	Ed.D.
	Louise Homer	Mus.D.
	Mabel Smith Douglas	LL.D.
1933	Edna St. Vincent Millay	Litt.D.
	Margaret Shove Morriss	LL.D.
1934	Edythe Wynne Matthison	Litt.D.
	Constance Leigh	Ed.D.
	Constance Warren	Ed.D.
	Rollin C. Reynolds	L.H.M.
1935	Anne Morgan	L.H.D.
	May Peabody	Pd.D.
	Henry Thomas Moore	LL.D.
1936	Annie Warburton Goodrich	LL.D.
	Marie Mattingly Meloney	L.H.D.
	Fannie French Morse	Pd.D.
1937	Mary Lewis	L.H.D.
	Winifred Goldring	Sc.D.
	Josephine Neal	Sc.D.
	Dorothy Thompson	Litt.D.
1938	Florence Sabin	Sc.D.
	Sarah Wambaugh	LL.D.
	Nadia Boulanger	Mus.
1939	Irene Langhorne Gibson	L.H.D.
	Niels Bukh	Pd.D.
	Constance Amberg Sporborg	L.H.D.
	Sarah Sturtevant	Pd.D.
	Edgar Hayes Betts	L.H.D.
1940	Gertrude Angell	Ph.D.
	Frieda Miller	L.H.D.
	Gertrude Vanderbilt Whitney	L.H.D.
	Nellie Neilson	Litt.D.
	Count Rene Doynel de Saint Quentin	LL.D
1941	Sigrid Undset	Litt.D.
	Emma Perry Carr	Sc.D.
	Eve Curie	L.H.D.
	Ana Rosa de Martinez Guerrero	L.H.D.
	Marina Nunez del Prado	M.H.L.
	Maria Josephina R. Albano	M.H.L.
	Graciela Mandujano	D.H.L.
	Ester Niera de Calvo	Pd.D.
	Concha Romero James	D.H.L.
	Agnes Rebecca Wayman	Pd.D.
1942	Doris Loraine Crockett	Pd.D.
	Kathryn McHale	L.H.D.
1943	Anna Lederer Rosenberg	L.H.M.
	Marion Syddum Van Liew	Pd.D.
	Mei-Ling Chiang Kai-Shek	LL.D.
1944	Katharine Burr Blodgett	Sc.D.
	Sophie yan Senden Theis	L.H.D.
	Margaret Webster	Litt.D.
1945	Mary Barnett Gilson	LL.D.
	Mabel Newcomer	L.H.D.
	Dorothy Constance Stratton	L.H.D.
1946	Sarah Gibson Blanding	LL.D.
	Alice Curtis Desmond	Litt.D.

	Katharine Elizabeth McBride	LL.D.
	Lila Acheson Wallace	Litt.D.
1947	Florence Ellinwood Allen	LL.D.
	Ruth Fulton Benedict	Sc.D.
	Emily Hickman	L.H.D.
	Alice Morgan Wright	L.H.D.
1948	Catherine Drinker Bowen	Litt.D.
	Lucy Ella Fay	Litt.D.
	Katherine Fredrica Lenroot	L.H.D.
	Agnes Ernst Meyer	L.H.D.
	Helen McKinstry	L.H.D.
1949	Maude Miner Hadden	L.H.D.
	Anna Mary Robertson Moses	L.H.D.
1950	Georgia Neese Clark	L.H.D.
	Lynn Fontanne	Litt.D.
	Dorothy Fosdick	LL.D.
1951	Dorothy Shaver	L.H.D.
	Minnie Schafer Guggenheimer	L.H.D.
1952	Elizabeth Gray Vining	L.H.D.
1953	Agnes George DeMille	Litt.D.
	Winifred Leo Haag	L.H.D.
1954	Mary Pillsbury Lord	L.H.D.
	Doris Lee	Litt.D.
1955	Jacqueline Cochran	L.H.D.
	Leona Baumgartner	Sc.D.
1956	Margaret Chase Smith	LL.D.
	Blanche Pittman	L.H.D.
1957	Doris Fleeson	L.H.D.
1958	Marguerite Stitt Church	LL.D.
	Sanford Lockwood Cluett	Sc.D
1959	May Sarton	Litt.D.
	Alma Lutz	Litt.D.
1960	Maria Goeppert Mayer	Sc.D.
	Rise Stevens	Mus.D.
1961	Ruth M. Adams	Litt.D.
	Elisabeth Achelis	L.H.D.
1962	Ester Raushenbush	Litt.D.
	Marietta Tree	L.H.D.
1963	Pauline Frederick	L.H.D.
	Gwendolen M. Carter	L.H.D.
1964	Sylvia Porter Collins	L.H.D.
	John H. G. Pell	L.H.D.
1965	Santha Rama Rau	L.H.D.
	Edna F. Kelly	L.H.D.
1966	Juanita Kidd Stout	L.H.D.
	Alice Winchester	L.H.D.
1966	Millicent McIntosh (50th Anniversary)	L.H.D.
1966	Nancy G. Roman (50th Anniversary)	Sc.D.
1967	Aline Saarinen	Litt.D.
	Edith Grace Craig Reynolds	L.H.D.
1968	Margery Somers Foster	Litt.D.
	Mildred Custin	L.H.D.
1969	Mary Elizabeth Switzer	L.H.D.
	Grace I. Vandervoort	Sc.D.
1970	Virginia Harrington Knauer	L.H.D.
	Patricia Roberts Harris	LL.D.
	Nadine Nichols Froman	L.H.D.
	Lewis Acrelius Froman	L.H.D.
1971	Chien-Shiung Wu	Sc.D.
	Elmer Schacht	L.H.D.
1972	Marina von Neumann Whitman	L.H.D.
	Dorothy L. Brown	Sc.D.
	Stephen H. Sampson	L.H.D.

1973	Virginia Apgar	L.H.D.
	Mary Anne Krupsak	L.H.D.
	Jayne Baker Spain	L.H.D.
1974	Joan Ganz Cooney	L.H.D.
	Effie O. Ellis	L.H.D.
1975	Tenley E. Albright	Sc.D.
	Catherine Blanchard Cleary	L.H.D.
	Alice Walker	Litt.D.
1976	Dixy Lee Ray	Sc.D.
	Marion S. Kellogg	Sc.D.
	Maureen Stapleton	L.H.D.
1977	Eleanor Emmos Maccoby	Sc.D.
	Donna E. Shalala	L.H.D.
	Ellen Stewart	L.H.D.
1978	Marian Wright Edelman	L.H.D.
	Carl Grimm	C.L.D.
	Eve Rabin Queler	L.H.D.
1979	Esther Eggertsen Peterson	L.H.D.
	Jessie M. Scott	LL.D.
	Charles Williams Upton	L.H.D.
	Helen Merritt Upton	L.H.D.
1980	Doris Grumbach	L.H.D.
	William Kennedy	L.H.D.
	Elizabeth Neufeld	Sc.D.
	Patricia Scott Schroeder	LL.D.
1981	Jessie Bernard	L.H.D.
	Elizabeth Janeway	L.H.D.
	Virginia Radley	L.H.D.
1982	Claiborne Pell	L.H.D.
	Delta Emma Uphoff	Sc.D.
	Shirley Young	L.H.D.
1983	Mary Ellen Avery	Sc. D.
	Grace Murray Hopper	Sc. D.
1984	Harry Apkarian	Sc.D.
	Anna Jane Harrison	Sc.D.
1985	Carolyn Forche	Litt.D.
	Virginia Lee Harvey	L.H.D.
	Peter R. Kermani	L.H.D.
1986	Helen M. Caldicott	L.H.D.
	Cathy Guisewite	Litt.D.
1986	Carroll L. Estes (70th Anniversary)	L.H.D
1986	F. William Harder (Convocation)	L.H.D.
1987	Thomas Berry Brazelton	Sc.D.
	Carolyn Gold Heilbrun	L.H.D.
	Margaret E. Kuhn	L.H.D.
1987	Elizabeth Platt Corning (Opening Convocation)	L.H.D.
1987	Trenna Ruston Wicks	Sc.D.
1988	Patricia Amanda Andrews	Sc.D.
	Francis Terry McNamara	D.C.L.
1990	Gertrude B. Elion	Sc.D.
	Robert J. Lurtsema	Mus.D.
	William Manchester	L.H.D.
	Eleanor Holmes Norton	D.P.S.
1991	Judith Blegen	D.Mus.
	Phyllis Prescott Van Vleet	D.P.S.
1992	Ann Caracristi	D.P.S.
	Judy Chicago	D.F.A.
	Madeleine May Kunin	D.P.S.
1993	Colonel Nancy Hopfenspirger	D.P.S.
	William F. Kahl	L.H.D.
	Roland W. Schmitt	L.H.D.
	Richard A. Selzer	D.F.A.

1994	Marjorie Rankin	Ed.D.
	Helen Thomas	D.P.S.
1995	Madelyn Pulver Jennings	D.P.S.
	Ruth Purtilo	Sc.D.
1996	Carolynn Reid-Wallace (Founder's Convocation)	D.P.S.
	Faith Ringgold	D.F.A.
1997	Loretta Long (Founder's Convocation)	D.P.S.
	Constance B. Motley	D.P.S.
	Morris Silverman	D.P.S.
1998	Blanche Wiesen Cook	D.H.L.
	Fredericka Voorhaar Slingerland	D.P.S.
1999	Ruth Jacobeth Abram	D.P.S.
	Chris R. Moseley	D.H.L.
2000	Helen Bodkin Connors, RN, PhD	D.P.S.
	Michael G. Dolence	Ed.D.
	Edith G. McCrea	D.A.L.
2001	Judith A. Ramaley	Ed.D.
	Lorraine W. Bardsley	Ed.D.
	Wallace W. Altes	D.P.S.
2002	Mark O'Connor	D.P.S.
	Len F. Tantillo	D.P.S.
	Patricia Di Benedetto Snyder	D.P.S.
2003	William G. (Jerry) Berberet	Ed.D.
	Mary Theresa Streck	Ed.D.
	Jay Murnane	Ed.D.
2004	Dame Anita Roddick, DBE	D.P.S.
	Neil M. Golub	D.P.S.
	Lewis Golub	D.P.S.
2005	Prudence Bushnell	D.P.S.
2006	Alan Chartock	D.P.S.
	Lorraine A. Flaherty, Ph.D	D.P.S.
2007	David L. Warren	D.P.S.
2008	None	

Driving Directions

Troy Campus

Our Troy campus is a pleasant and quiet oasis in downtown Troy, N.Y., where historic buildings mix with new for Victorian charm and cutting edge technology.

From the South: Take Exit 23 off the New York State Thruway, which will lead directly onto Route 787 North

Directions from 787 North: Proceed on Route 787 North to the 23rd Street Exit - Watervliet, Green Island. (Do not take the earlier exit marked Troy - Route 378 East.) At the end of the 23rd Street Exit ramp turn right (blinking light). Proceed to the first light, turn right and cross the Green Island Bridge to Troy. Turn right at the end of the bridge onto River Street. Follow River Street (bear right after the statue of Uncle Sam) to Troy City Hall. Just beyond the City Hall, River Street and First Street intersect. Bear left onto First Street and proceed two blocks to the light. The Office of Admission parking lot is to your right. Admission House is directly across Congress Street.

From the West: Take Exit 24 off the New York State Thruway which will lead directly onto Interstate 90 East. Follow the signs for Route 787 North. Proceed on Route 787 North as noted above.

From the East: At the western end of the Massachusetts Turnpike, continue straight on the New York State Thruway Spur to the exit for Troy - B1. After you have taken Exit B1 follow signs for 90 West. Proceed on 90 West to the exit for Route 787 North. Proceed on Route 787 as noted above.

From the North and Route 7: Exit from Route 87 (Northway) at Exit 7, Route 7 East. Take Route 7 East to the exit ramp marked Downtown Troy. Continue straight off the Downtown Troy exit ramp to the third traffic light. The next street is Broadway; turn right. Take Broadway to the end; you will be facing the Troy City Hall. Bear left on to River St. and take an immediate left on to First Street (you will see the sign for RSC). At the traffic light, the Admission House parking lot will be to your right. The Admission House is directly across Congress Street.

Parking: You may park in the Admission House Parking Lot at the corner of First and Congress Streets. If no space exists, proceed on First Street, and turn right onto Division Street. Proceed to corner and turn left onto River Street. Turn at first left onto Liberty Street and from Liberty Street turn into parking lot. Then walk back down First Street to Admission House.

Albany Campus

Our 15 acre campus is located in Albany, N.Y., the state capital and a place where things are always happening. Whether you're on campus or in the immediate neighborhood, it’s a convenient and safe place to live, with great old houses and lots of restaurants and shopping.

From the North: Take I-87 south to I-90 east to Route 85 south to Krumkill Road to New Scotland Avenue. Turn left onto New Scotland Avenue, 1 1/2 miles to the Sage College of Albany Campus on the right.

From the NYS Thruway: Take Exit 23, left on Route 9W (Southern Boulevard) into Albany. Turn right onto Hoffman Avenue, left onto Second Avenue. Cross Delaware Avenue and bear left onto Whitehall Road. Turn right onto Marwill Street and cross Hackett Boulevard to Academy Road. Proceed to New Scotland Avenue, turn right to the Sage College of Albany Campus on the right.

From the East: Take I-90 to Albany to Route 787 south to Madison Avenue (Routes 9 and 20). Follow Madison Avenue to New Scotland Avenue. Left onto New Scotland Avenue, four blocks to the Sage College of Albany Campus on the left.

Driving Times

City	Approx. Driving Time	Distance
Binghamton, New York	2 hours, 45 minutes	142 miles
Boston, Massachusetts	3 hours, 20 minutes	172 miles
Buffalo, New York	5 hours, 25 minutes	291 miles
Lake Placid, New York (High Peaks Area, Adirondacks)	2 hours, 50 minutes	133 miles
Montreal, Quebec (Canada)	4 hours, 10 minutes	223 miles
New Haven, Connecticut	3 hours, 5 minutes	153 miles
New York City (Manhattan)	3 hours, 5 minutes	157 miles
Philadelphia, Pennsylvania	5 hours	234 miles
Portland, Maine	5 hours, 10 minutes	273 miles
Providence, Rhode Island	3 hours, 25 minutes	166 miles
Springfield, Massachusetts	1 hours, 55 minutes	89 miles
Syracuse, New York	2 hours, 50 minutes	148 miles

Troy Campus Map

1. Admission House
2. German House
3. Gale and Spicer House
4. McMurray House
5. Cowee Hall (Student Services/ Business Office/Registrar/Financial Aid)
6. Alumnae House
7. Hart Hall
8. Roy Court
   8A) Academy for Character Education
   8B) Jane Haight Wells Spirituality Center
9. Swimming Pool
10. Vanderheyden Hall
11. Allies Center for the Study of Social Responsibility / Helen M. Upton Center for Women's Studies
12. Wool House
13. Maintenance
14. Slocum Hall
15. Kellas Hall/Wellness Center
16. Lorraine Walker Center
17. Meyer Gym
18. Robison Athletic and Recreation Center
19. James L. Meader Little Theatre
20. McKinstry Student Center
21. McKinstry Hall/Large Dining Hall
22. McKinstry Courtyard
23. Schacht Fine Arts Center (Home of the New York State Theatre Institute)
24. 92 First Street (Development and Alumni Relations)
25. 90 First Street (Communications)
26. Spanish House
27. French House
28. Carriage House
29. Lafayette Courtyard
30. John Paine Building (Service Center/Public Safety/ Photo IDs)
31. Science Hall
32. Frear House (Graduate School Office/Center for Citizenship Education)
33. James Wheelock Clark Library
34. Ackerman Hall
35. Ferry Street Plaza
36. Plum Building (President's Office and Administration)
37. Lorraine Walker Education Building
38. Bush Memorial Center
39. Gurley Hall
40. Russell Sage Hall
41. Vail House (President's Residence)
42. Ricketts Hall
43. Manning Hall
44. m.o.s.s books and other provisions (Troy campus bookstore)
45. Buchman Pavilion (Russell Sage Campus Center)
46. McCrea House (Guest House)

Albany Campus Map

1. Administration Building (Admission/ Business Office/Registrar/Financial Aid/Graduate Programs)
2. Kahl Campus Center (Conference Center, Dining Hall, Dean's Office / Campus Life /Academic Support Center / Career Services / Academic Advising / Wellness Center)
3. Graphic Design Building
4. Gymnasium
5. Library
6. Froman Hall
7. Rathbone Hall
8. Science Building
9. West Hall
10. Residence Hall
11. Interior Design Building
12. Arts & Design Building
13. Opalka Gallery
14. University Heights College Suites
15. Albany College of Pharmacy Student Center / Sage Bookstore