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# About Russell Sage College

## An Overview of Russell Sage College

Russell Sage College is an independent comprehensive university delivering degrees in 71 major areas of study. Sage serves more than 2,500 students each year on two campuses, in Albany and Troy, New York; and through Sage Online for distance learning courses and programs.

Russell Sage College offers bachelor's degrees in the traditional liberal arts and sciences as well as in selected professional fields, including business, 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.

Sage Graduate Schools are 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," informs the educational purpose 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 |
| Dr. Susan C. Scrimshaw | 2009-2017 |
| Dr. Christopher Ames | 2017- |

## Accreditation

Russell Sage College is chartered by the Board of Regents of the University of the State of New York. Russell Sage College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, 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). 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, (301) 652-6611; 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 Massachusetts Ave. NW, Suite 500, Washington, DC, 20036-1023 (202) 466-7496; 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 and Affiliations

Russell Sage College holds memberships in the following:

- The New American Colleges and Universities (NACU)
- 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)

## Equal Opportunity and Non-Discrimination

It is the policy of Russell Sage College 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. 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, Russell Sage College, Cowee Hall, 65 First Street, Troy, New York 12180 — (518) 244-2391.

# About Sage Graduate Schools

## Mission and Purpose

The mission of Sage Graduate Schools 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 Russell Sage College reside and to the demands of the broader society around us.

## Serving Today's Professionals

Sage Graduate Schools offer 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 Russell Sage College.

# Academic Calendar

## Summer 2025

| | |
|---|---|
| Graduate Classes Begin | May 19 |
| Last Day to Add/Drop | May 23 |
| Holiday: College Closed | May 26 |
| Last Day to Withdraw | June 13 |
| Holiday: College Closed | June 19 |
| Holiday: College Closed | July 3 & 4 |
| Graduate Classes End | August 15 |
| Summer 2024 Grades Due | August 20 |

## Fall 2025

| | |
|---|---|
| Fall Semester Classes Begin | August 25 |
| Add/Drop Ends | August 29 |
| Holiday:  College Closed | September 1 |
| December Graduation Applications Due | October 1 |
| October Travel and Study Days | October 11-14 |
| Holiday:  College Closed | October 13 |
| Last Day to Withdraw from Class | November 14 |
| Last Day to Opt for Pass/Fail Option | November 14 |
| Holiday: College Closed | Nov. 26 - 30 |
| Last Class Day/Exam (Graduate) | December 8 |
| Fall Grades Due | December 11 (Noon) |

## Spring 2026

| | |
|---|---|
| Spring Semester Classes Begin | January 20 |
| Add/Drop Ends | January 26 |
| Filing Deadline for May Graduation | February 16 |
| Spring Break | March 7-15 |
| Last Day to Withdraw from Class | April 10 |
| Last Day to opt for Pass/Fail | April 10 |
| Last Class Day/Exam (SGS) | May 11 |
| Graduating Student Grades Due | May 12 (Noon) |
| Commencement | May 16 |
| All other grades due | May 18 (5:00pm) |

# Academic Policies

The Sage Graduate Schools are organized as three distinct schools:  the School of Education, the School of Health Sciences, and the School of Management.

## Registration

For current registration procedures, visit the Sage Graduate Schools 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 Sage Graduate Schools. 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 student 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 seniors may be admitted to graduate courses on a strictly controlled basis requiring written permission from the appropriate graduate school dean.

# 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 appropriate Dean or Program Director.

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. At the time of admission, 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. Any requests for exceptions not specifically addressed by stated policies and procedures can be made to the appropriate graduate school dean.

# 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 Schools Program Change Program Form." Forms are available on the Sage Graduate Schools website, and 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 Office of the School Dean 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.

- Students MUST withdraw from a course by the last day of class.
- Students who withdraw from a course must be aware that the withdrawal may affect their financial aid.

## Withdrawing from Sage/ Leave of Absence

Students who need to suspend their studies must request a change of status indicating the reason for the leave of absence/withdrawal in writing from their graduate program director/advisor. Leaves of absence are granted by the appropriate graduate school dean in consultation with other administrators. Withdrawal from the College does not release students from financial obligations incurred during the period of their attendance. 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 Russell Sage College, 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 Schools 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 Schools. 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 appropriate graduate school dean before a student registers for and begins the independent project. The required independent project form is available from the Dean's office, 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, Academic Advising and Career Planning, with offices on both campuses, have 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 can take advantage of policies that allow acceleration of programs offered at Sage Graduate Schools. 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 appropriate graduate school dean.

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 appropriate graduate school

dean. 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 master's 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:

- BA or BS and Master's in Business Administration (M.B.A.) at Sage
- BA or BS and MS in Education 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

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 students with disabilities and applicants with disabilities an equal educational opportunity. Complete information on these policies and procedures for requesting these adjustments at http://www.sage.edu/student-life/disabilities-services/

# Credit

## Credit Hour Policy at Sage

A contact hour is described as interaction between faculty and students via lecture, discussion, research, project/problem, debate, etc. For lecture class formats, one credit requires a minimum of 12.5 faculty contact hours (750 minutes) and a minimum of 30 hours of out-of-class student work over the course of the 15-week semester. A three-credit course is thus equal to a minimum of 37.5 faculty contact hours (2,250 minutes) with the expectation of 90 hours of student out-of-class work time. Summarized below are the credits awarded to students enrolled in a lecture course format based upon the faculty contact hours and expected student work hours.

Credits Awarded for Lecture/Seminar Courses (15 week semester)

| | Direct Faculty Instruction (in hours) | Direct Faculty Instruction (in minutes | Student Out-Of-Class Work (in hours) |
|---|---|---|---|
| 1 credit | 12.5 | 750 | 30 |
| 2 credits | 25.0 | 1500 | 60 |
| 3 credits | 37.5 | 2250 | 90 |
| 4 credits | 50.0 | 3000 | 120 |

In addition, the following define standard practices for awarding credits for other types of class formats:

## Online or hybrid courses

Online and/or hybrid courses provide direct instruction time equivalent to 12.5 hours per credit awarded. Students are expected to engage in a minimum of 30 hours of additional work for every credit awarded.

### Weekend, summer, or accelerated courses

Courses offered at an accelerated pace during the semester or during the summer must meet the same learning outcomes as an identical course offered during the 15-week semester at the standard pace. Faculty direct instruction time is a minimum of 12.5 hours per credit awarded.

### Laboratory Courses

Science and clinical labs with 2 contact hours/week over the 15-week semester are awarded 1.0 credit. Labs with 3 contact hours/week over the 15-week semester are awarded 1.0 to 1.5 credits. Labs with 4 or more hours/week over the 15-week semester are awarded 2 credits.

### Internship, Practicum, Student Teaching, Clinical Placement

The specific number of required hours per credit awarded varies depending on the discipline and/or the requirements set by the program's accrediting body. All require a minimum of 40 supervised clock hours per 1.0 credit awarded.

### Thesis, Dissertation, Independent Study

Courses in which students are working on independent projects such as thesis/dissertation conform to the standard minimum of 3 hours of student work per credit hour, per week throughout the course of the semester, or the equivalent amount of work distributed over a different period of time. Courses offered through independent study are awarded a varying number of credits depending on the agreement between the student and the faculty member. Students in each of these course types meet periodically with the professor at a schedule or frequency agreed upon at the start of the semester. Assignments and evaluations are communicated to the student at the start of the semester.

## Course Scheduling

At Sage, the semester is 15 weeks, including a final examination week. The academic calendar is set by the Registrar's Office in consultation with the Provost's Office. The semester start and end dates are selected to insure the minimum number of days of every course offered. The 2-hour final exam period is counted as part of the contact-hour requirement. The policy for the final exam period requires that the session be utilized whether or not an examination is given. The final exam time can be used for student presentations, writing, or other forms of scholarly practice. The schedule of graduate course exams varies, but all are in compliance with the credit hour policy. For every contact hour in class, there is an expectation of two hours of student work in preparing for the class through reading, studying, completing scholarly research, or other appropriate work.

## 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 Schools. 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 appropriate graduate school dean. 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 Schools 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 Schools. 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 Financial Aid.

# 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 Schools, the grades of A+ and D are NOT used. Sage uses the following grading systems:

### Sage Graduate Schools 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.

Students with two or more incompletes will have a Dean's hold 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.

### 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 Deans of the Graduate Schools 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. Prior to the Dean signature, the student must have Advisor and Financial Aid approval to withdraw from a course. Financial Aid approval does not prevent the student from withdrawing; it does provide a review so that the student knows if the "W" will negatively impact their financial aid.

### 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.

### 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 NC grade designations not calculated in grade point average. Note: there is no grade of D in Sage Graduate Schools.)

## 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) or “RP” (Research in Progress). 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 Graduate School Dean 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 appropriate School.

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.

# 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 .5 or better,
- an acceptable level of professional behavior.

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

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. Students in doctoral programs with a dissertation may request a one-semester extension for a maximum of 2 years by petitioning the Dean of their Graduate School. When requesting any extension beyond the allotted time, students need to present evidence of significant progress toward completion.

# Academic Dishonesty/ Misconduct

Academic dishonesty and misconduct violate the essential mission of an academic institution and will not be tolerated at Russell Sage College 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. The mere presence of a prohibited item will be construed as a breach of academic honesty.

**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.

## Sage Graduate Schools 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 Schools Curriculum Committee. Students who wish to appeal to the Academic Standards Subcommittee must write to the appropriate graduate school dean, explaining the nature and rationale for the request. The student's program director and dean each make a recommendation to the Academic Standards Subcommittee, which then makes a determination regarding the student's request. The appropriate graduate school dean communicates the determination to the student.

The Sage Graduate Schools 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 appropriate graduate school dean, 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 Schools 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 Russell Sage College 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 Schools. Students in all graduate programs are eligible. Each Broughton Fellow is required to give a public lecture at the Sage Graduate Schools 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

Russell Sage College confers degrees three times each year: in August, December and May. However, a commencement ceremony is 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 application and fee are NOT transferable to subsequent semesters. The filing deadlines are:

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

In order to participate in commencement exercises, students must meet at least one of the following criteria:

1. meet all degree requirements before Commencement Day, or
2. be in good academic standing with an overall GPA of at least 3.0 at the time of application for graduation and lack no more than two courses to fulfill degree requirements, and either be enrolled in or pre-enrolled for these courses at the time of Commencement, or
3. be in good academic standing with an overall GPA of at least 3.0 at the time of application for graduation and lack only the completion of final internships, externships, clinical (and/or course(s) associated with the experiential requirement), student teaching or practica and either be enrolled in or pre-enrolled for these courses at the time of Commencement.

Students meeting criteria 2 or 3 will be allowed to participate in Commencement exercises, but are not eligible for degree conferral. Students who meet criteria 2 or 3 and wish to participate in Commencement exercises must file for graduation by the deadlines noted above.

# Academic Technology & Libraries

## Libraries

Libraries on both the Albany and Troy campuses serve Russell Sage College. The collections, hours, services and policies reflect usage by Russell Sage College's 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 currently enrolled students 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. 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 Russell Sage College, 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 Russell Sage College, 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 to

currently enrolled students 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 Russell Sage College - 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 **My Sage** 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** account, 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.

# Campus Policies

## 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, 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.

https://www.sage.edu/student-life/student-handbook/

# Religious Policy Statement

Russell Sage College 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.

Russell Sage College 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.

## Russell Sage College Alcohol and Drug Regulations

Russell Sage College 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 Russell Sage College 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 paraphernalia, 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

Russell Sage College 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 and Community Resources for Help

Students and employees of Russell Sage College 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 Russell Sage College 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 |

# Tobacco-Free Policy

Russell Sage College is dedicated to providing a healthy, comfortable, and productive living and work environment for our faculty, staff, administrators and students and a healthy, comfortable, and safe environment for our visitors.

In keeping with Sage's commitment to protect and promote the health of its employees, students, visitors, and other campus constituencies, and the public in general, it is Sage's policy to provide a tobacco and smoke/vaping-free environment in all college facilities and outdoor areas for all employees, students and visitors, in full conformance with applicable status including the New York State Clean Indoor Air Act (Public Helath Law Article 13-E).

## Policy

Due to the acknowledged health hazards arising from tobacco products, including exposure to secondhand smoke, the following rules apply in all college facilities and outdoor areas:

1. The use of tobacco, tobacco-related products, e-cigarettes, or vaping devices is prohibited in or on any Sage facility or property (as defined below), that is owned or leased by Sage, at any time.
2. The use of tobacco, tobacco-related products, e-cigarettes, or vaping devices is prohibited in any Sage vehicle at any time.
3. The sale of tobacco, tobacco-related products, e-cigarettes, or vaping products on any Sage campus (as defined below) is prohibited.
4. The use of advertisements for tobacco, tobacco-related products, e-cigarettes, or vaping products is prohibited in Sage-sponsored publications.

These rules apply to all employees, students and visitors of Sage. Violations of this Policy may result in disciplinary action under the Student Code of Conduct, Employee Handbook, and/or any applicable collective bargaining agreements.

As Sage works toward its goal of keeping Sage campuses free of litter from tobacco, tobacco-related products, e-cigarettes, or vaping devices, please be respectful of the surrounding communities and private properties located in proximity of Sage campuses.

## Definitions

**"Tobacco" and "tobacco products"** - includes tobacco of any kind, including the use of smokeless tobacco, "spit" tobacco, electronic cigarettes, vaping devices, cigars, cigarettes, pipes or any other smoking material or device.

**"Vaping"** - the use of an electronic cigarette or e-cigarette.

**"Electronic cigarette" or "e-cigarette"** - an electronic device that delivers vapor which is inhaled by an individual user, and shall include any refill, cartridge and any other component of such a device

**"Sage facility or property"** - any campus building, owned or leased, including but not limited to: private offices, lounges, dining areas, recreational facilities, all college owned, leased or rented vehicles, and any personally owned, leased or rented vehicles parked on Sage property.

**"Sage campus"** - Any college outdoor area that is open to access by the public or campus community, including but not limited to parking lots, sidewalks, athletic fields, lawn areas and any institute facility entrance or egress.

Albany Campus - The area within the borders of New Scotland Avenue on the North, Academy Road on the West, the fence separating Sage and Parsons on the South, and the tree line adjacent to the parking lots on the East. Also included is the Armory Building and surrounding property.

Troy Campus - The outdoor areas within the borders of Congress Street on the North, First Street on the West, Division Street on the South, and Second Street on the East, as well as the following properties: 17-33 Congress Street (1 Park Place), 46 First Street, 30 Congress Street, 51-107 First Street, 86-90 First Street, 74 First Street, 92 First Street, 96-102 First Street, 111 Second Street, 100 River Street, 10 Division Street, 12 Division Street, 14 Division Street, 111 First Street, 113 First Street, 115 First Street, 117 First Street, 68 River Street, 1-7 Gale Place, 133 First Street, 63-65 First Street, 101 Liberty Street, 51 Congress Street, 45-49 Congress Street, 53-55 Congress Street, Franklin Street, 61 Ferry Street, 113 Second Street, 35-37 Division Street, 106 Second Street, 127 Third Street, 159 Third Street, 140 Second Street.

# Enforcement of Tobacco Free Policy

1. Enforcement of the Sage Tobacco Free Policy shall be the responsibility of the entire Sage community. Studnets, faculty, staff and administrators are expected to fairly, politely and firmly engage in peer enforcement, and when required, report violations of the policy to supervisors. Enforcement of the policy shall be in a manner of "progressive discipline."
2. For the purpose of this policy, "supervisor" shall mean: (i) appropriate Dean of Students for students; (ii) immediate supervisor for staff and administrators; (iii) department chair or academic Dean for faculty members.
3. Any student or employee of Russell Sage College who observes or otherwise suspects that another person is using tobacco products on any property or in any vehicle owned or leased by Sage shall promptly, firmly and politely advise that person of the tobacco free policy. If the person is a member of the Sage community and refuses to comply, the offending person's supervisor should be immediately notified.
4. If the offending person is not a member of the Sage community and refuses to comply, Public Safety should be requested to escort the person off campus.
5. Any student or employee of Sage who observes or otherwise suspects that another person is using tobacco products on any property or in any vehicle owned or leased by Sage and who has been advised of the policy for a previous violation, shall immediately notify the supervisor of the offending party.
6. Upon notification of a supervisor, the supervisor shall arrange a meeting with the offending person. During the meeting, the supervisor shall: (i) reiterate the Sage Tobacco-Free policy; (ii) discuss the reasons for the policy; (iii) discuss the benefits of the policy; (iv) discuss strategies for assisting the employee in complying with the policy; (v) discuss the resources available for smoking cessation; (vi) reprimand the offender for violation of the policy.
7. Upon notification of a supervisor fo a subsequent violation of the policy by the same offender, the supervisor shall prepare a written reprimand (3 copies) for the offender that contains items 1, 4 and 5 as above, and further advises the offender that future violations of the policy will result in serious disciplinary action, up to and including termination from employment or expulsion from studies at Sage. Any subsequent disciplinary action would be determined according to the appropriate student/employee/faculty handbook or union contract. The supervisor shall have the offender sign and return one copy of the reprimand, retain one copy for self, and forward the third copy to Human Resources.

8. Subsequent violations of the policy by the same person shall result in a level of discipline that: (i) convinces the offending party to comply with the Tobacco Free policy; (ii) demonstrates to the Sage community the importance of compliance with the Tobacco Free policy.

*Anyone organizing an event that brings outsiders to campus is responsible for communicating this policy to its attendees. Visitors to campus in violation of the policy will be informed of the policy and if they refuse to comply will be removed from campus.*

As we work towards our goal of keeping our campuses free of tobacco litter, please be respectful of the surrounding communities and private properties located in proximity of our campuses.

# Discrimination and Harassment Policy

## Policy on Non-Discrimination and Harassment

In compliance with applicable federal, state and local laws, Russell Sage College (“RSC” or "Sage") does not discriminate on the basis of race, color, gender, gender characteristics and expression, sexual orientation, age, religion, actual or perceived national origin, actual or perceived gender identity, marital status, military or veteran status, physical or mental disability, status as a victim of a sexual assault, relationship violence, and/or stalking, genetic predisposition and carrier status, previous convictions as specified by law, or any other characteristics protected by applicable law (the “Protected Characteristics”), in any aspect of its admissions or financial aid programs, educational programs and related activities, or with respect to employment and advancement in employment. Sage is committed to providing a work and learning environment that is free from discrimination and harassment by anyone based on an individual’s Protected Characteristics, or because the individual has engaged in activity protected by federal or state laws prohibiting discrimination.

Sexual harassment is a form of discrimination that subjects an individual to inferior conditions of employment or education due to their gender, gender identity, gender expression (perceived or actual), and/or sexual orientation. Sexual harassment is often viewed simply as a form of genderbased discrimination, but recognizes that discrimination can be related to or affected by other identities beyond gender. Under the New York State Human Rights Law, it is illegal to discriminate based on sex, sexual orientation, gender identity or expression, age, race, creed, color, national origin, military status, disability, predisposing genetic characteristics, familial status, marital status, criminal history, or status as a victim of domestic violence. Our different identities impact our understanding of the world and how others perceive us. For example, an individual’s race, ability, or immigration status may impact their experience with gender discrimination in the workplace.

The purpose of this policy is to teach employees and students to recognize discrimination, including discrimination due to an individual’s intersecting identities, and provide the tools to take action when it occurs. All employees, managers, and supervisors are required to work in a manner designed to prevent sexual harassment and discrimination at RSC. This policy is one component of RSC’s commitment to a discrimination-free environment.

The Title IX Coordinator/EEO Specialist and the Director of Human Resources have been designated by RSC to coordinate its efforts to comply with applicable nondiscrimination laws and regulations. Questions or concerns regarding the scope and application of RSC’s Discrimination and Harassment Policy & Procedure For Students and Employees (the “Policy”) should be directed to the Title IX Coordinator/EEO Specialist, Amanda Bastiani, 518-244-4809, titleix@sage.edu (students), or to Human Resources, 518-244-2391, hr@sage.edu (employees).

Cait York, Director of Disability Services, is the individual designated by Sage to coordinate its efforts to comply with reasonable accommodation obligations towards qualified individuals with disabilities. Questions or concerns regarding reasonable accommodation of individuals with disabilities should be directed to Sage Section 504 Compliance Officer, Cait York, Director of Disability Services, Third Floor of the Albany Library and Hart Hall, Sage 518-292-8624, 518-244-2208.

*NOTE: If a Formal Complaint is filed that alleges conduct that could constitute Title IX Sexual*

*Harassment, as defined under the Title IX Grievance Procedure the Title IX Grievance Procedure will apply, and this Complaint, Investigation, and Disciplinary Procedure DOES NOT apply. However, if the Formal Title IX Complaint is dismissed, RSC may still choose to investigate the alleged discrimination or harassment under this policy, if RSC determines that the alleged discrimination or harassment may potentially violate this policy.*

*NOTE: If a complaint alleges conduct that could constitute a Sexual Offense, as defined under the Sexual Offense Policy, the Investigation and Disciplinary Procedures for Sexual Offense Cases Handled Outside of the Title IX Grievance Procedure will apply, and this Complaint, Investigation, and Disciplinary Procedure DOES NOT apply. However, if the Sexual Offense investigation is dismissed, RSC may still choose to investigate the alleged discrimination or harassment under this policy, if RSC determines that the alleged discrimination or harassment may potentially violate this policy.*

**Goals of this Policy:** Sexual harassment and discrimination are against the law. After reading this policy, employees, students, and covered individuals will understand their right to a campus free from harassment. Employees, students, and covered individuals will also learn what harassment and discrimination look like, what actions they can take to prevent and report harassment, and how they are protected from retaliation after taking action. The policy will also explain the investigation process into any claims of harassment. Employees, students, and covered individuals are encouraged to report sexual harassment or discrimination by filing a complaint internally with RSC. Employees, students, and covered individuals can also file a complaint with a government agency or in court under federal, state, or local anti discrimination laws. To file a complaint with the New York State Division of Human Rights, please visit https://dhr.ny.gov/complaint. To file an employment complaint with the United States Equal Employment Opportunity Commission, please visit https://www.eeoc.gov/filing-charge-discrimination.

Sexual Harassment and Discrimination Prevention Policy:

1. This policy applies to all employees, applicants for employment, interns, whether paid or unpaid, contractors and persons conducting business, regardless of immigration status, with RSC. In the remainder of this document, the term "employees" refers to this collective group. This policy also applies to students. The policy also applies to anyone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or anyone providing services in our workplace, including independent contractors, gig workers, temporary workers, and persons providing equipment repair, cleaning services, or any other services through a contract with RSC. For the remainder of this policy, we will use the term "covered individual" to refer to these individuals who are not direct employees of RSC.

2. Sexual harassment is unacceptable. Any employee, student, or covered individual who engages in sexual harassment, discrimination, or retaliation will be subject to action, including appropriate discipline for employees and students. In New York, harassment does not need to be severe or pervasive to be illegal. Employees, students, and covered individuals should not feel discouraged from reporting harassment because they do not believe it is bad enough, or conversely because they do not want to see a colleague fired over less severe behavior. Just as harassment can happen in different degrees, potential discipline for engaging in sexual harassment will depend on the degree of harassment and might include education and counseling. It may lead to suspension or termination when appropriate.

3. Retaliation is prohibited. Any employee, student, or covered individual that reports an incident of sexual harassment or discrimination, provides information, or otherwise assists in any investigation of a sexual harassment or discrimination complaint is protected from retaliation. No one should fear reporting sexual harassment if they believe it has occurred. So long as a person reasonably believes that they have witnessed or experienced such behavior, they are protected from retaliation. Any employee or student of RSC who retaliates against anyone involved in a sexual harassment or discrimination investigation will face disciplinary action, up to and including termination. All employees, students, and covered individuals working in the workplace who believe they have been subject to such retaliation should inform a supervisor, manager, the Title IX Coordinator/EEO Specialist, or Director of Human Resources. All

employees, students and covered individuals who believe they have been a target of such retaliation may also seek relief from government agencies, as explained below in the section on Legal Protections.

4. Discrimination of any kind, including sexual harassment, is a violation of our policies, is unlawful, and may subject RSC to liability for the harm experienced by targets of discrimination. Harassers may also be individually subject to liability and employers or supervisors who fail to report or act on harassment may be liable for aiding and abetting such behavior. Employees at every level who engage in harassment or discrimination, including managers and supervisors who engage in harassment or discrimination or who allow such behavior to continue, will be penalized for such misconduct. Students who engage in harassment or discrimination will also be penalized for this behavior.

5. RSC will conduct a prompt and thorough investigation that is fair to all parties. An investigation will happen whenever management receives a complaint about discrimination or sexual harassment, or when it otherwise knows of possible discrimination or sexual harassment occurring. RSC will keep the investigation confidential to the extent possible. If an investigation ends with the finding that discrimination or sexual harassment occurred, RSC will act as required. In addition to any required discipline, RSC will also take steps to ensure a safe work or educational environment for the employee(s) or student(s) who experienced the discrimination or harassment. All employees, including managers and supervisors, are required to cooperate with any internal investigation of discrimination or sexual harassment.

6. All employees, students and covered individuals are encouraged to report any harassment or behaviors that violate this policy. All employees and students will have access to a complaint form to report harassment and file complaints. Use of this form is not required. For anyone who would rather make a complaint verbally, or by email, these complaints will be treated with equal priority. An employee, student, or covered individual who prefers not to report harassment to RSC may instead report harassment to the New York State Division of Human Rights and/or the United States Equal Employment Opportunity Commission. Complaints may be made to both RSC and a government agency.

Managers and supervisors are required to report any complaint that they receive, or any harassment that they observe or become aware of, to the Title IX Coordinator/EEO Specialist or the Director of Human Resources.

7. This policy applies to all employees, students, and covered individuals, such as contractors, subcontractors, vendors, consultants, or anyone providing services in the workplace, and all must follow and uphold this policy. This policy must be provided to all employees in person or digitally through email upon hiring and will be posted prominently in all work locations. For those offices operating remotely, in addition to sending the policy through email, it will also be available on the organization's shared network.

## What Is Prohibited Harassment?

Prohibited harassment is a form of discrimination that is unlawful under federal, state, and (where applicable) local law and is unacceptable. Prohibited harassment does not need to be severe or pervasive to be illegal. It can be any harassing behavior that rises above petty slights or trivial inconveniences. The New York State Human Rights Law specifies that whether harassing conduct is considered petty or trivial is to be viewed from the standpoint of a reasonable victim of discrimination with the same protected characteristics.

In general, harassment can consist of spoken, written, and/or electronically transmitted words, signs, jokes, pranks, intimidation, or physical violence based on the protected characteristics of an employee or student, which alters the work or educational environment of that employee or student. While the most well-known type of prohibited harassment is sexual harassment, applicable laws and/or this policy also prohibit harassment based on any of the Protected Characteristics. In addition, retaliatory harassment resulting from an individual's protected activity (i.e., opposition to prohibited discrimination or participation in a statutory complaint process) is also prohibited.

Discrimination and harassment are prohibited on RSC campuses. Harassment of students who are working or studying outside the campus proper is prohibited as well. RSC is committed to preventing and correcting all such harassment, not just harassment which is severe or pervasive enough to provide the basis for a claim under federal or state law.

## Sexual Harassment

RSC is committed to maintaining a campus free from sexual harassment. Sexual harassment is a form of gender-based discrimination that is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity, and the status of being transgender. Sexual harassment is not limited to sexual contact, touching, or expressions of a sexually suggestive nature. Sexual harassment includes all forms of gender discrimination including gender role stereotyping and treating employees, students, or covered individuals differently because of their gender.

Understanding gender diversity is essential to recognizing sexual harassment because discrimination based on sex stereotypes, gender expression and perceived identity are all forms of sexual harassment. The gender spectrum is nuanced, but the three most common ways people identify are cisgender, transgender, and non-binary. A cisgender person is someone whose gender aligns with the sex they were assigned at birth. Generally, this gender will align with the binary of male or female. A transgender person is someone whose gender is different from the sex they were assigned at birth. A non-binary person does not identify exclusively as a man or a woman. They might identify as both, somewhere in between, or completely outside the gender binary. Some may identify as transgender, but not all do. Respecting an individual's gender identity is a necessary first step in establishing a safe workplace or educational environment.

Sexual harassment is unlawful when it subjects an individual to inferior terms, conditions, or privileges of employment. Harassment does not need to be severe or pervasive to be illegal. It can be any harassing behavior that rises above petty slights or trivial inconveniences. Every instance of harassment is unique to those experiencing it, and there is no single boundary between petty slights and harassing behavior. However, the Human Rights Law specifies that whether harassing conduct is considered petty or trivial is to be viewed from the standpoint of a reasonable victim of discrimination with the same protected characteristics. Generally, any behavior in which an employee, student or covered individual is treated worse because of their gender (perceived or actual), sexual orientation, or gender expression is considered a violation of the RSC's policy. The intent of the behavior, for example, making a joke, does not neutralize a harassment claim. Not intending to harass is not a defense. The impact of the behavior on a person is what counts.

Sexual harassment includes unwelcome conduct which is either directed at an individual because of that individual's gender identity or expression (perceived or actual), or is of a sexual nature, when:

● The purpose or effect of this behavior unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile or offensive work or educational 6 environment. The impacted person does not need to be the intended target of the sexual harassment;

● Employment or education depends implicitly or explicitly on accepting such unwelcome behavior; or

● Decisions regarding an individual's employment or education are based on an individual's acceptance to or rejection of such behavior. Such decisions for employees can include what shifts and how many hours an employee might work, project assignments, as well as salary and promotion decisions.

There are two main types of sexual harassment:

● Behaviors that contribute to a **hostile work or educational environment** include, but are not limited to, words, signs, jokes, pranks, intimidation, or physical violence which are of a sexual nature, or which are directed at an individual because of that individual's sex, gender identity, or gender expression. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory, or discriminatory statements which an employee, student, or covered individual

finds offensive or objectionable, causes the individual discomfort or humiliation, or interferes with the employee's job or educational performance.

● Sexual harassment also occurs when a person in authority tries to trade job benefits or educational benefits for sexual favors. This can include hiring, promotion, continued employment or any other terms, conditions, or privileges of employment. This is also called quid pro quo harassment. Any employee, student, or covered individual who feels harassed is encouraged to report the behavior so that any violation of this policy can be corrected promptly. Any harassing conduct, even a single incident, can be discrimination and is covered by this policy. This Policy prohibits all forms of sexual harassment, regardless of whether the harassment may give rise to a legal claim under Title IX, Sexual Offense Policy, or state or federal law. Conduct that does not meet the definition of sexual harassment under Title IX may still be prohibited under RSC's Sexual Offense Policy or this Policy.

**The full text of Russell Sage's Discrimination and Harassment Policy can be found here:**

https://www.sage.edu/wp-content/uploads/2023/08/Discrimination-and-harassment-policy.pdf

# Title IX Grievance Policy

## Reporting Prohibited Discrimination and Harassment

The full text of the Russell Sage College Title IX Grievance Policy can be found here:

https://www.sage.edu/wp-content/uploads/2023/08/TitleIX-Grievance-Policy.pdf

Any employee or student who believes he or she is the victim of prohibited discrimination or harassment should file a complaint with the Title IX Coordinator/EEO Specialist. If, for some reason, an employee or student does not feel comfortable reporting discrimination or prohibited harassment to the Title IX Coordinator/EEO Specialist, he or she may also report it to any senior officer of Sage.

When an employee or student files a report with the Title IX Coordinator/EEO Specialist, he or she will be given a written complaint form to complete. A sample copy of this form is provided below. The Title IX Coordinator/EEO Specialist will also provide the accuser and the accused with copies of this Policy for review.

However, even if an employee or student victim chooses not to file a complaint with Sage, if Sage knows, or reasonably should know, about a suspected incident of discrimination or harassment, Sage will promptly investigate to determine what occurred and then take appropriate steps to resolve the situation.

All employees of Sage are responsible for keeping Sage's environment free from discrimination or prohibited harassment. For that reason, if an employee observes or otherwise learns of conduct which may constitute discrimination or prohibited harassment, the employee must report the conduct to the Title IX Coordinator/EEO Specialist, even if the employee is not the victim of that conduct.

In addition to filing a complaint with Sage, an employee or student who believes he or she is the victim of discrimination or harassment may file a complaint with the United States Department of Education's Office for Civil Rights ("OCR"). Complaints may be filed to OCR by:

Mail or Facsimile: Complainants may mail or send a complaint by facsimile a letter to:

Jacquelyn Pitta
U.S. Department of Education
Financial Square
32 Old Slip, 25th Floor
New York, NY 10005
Telephone: 646-428-3906 | Fax: 646-428-3904

E-mail: Complainants may file a complaint to the following e-mail address: ocr@ed.gov.

Online: Complainants may file a complaint with OCR using OCR's electronic complaint form at the following website: http://www.ed.gov/about/offices/list/ocr/complaintintro.html.

## Investigation of Complaints

When Sage becomes aware that discrimination or prohibited harassment may exist, it is obligated by law to take prompt and appropriate action. Failure to do so is considered a violation of this Policy.

Once a complaint of discrimination or prohibited harassment has been made either in writing or orally, or observed discrimination or harassment has been reported, the Title IX Coordinator/EEO Specialist will make an initial assessment regarding the validity of the complaint. Unless the complaint is determined to be invalid (e.g. erroneous information, mistaken identity, etc.), the Title IX Coordinator/EEO Specialist, or his or her designee (who must be trained in discrimination and harassment, and this Policy), will promptly conduct a complete, thorough, and impartial investigation.

If the Title IX Coordinator/EEO Specialist or his or her adequately trained designee is involved in the alleged discrimination or harassment, the President will be responsible for choosing an adequately trained designee to conduct the investigation. If it would be inappropriate for the Title IX Coordinator/ EEO Specialist or President to choose an adequately trained designee to conduct the investigation, then the Chair of the Board of Trustees will make this designation.

While the investigation is being conducted, interim measures will be available to end or limit contact between the complainant or accuser and the accused. Interim measures may include:

- support services (victim advocacy, housing assistance, academic support, counseling, health and mental health services, legal assistance);
- changing work assignments and situations (for employees);
- changing living arrangements, course schedules, assignments, or test schedules (for students);
- providing increased monitoring, supervision, or security; and
- providing an escort.

No complainant or accuser is required to take advantage of these interim measures, but Sage provides them in an effort to offer help and support. Such interim measures can be requested by a complainant or accuser, by contacting the Title IX Coordinator/EEO Specialist. Sage will protect the confidentiality of accommodations or protective measures provided to a complainant or accuser, to the extent that doing so will not impair Sage's ability to provide the accommodations or protective measures.

The standard of evidence used to evaluate a report of sexual harassment or discrimination is a "preponderance of the evidence." Under this standard, a determination must be made on the basis of whether it is more likely than not that the accused student or employee violated this Policy.

In investigating the complaint, the Title IX Coordinator/EEO Specialist, or designee, shall:

1. Meet with the appropriate individuals and review all appropriate records that bear on the case.
2. Discuss the allegations in the complaint with the accuser and accused at separate meetings, and provide the accuser and accused with equal opportunities to identify witnesses and present evidence supporting their respective positions at these meetings.
3. Provide the accuser and the accused with the same opportunities for a non-attorney support person or non-attorney advisor of their choice throughout the process, including any meeting, conference, hearing or other procedural action.
4. Attempt, where appropriate, to resolve the complaint by exploring and suggesting possible solutions to the problem with all involved parties, provided, however, that the complainant or accuser will not be required to participate in mediation with the accused.
5. (If the preceding step does not resolve the problem), make and transmit a preponderance of the evidence determination in the matter of the allegation of discrimination/harassment to the accused, accuser, and, if the accused is an employee, the senior officer for the unit in which the accused is employed (or the President if the accused is a senior officer), or, if the accused is a student, the Vice President for Student Life.

The time necessary to complete an investigation will vary depending upon the facts of a particular case. In most cases, investigations will be completed within seven to ten business days of receipt of a complaint.

## Following the Investigation

Once the investigation is complete, the parties will be informed, in writing, of the outcome, including the finding, the sanctions (if any) and the rationale therefor. Delivery of this outcome will not be delayed to either party, and should occur as nearly simultaneously as possible, without unnecessarily bringing those in conflict into close proximity to each other.

All parties will be informed of their potential rights to exercise a request for appeal, where applicable, under the Student Code of Conduct, Employee Handbook, Contract, and/or collective bargaining agreement with Sage. Should any change in outcome occur prior to finalization, all parties will be timely informed in writing, and will be notified when the results of the resolution process become final.

If the investigation reveals that discrimination and/or prohibited harassment did occur, Sage will take all appropriate remedial measures necessary to end such conduct, prevent any such future conduct, and correct any personnel or academic decisions made which are related to the prohibited conduct. Remedies may include, but are not limited to, continuing or commencing any of the above-listed "interim measures." These remedies are separate from, and in addition to, any interim measures that may have been provided prior to the conclusion of the investigation. Such measures can be requested by a complainant or accuser, by contacting the Director of Human Resources (for employees) or the Vice President of Student Life (for students).

## Discipline

Sage takes complaints of discrimination and prohibited harassment with the greatest seriousness. For that reason, if, following the investigation, the Title IX Coordinator/EEO Specialist or other trained investigator concludes that it is more likely than not that the accused student or employee violated this Policy, Sage will pursue strong disciplinary action through its own channels.

Internal disciplinary proceedings for cases of harassment and discrimination are fair and impartial, include timely notice of meetings and timely and equal access to information and evidence that will be used, and are conducted by unbiased decision makers who have no conflict of interest. The proceedings are completed within a reasonably prompt, designated timeframe. Further information regarding internal disciplinary proceedings for students can be found in the Student Code of Conduct. Further information regarding internal disciplinary proceedings for employees can be found in the Employee Handbook and/or in any applicable collective bargaining agreement with Sage.

Following any internal disciplinary proceeding for cases of harassment and discrimination, the complainant or accuser and accused will be provided with simultaneous written notice of the result of the proceeding, including any sanctions imposed that relate directly to the complainant or accuser, and the rationale for the result and complainant or accuser-related sanctions.

Discipline for incidents of discrimination and harassment may take a variety of forms, depending upon the circumstances of a particular case. Among the disciplinary sanctions which may be imposed on students are the following: verbal warning, written reprimand, probation, restrictions, suspension and expulsion. Among the disciplinary sanctions which may be imposed on employees are: verbal warning, written reprimand, suspension without pay, and termination. The full range of student disciplinary penalties is set forth in the Student Code of Conduct. Employee disciplinary penalties are set forth in the Employee Handbook and/or in any applicable collective bargaining agreement with Sage.

All parties will be simultaneously informed of their potential rights to exercise a request for an appeal of the disciplinary determination, where applicable, under the Student Code of Conduct, Employee Handbook, Contract, and/or collective bargaining agreement with Sage. Should any change in outcome occur prior to finalization, all parties will be timely informed in writing, and will be notified when the results of the resolution process become final.

Engaging in discrimination, prohibited harassment, or retaliation may also lead to civil and/or criminal action under state or federal law. Any employee

who, in violation of this Policy, engages in discrimination, prohibited harassment or retaliation, is acting outside the scope of his or her employment and may be personally liable for such actions and their consequences. In the event legal proceedings are commenced against such an employee, Sage may decline to provide legal, financial or other assistance.

# Sexual Offense Policies & Procedures For Students and Employees

Russell Sage College's Sexual Offense Policies & Procedures For Students and Employees document is available in its entirety from the link below. For any questions, please contact Title IX Coordinator/ EEO Specialist, Amanda Bastiani, at 518-244-4809 or titleix@sage.edu.

https://www.sage.edu/wp-content/uploads/2023/08/Sexual-Offense-Policy.pdf

# Services for Students with Disabilities

Russell Sage College 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 Troy (244-2208) and 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. Russell Sage College is recipient.

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

Russell 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.

# Russell Sage College's Rights and Responsibilities

Russell 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. Russell Sage College 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 Russell Sage College 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 Russell Sage College.

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

Complaint Process
Russell Sage College is dedicated to providing the best-possible student experience throughout your college years. When an issue is brought to our attention, Russell Sage College will intervene in the matter to seek resolution. Most complaints can be resolved utilizing the internal processes available.

To submit a Student complaint relating to consumer protection laws please complete the Student Complaint form available below. Your form will then be sent to the appropriate office for review and you will be contacted in a timely manner with a resolution to your complaint.

Student Complaint Form

A student has the right to lodge a complaint or grievance. Russell Sage College ensures that all concerns and complaints of students are addressed fairly and are resolved promptly. Student complaints relating to consumer protection laws offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA), must first be filed with the institution to seek resolution.

In the event that the complaint is not resolved utilizing the internal complaint processes the SARA consumer protection provisions require the institution's home state, through its SARA State Portal Entity, to investigate and resolve allegations of dishonest or fraudulent activity including the provision of false or misleading information. NC-SARA complaint process provides the student with a diagram of how the complaint process should be handled. SARA policies do not cover complaints related to grades or student conduct violations.

For Russell Sage College; the SARA State Portal Entity is New York State SARA portal. Students may appeal the institution decision to the SARA State Portal Entity in New York State within two years of the incident about which the complaint is made. New York State Education Department Complaint Webpage. If you are an online or distance-education student, contact NYSED.

Andrea Richards
Supervisor of Higher Education Programs
Office of College and University Evaluation
New York State Education Department
518-474-1551 | IHEauthorize@nysed.gov

Complaint Process Non-SARA State
Please see below for complaint information if you reside in California.

California
Status: Russell Sage College is not required to seek approval from the Bureau for Private Postsecondary Education and can offer 100% online programs to residents of California with no restrictions.

Internships, externships and clinical placements are permitted in California for online and campus-based courses and programs.

Student Complaint Process Contact:
California Bureau of Private Postsecondary Education
PO Box 980818
West Sacramento, CA 95798-0818
bppe@dca.ca.gov

- Filing a Complaint

Resources for military students, veterans and their dependents

- Military Students using TA benefits and Military Dependents using MyCAA may contact the Military OneSource Postsecondary Education Complaint System
- Montgomery or Post 9/11 GI Bill recipients may contact the Department of Veterans Affairs
- Federal financial aid (e.g. Pell Grant) recipients may contact the Department of Education: ComplianceComplaints@ed.gov
- Private student loan recipients may contact the Consumer Financial Protection Bureau

# Student Right to Know, Privacy & Records Policies

## Student Right to Know Law

Russell Sage College 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, Russell Sage College 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*<br>Grade lists*<br>Academic warning, probation and suspension lists*<br>Transfer credit records<br>Degree information<br>General student records<br>Financial Aid files |
| **Campus Life/Residence Life Offices** | Judicial records<br>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. Russell Sage College 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

Crime statistics for Russell Sage College are available on the Public Safety webpage: https://www.sage.edu/about/public-safety/crime-statistics/.

# Admission

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

Sage Graduate Schools
Office of Admission
65 First Street, Troy, NY 12180

or

140 New Scotland Avenue, Albany, NY 12208
1-518-244-2000
(518) 292-8615
sgsadm@sage.edu
https://www.sage.edu/admission/apply/

## Criteria for Admission to Sage Graduate Schools

Applicants to Sage Graduate Schools 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 Schools 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 (online);
- 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;
- 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 Russell Sage College Collaborative Agreements should contact the Sage Graduate School Office of Admission at (518) 292-8615.

## International Students

International Students must submit the following materials:

- Completed Application;
- Academic Credentials. Official documentation (transcripts and/or leaving certificate) from the secondary schools and all universities or colleges the student attended should be sent directly from the institution(s) to the Office of Admission. If the original documentation cannot be obtained, copies certified by a Notary Public or an appropriate school or government official must be submitted. All applicants must submit proof of completion of baccalaureate degree. Certified translations must be provided for documents supplied in a language other than English. Please note that all transcripts submitted become the property of Sage and will not be returned to the applicant. Course Descriptions (in English) must be provided in addition to any university or college transcripts. Please note: In some cases, certified course-by-course evaluations of foreign credentials might be requested of applicants.
  You may use any of the following Evaluation Services: World Education Services (WES): www.wes.org; Education Credentials Evaluators: www.ece.org; AACRAO: http://www.aacrao.org/international/foreignEdCred.cfm; International Educators Research Foundation, Inc: http://www.ierf.org/;
- Letters of Recommendation: Two letters of recommendation are required from a teacher, employer, advisor or professional colleague;

- Resume: A current resume is required;
- Career Goals Essay: A personal statement explaining why you are interested in the chosen program and Sage Graduate School is required;
- Proof of English Proficiency. Applicants whose native language is not English are required to submit proof of English proficiency. The following tests are acceptable: Results of the Test of English as a Foreign Language (TOEFL) minimum score of 550 (paper), computerized score
  of 213 or internet based score of 79; Results from the IELTS (International English Language Testing System) with a minimum score of a 6.5; Results from iTEP (International Test of English Proficiency) with a minimum score of 5. Applicants who have previously attended a high school, college or university in the United States for more than two years and have earned passing grades in English courses may be exempt from an English proficiency exam.
- Proof of Financial Support. Applicants must complete the Sage International Financial Statement to verify that the applicant has access to sufficient financial resources to attend the College. This form, along with with supporting bank documents, acceptance and enrollment deposit must be submitted before Sage Graduate School can issue the I-20 form necessary to secure a student visa. Financial assistance is not available to international students. Tuition and Fees vary. Please view the costs for the Sage Graduate Schools at http://www.sage.edu/costaid/graduate/#Tuition for accurate information.

# 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. Please see website for deadline information.

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, Physical Therapy, and Educational Leadership programs. The admission decisions for all other programs are communicated within four weeks of application. 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 Applied Behavioral Analysis and Autism, Dietetic Internship, Occupational Therapy, Physical Therapy, Educational Leadership programs which have application deadlines. These programs also have higher GPA requirements; for example, nursing requires a GPA of 3.0. 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 Schools 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 appropriate 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.

# Financial Aid

## Eligibility

To qualify for financial aid, graduate students must be enrolled as degree or eligible 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 US 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 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.
- Upon request, applicants must submit all pages of completed tax forms for verification by the Office of Financial Aid.

## 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 - such as private scholarships and Adult Career Continuing Education Services-Vocational Rehabilitation (ACCES-VR) - must be reported to the Office of Financial Aid. 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.

## Sage$en$e Online

Sage$en$e Online is the financial aid portal at Russell Sage College; giving students access to financial aid information on a 24/7 basis. Sage$en$e Online is also an interactive financial planning tool. Student financial aid will not be posted to a student's student account until the

student has accepted their awards through Sage$en$e Online and completed all relevant tasks associated with their awards.

Sage$en$e Online is accessible for students through Sage Advisor. Students will use their Sage Net login and password for Sage Advisor. From the Student Menu, under Financial Information, simply click on the Sage$en$e Online link.

Students may authorize third party access by following the simple instructions for this process.

# Federal and State Sources of Financial Aid

## Student Loans

Russell Sage College participates in the William D. Ford Direct Loan program. Student borrowers will receive funding for their federal student loans directly from the U.S. Department of Education rather from private banks and other lending institutions.

Direct Loans are federally insured low-interest education loans for students and parents. These include the **Direct Subsidized Loan**, the **Direct Unsubsidized Loan**, the **Direct Parent Loan** for Undergraduate Students (PLUS) and the **Direct Graduate PLUS** Loan programs for graduate and professional students.

### Direct Subsidized Loan:

Graduate students may borrow up to $8,500 per year, not to exceed their cost of attendance. Insurance and origination fees are approximately one percent and are removed from the gross amount prior to disbursement. For students demonstrating financial need, the loan is subsidized, with interest paid by the Department of Education during school enrollment.

### Direct Unsubsidized Loan

Graduate students may borrow up to $12,000 per year, not to exceed their cost of attendance. This loan does not require the student to demonstrate need. The interest rate is fixed at 6.08%, effective July 1, 2019. Insurance and origination fees are approximately one percent and are removed from the gross amount prior to disbursement.

### Direct Graduate PLUS

Direct Graduate PLUSLoan programs for graduate and professional students are available, students do not need to demonstrate need and cannot exceed their cost of attendance. The interest rate is fixed at 7.08% effective July 1, 2019. Insurance and origination fees are removed from the gross amount prior to disbursement. Origination fees are updated on October 1 of each year and range from 1.0% to upwards of 4% depending on the type of loan borrowed. Repayment begins on the date of the last disbursement of the loan. Applicants must complete the FAFSA, a Master Promissory Note (MPN) and entrance counseling before a loan can be originated.

**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 and on the Financial Aid webpages under Student Services.

### 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 State Higher Education Services Corporation (NYHESC)** 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 on the HESC website at www.hesc.ny.gov.

# 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.

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). 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 determines whether or not the student is also eligible for a graduate assistantship. 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 twelve 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. 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.

# Endowed Graduate Scholarships

The endowed scholarships listed below are awarded to graduate students. These awards are restricted as noted and are not available every year as they may be fully awarded to continuing students. For information, contact Office of Financial Aid.

**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 at (518) 292-1783

# International Students

International students must submit all pertinent information to Russell Sage College 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 Russell Sage College 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.

# Tuition and Fees

The deposits, tuition, room, board and fees noted in the following sections are in effect for the 2025-2026 academic year and are subject to change without prior notice by the Russell Sage College Board of Trustees. All policy statements and other information in the following sections reflect information current at the time of this publication.

## Student Accounts

Russell Sage College billing system is online and available 24/7. Students can utilize the online system to view current statements of account, make a payment online, view recent activity, and see previous statements. It is important to note that the college no longer mails paper statements.

Students will receive email notifications on a monthly basis to their MySage account when their statements have been published. Students are able to create authorized users so that parents/guardians/spouses or employers can view their tuition bills and make payments online.

Access is easy. Students  log into SageAdvisor, using their Sage Net login and Password and click on the Student Menu.

# 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 U1/U2 | May 1, 2020 |
| Summer III 2020 | May 1, 2020 |
| Fall 2020 | August 1, 2020 |
| Spring 2021 | December 2, 2020 |

Payments can be made at the Office of Student Accounts 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 CASHNet, 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 electronically though Sage$en$e Online in SageAdvisor before 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 Accounts 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. For complete information, please visit the Student Accounts webpage.

# 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.

# Payment Plan (TMS Tuition Management Systems)

The Russell Sage College 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 $40 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 Russell Sage College 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 Accounts at 518-292-1788 Albany or 518-244-2205 Troy.

# Senior Citizen Tuition Discount

Senior citizens (65 and older) may audit a course at Russell Sage College 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 graduate students pay tuition per credit hour based upon the program in which they are matriculated. Graduate tuition is charged based on the program rates noted below, regardless of individual course registrations. 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 Rates | Per credit hour |
|---|---|
| School of Management Programs | |
| Business Administration (MBA) | $725 |
| Health Services Administration (M.S.) | $725 |
| Organizational Management (M.S.) | $725 |
| School of Health Sciences Masters Programs | |
| Nursing (M.S.) | $970 |
| Nursing Post-Master's Certificate | $780 |
| Forensic Mental Health (M.S.) | $685 |
| Doctor of Physical Therapy (DPT) | $1,015 |
| Occupational Therapy (M.S. & OTD) | $980 |
| Applied Nutrition (M.S.) | $670 |
| Community Psychology (M.A.) | $805 |
| Mental Health Counseling & Community Psychology (M.A.) | $805 |
| Nutrition and Dietetics (M.S.) | $670 |
| Dietetic Internship | $670 |
| Dietetic Internship (Distance Track) | $490 |
| Esteves School of Education Programs | |
| Applied Behavior Analysis and Autism (M.S.) | $685 |
| Childhood/Literacy/Special/School Health Education | $645 |
| Professional School Counseling (M.S.) | $685 |
| Educational Leadership (Ed.D.) Albany | $850 |
| Educational Leadership (Ed.D.) NYC | $1075 |
| Instructional Leadership Certificate (SBL/SDL) | $645 |
| Instructional Leadership Certificate (SBL/SDL) CITE | $425 |
| Sport Science: Coaching and Mental Performance (M.S.) | $645 |
| School of Arts and Sciences | |
| Criminal Justice and Community Corrections (M.S.) | $685 |
| Forensic Mental Health (M.S.) | $685 |
| Other Programs & Courses | |
| All non-matriculated students | $730 |
| Audited courses, per credit hour | $220 |

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.

# 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.

| SGS Resident & Commuter Meal Plans | Per semester |
|---|---|
| The Ultimate or Around the Block | $3,942 |
| Suite 100 | $1,714 |
| Suite 75 | $1,500 |
| 205 DCB | $200 |
| Around the Block 25 | $509 |

# 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 Russell Sage College 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 | $900 |
| Student Teacher Placement Fee (per course section) | $250 |
| RWL fee | $25 |
| Graduate Nursing Typhon | $100 |
| PT Lab Fee (Select Courses) | $100 |
| **Activity Based Fees** | |
| Application Fee | $30 |
| Late Payment Fee | $50 |
| Transcript Request | $8 |
| Placement Service File | $5 |
| Diploma | $95 |
| Returned Check Fee | $25 |
| **Enrollment** | |
| All Graduate Schools - Graduate Records Fee | $150 (one time, first 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 Russell Sage College 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 the Registrar (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 their 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 fall/spring semester, a full semester class with both in-class and online components, or a full semester class that is fully online)

| 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 classes that do not meet regularly throughout a fall or spring semester and do not have an online component)

| 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.

# Faculty

## Russell Sage College Faculty

School of Arts & Sciences

Art & Design

Lynn Capirsello, Assistant Professor of Interior+Spatial Design; M.S., B.F.A. Syracuse University

Karen Conway, Lecturer of Interior+Spatial Design, B.F.A. Russell Sage College, B.S. Cornell University

Melody Davis, Associate Professor of Art; Ph.D. Graduate Center of the City University of New York, M.A. Stony Brook University, B.A. Barnard College

William Fillmore, Assistant Professor of 3D Art and Extended Media; M.F.A. Indiana University, B.A. California State University

Sean Hovendick, Associate Professor of Graphic + Media Design; M.F.A. Syracuse University, B.A. Eastern New Mexico University

Melinda McDaniel, Assistant Professor of 2D Design and Extended Media; M.F.A. The Ohio State University, B.F.A. Florida State University

Matthew McElligott, Professor of Graphic Design, M.A. State University of New York at Buffalo, B.F.A. Alfred University

Leah Rico, Assistant Professor of Graphic and Media Design; M.F.A., B.F.A.  State University of New York at Buffalo

Baani Singh, Lecturer of Interior+Spatial Design

Biology & Health Sciences

Karen Balter, Associate Professor of Health Sciences; M.A. Western Michigan University, B.S.E. State University of New York at Cortland

Andrea Dievendorf, Lecturer of Biology; D.C. Palmer College of Chiropractic

Jennifer L. Freytag, Associate Professor of Biology

Kenneth J. Howard, Associate Professor of Biology; Ph.D. University of Wisconsin, Madison

Susan M. Jenks, Professor of Biopsychology; Ph.D., M.S. University of Connecticut, B.A. Vassar College

Stacie M. Kutz, Associate Professor of Biology

Kristi LaMonica, Associate Professor of Biology, Ph.D. Wesleyan University

Marci Murphy, Lecturer of Health Sciences; M.S. Colorado State University

Mary Rea, Professor of Biology; Ph.D. Rensselaer Polytechnic Institute, M.S. University of Ottawa, B.S. Ohio State University

Kelli Tamvada, Assistant Professor of Biology; Ph.D. State University of New York at Albany

John Tine, Lecturer of Biology; Ph.D. Albany Medical College

Chemistry and Biochemistry

Chantal Baril, Lecturer of Mathematics

Thomas A. Gray, Associate Professor of Chemistry; Ph.D. University of Florida, M.S., B.S. Emory University

Thomas C. Keane, Professor of Chemistry; Ph.D., M.S. Rensselaer Polytechnic Institute, B.A. Hunter College

Emilly A. Obuya, Associate Professor of Chemistry, Ph.D. State University of New York at Binghamton, B.S. Kenyatta University

Sandra Penny, Assistant Professor of Physics; Ph.D.

Creative & Performing Arts

Mark A. Ahola, Lecturer of Creative Arts in Therapy; M.M. Illinois State University, B.A. University of Illinois

David Baecker, Professor of Theater; M.F.A. Florida State University, B.A. Washington University in St. Louis

Leigh Davies, Associate Professor of Creative Arts in Therapy; M.P.S. Pratt Institute, B.A. University of Vermont

Michael Musial, Professor of Music; M.M., M.A., B.F.A. State University of New York at Buffalo

Sara Senecal, Instructor of Dance; M.F.A. Jacksonville University, B.A. State University of New York at Buffalo

English, Writing, and Modern Languages

Maureen Gokey, Assistant Professor of Writing; Ph.D. Cand., State University of New York at Albany, M.A. The College of St. Rose, B.A. St. Bonaventure University

Ekaterina Kagan, Associate Professor of Spanish; Ph.D., M.A., B.A. Moscow State University

Elizabethe Kelley, Associate Professor of English

Shealeen Meaney, Associate Professor of English; Ph.D. State University of New York at Albany, M.A. University of Tennessee, B.A. State University of New York at Geneseo

Tonya Moutray, Professor of English; Ph.D. University of Connecticut, M.A. University of Nebraska, Lincoln

Interdisciplinary Studies

Jeffrey S. Anderson, Lecturer of Law and Society; M.A., Western New Mexico University

Marisa Beeble, Associate Professor of Community Psychology; Ph.D. Michigan State University

Michael Bienkowski, Associate Professor; M.B.A. University of Connecticut, B.A. Trinity College

Kimberly J. Brayton, Assistant Professor of Forensic Mental Health; Ph.D. Palo Alto University, J.D. Golden Gate School of Law

Carol J. DiMambro, Associate Professor of Restorative and Criminal Justice; Ph.D., M.A. State University of New York at Albany, B.S. University of Kentucky

Roberta A. Gabrenya, Associate Professor of Law & Society; J.D. Vermont Law School, B.A. Kent State University

Steven A. Leibo, Professor of History; Ph.D. Washington State University, M.A., B.A. University of California at Santa Barbara

Janel M. Leone, Associate Professor of Law & Society; Ph.D. The Pennsylvania State University

Dayna Maniccia, Associate Professor of Public Health; Dr.P.H., M.S. State University of New York at Albany, B.S. State University of New York at Oswego

Michelle Napierski-Prancl, Professor of Sociology; Ph.D. State University of New York at Albany, B.A. Siena College

Manijeh Sabi, Professor of Economics; Ph.D. Northeastern University, M.S. Kent State University, B.A. Wittenberg University

Harvey J. Strum, Professor of History; Ph.D., M.P.A., B.A. Syracuse University

## Esteves School of Education

### Applied Behavior Analysis

Robin Arnall, Assistant Professor; Ph.D. Chicago School of Professional Psychology, M.S. University of Phoenix, B.S. Missouri Southern State University

Sam Blanco, Assistant Professor; Ph.D. Endicott College

Cheryl Davis, Assistant Professor; Ph.D. Endicott College, M.S. Simmons College, B.S. University of Connecticut

Lori Finn, Assistant Professor; Ph.D., M.Phil. The Graduate School and University Center of the City University of New York, M.A. Queens College (CUNY), B.A. Clark University

Cheryl Ostryn, Assistant Professor; Ph.D. The Pennsylvania State University, M.S., B.S. Middlesex University

Sarah Russell, Lecturer; M.S. Russell Sage College, B.A. Ashford University

### Educational Leadership

Daniel S. Alemu, Associate Professor; Ph.D., Illinois State University, M.S. Eastern Illinois University, B.A. Addis Ababa University

Francesca Durand, Associate Professor; Ph.D., M.S. State University of New York at Albany, B.S. State University of New York at Binghamton

Jerome Steele, Assistant Professor; Ed.D. Russell Sage College, M.S. State University of New York at Albany, B.A. Siena College

Lynne Wells, Assistant Professor; Ed.D. Russell Sage College, M.S. State University of New York at Albany, B.S State University of New York at Plattsburgh

Janice White, Associate Professor; Ed.D. Russell Sage College, M.S. State University of New York at Albany, B.S. State University of New York at Oswego

Marlene Zakierski, Associate Professor; Ph.D. Fordham University, M.S. Pace University, M.S., B.A. College of New Rochelle

### Professional Education Programs

Kelly Brock, Assistant Professor of Physical Education; M.S.Ed. Canisius College, B.S. Russell Sage College

Kathleen Gormley, Professor of Literacy; Ph.D., M.S. State University of New York at Albany, B.S. Russell Sage College

Kelly Smith, Assistant Professor of Childhood Education; M.S., B.S. Russell Sage College

Peter Stapleton, Assistant Professor of Physical Education; Ph.D., M.A. Springfield College, B.A. College of St. Rose

## School of Health Sciences

### Nursing

Lesley Caracci, Assistant Professor; M.S. University of Massachusetts Boston, B.S. Syracuse University

Jolene Caresio, Lecturer; M.Ed. Westfield State University; B.A. Bay Path College

Tracey A. Continelli, Associate Professor; Ph.D. State University of New York at Albany

Emilie M. Deck, Assistant Professor; FNP, M.S., B.S. Binghamton University

Melissa derBoghossian, Assistant Professor; FNP, M.S., B.S. Russell Sage College

Marcy A. Fiet, Assistant Professor; M.S. State University of New York at Stony Brook, B.S. Russell Sage College

Kim Gendron, Assistant Professor; M.S., B.S. Russell Sage College

Victoria Greenwood, Associate Professor; M.S. New York Institute of Technology, M.S. Russell Sage College, B.S. State University of New York at Binghamton

Trudy Hutchinson, Assistant Professor; D.N.S. Russell Sage College, M.A. State University of New York at Albany, B.A. California State University San Bernardino

Glenda B. Kelman, Professor; Ph.D. New York University, M.S., B.S. Russell Sage College

Amanda Koennecke, Assistant Professor; B.S. State University of New York Institute of Technology, M.S. State University of New York at Stony Brook

Anthony Majeran, Assistant Professor; M.S.N. Stevenson University, B.S.N, B.A. University of Maryland College Park

Nancy J. Michela, Associate Professor; D.A.H.S. State University of New York at Albany, M.S., B.S. Russell Sage College, B.S. State University of New York at Albany

Rachael Paige, Assistant Professor, DNP, University at Buffalo, M.S., B.S. Russell Sage College

Gabriella Rounds, Lecturer

Jody Scardillo, Assistant Professor; D.N.P. Oakland University, M.S. Russell Sage College, B.S. State University of New York Regents College

Tiffany Schermerhorn, Lecturer; M.S., B.S. Russell Sage College, B.A. Siena College

Michele Van Buren, Lecturer; M.S., B.S. Russell Sage College

Nutrition

Sonya Hauser, Associate Professor; Ph.D., M.S. Tufts University, B.S. Russell Sage College, B.A. Houghton College

Colleen McCrief, Assistant Professor; M.S. Texas Women's University, B.S. Russell Sage College

Michelle Morgan, Assistant Professor; M.S. New York University, B.S. Russell Sage College

Occupational Therapy

Leslie Bennett, Assistant Professor; O.T.D., M.S. Creighton University, M.S., B.S. Russell Sage College

Becky J. Bernhardt, Associate Professor; O.T.D. Creighton University, M.S. Russell Sage College, B.S. University of Kansas

Sarah Brockway, Lecturer; M.S. Russell Sage College, B.A. State University of New York at Geneseo

Debra Collette, Associate Professor; O.T.D. Rocky Mountain University, B.S. Utica College

Margot Elacqua, Associate Professor; O.T.D. Chatham University, M.B.A. Union College, B.S. Utica College

Bonnie Fischer-Camara, Assistant Professor; O.T.D. Boston University, M.S., B.S. Touro College, B.A. State University of New York at Stony Brook

Wendy Gaughan, Lecturer; M.S. Russell Sage College, B.S. Siena College

Marybeth Hoefs, Lecturer; B.S. Utica College

Christine Mulligan, Instructor; M.S., B.S. Russell Sage College

Physical Therapy

Jennifer Aiossa, Assistant Professor; D.P.T. University of St. Augustine, B.S. University of Vermont

James Brennan, Associate Professor; Ph.D. University of Massachusetts, M.A. The Ohio State University, B.S. Springfield College

Andrew Gaetano, Assistant Professor; D.P.T. Ithaca College

Janet Hakey-Brusgul, Assistant Professor; D.P.T. Russell Sage College, M.S. Long Island University, B.S. University of Vermont

Laurie Hepler, Assistant Professor; D.P.T. Temple University, M.S., B.S. Thomas Jefferson University, B.S. Juniata College

Katrin Ramsey, Assistant Professor;  D.S. Rocky Mountain University, M.S. Columbia University, B.A. Lafayette College

Rupali Singh, Assistant Professor; Ph.D. University of Kansas Medical Center, B.P.T. Punjabi University

Erin Westenfeld-Elkins, Assistant Professor; D.P.T., B.A. Russell Sage College

Psychology

Alicia Harlow, Associate Professor; Ph.D. Ball State University, M.S. San Francisco State University, B.A. Eastern Michigan University

Julie McIntyre, Associate Professor; Ph.D., M.S. Syracuse University, B.A. State University of New York at Plattsburgh

Gayle Morse, Professor;

Patricia O'Connor, Professor; Ph.D., M.A. New York University, B.A. St. Mary's College

Julie Verette-Lindenbaum, Assistant Professor; Ph.D., M.A. University of North Carolina, Chapel Hill, B.A. University of California Los Angeles

## School of Management

Eileen Brownell, Associate Professor; Ph.D. Northcentral University, M.S. State University of New York at Albany, B.S. State University of New York at Farmingdale

Huimin Xu, Associate Professor; Ph.D. University of Arizona, B.S. Xidian University

# Degrees

## Applied Behavior Analysis and Autism

The mission of the Esteves School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, who value diversity, who are reflective, and who are knowledgeable about best practices. Therefore, we ask Sage educators, counselors, and leaders 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 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 Esteves School of Education, this motto is extended to form the basis for our programs.

### Conceptual Framework

An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. T-BIRDS - the key concepts of the conceptual framework:

- Technology: a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.
- Best Practices: the pedagogical knowledge, skills and practices that have been shown through research and evaluation to be effective and/or efficient and that candidates use to teach all learners.
- Inclusion and Diversity: the ability to collaborate and team with other professionals in developing and implementing strategies to accommodate diverse learners; the ability to develop solutions that will enhance the learning experiences of all children; and, the ability of candidates to be aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy.
- Reflection: the ability to reflect and assess one's own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.
- Dispositions: the demonstration of respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.
- Service Learning: the strategies that integrate meaningful community service with instruction and reflection to enrich children's learning experience, teach civic responsibility, and strengthen communities.

These elements are interrelated and integrated to prepare teacher candidates to assume roles as reflective facilitators of learning, combining knowledge and skills to exemplify those qualities and dispositions that characterize effective teachers.

### Center for Applied Behavior Analysis (CABA) and the M.S. Degree 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 the Sage Graduate Schools' Master of Science in Applied Behavior Analysis and Autism is for you.

The program follows a "*scientist-practitioner*" model of training. This means that all instruction is grounded in the scientific approach towards studying behavior, as espoused by B. F. Skinner. You will learn about research design, the importance of empirical evidence, and the focus on experimentation to discern causes of behavior. This knowledge will be coupled with a thorough training in the only therapeutic approach to the treatment of Autism Spectrum Disorders that has empirical research to support its effectiveness with this population.

This program is delivered completely via distance learning, utilizing online delivery of classes, as well as optional clinical supervision delivered by geographically close BCBA supervisors or through distance supervision (e.g., webcam observation).

The goals of the MS program are: (1) to prepare students to work with persons with autism, (2) to provide each student with the educational and skill competence necessary to become a Board Certified Behavior Analyst, and (3) to increase the number of professionals who have behavioral skills.

Autism Spectrum Disorders (ASD) is rapidly becoming the most frequently 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 effective in reducing the impact of autism spectrum disorders.

Your studies will combine two tracks. 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, development of instructional goals that are measurable, antecedent strategies to promote learning, use of 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. If you choose to complete the practicum coursework, 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 deeper 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.

The on-line format of our coursework allows for a multi-media presentation of material. In each course, students are given varied access to proven learning tools for their own growth and improved comprehension: audio-visual presentations by professors, written tools, and active learning experiences such as fluency drills and practice in data collection. In one course, students may read and discuss articles on the treatment of autism from many different perspectives; in another course, students may watch video clips of children with autism engaged in different learning activities and apply different data analysis procedures. There is also an emphasis on research and evidence-based practice. Consistent with Sage's approach that experience is the best teacher, students also practice designing and applying research principles. Applied behavior analysis is not only a treatment for autism, but an effective framework for teaching in general. Our professors and adjuncts are all behavior analysts who enjoy using our technology to teach students at every level. Our programs are broadly focused on training professionals in the best, evidence-based practices in the treatment of autism, while individualizing each students' educational experience to maximize his/her experience of the program.

## 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. Clinical practicum supervisors are also Board Certified Behavior Analysts with broad experience in 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 "Personal Prospectus" statement regarding rationale for interest in the program
- Current resume
- International students must submit a WES report if previous degrees were obtained outside the United States. This requirement is in additional to official transcripts.

Those who do not fully meet the requirements may be admitted on a provisional basis if they show promise for success in the program.

## Applied Behavior Analysis and Autism (M.S.)

**Degree Type**

M.S.

### Degree Requirements

1. Completion of all required courses.
2. Students who choose to complete the clinical practicum sequence will meet all requirements for application for the BACB certification exam.

### BACB Coursework

| Item # | Title | Credits |
|---|---|---|
| ABA 501 | Introduction to Behavior Analysis | |
| ABA 503 | Concepts and Principles of Behavior Analysis | |
| ABA 505 | Behavioral Assessment | |
| ABA 621 | Management and Supervision for Behavior Analysts | |
| ABA 605 | Research in ABA | |
| ABA 607 | Ethical and Professional Conduct for Behavior Analysts | |
| ABA 617 | Radical Behaviorism and ABA | |

### Optional Practicum Sequence

| Item # | Title | Credits |
|---|---|---|
| ABA 510 | Clinical Practicum in ABA I | |
| ABA 511 | Clinical Practicum in ABA II | |
| ABA 512 | Clinical Practicum in ABA III | |
| ABA 513 | Clinical Practicum in ABA IV | |

### Other Coursework

| Item # | Title | Credits |
|---|---|---|
| ABA 515 | Introduction to Autism | |
| ABA 525 | Core Skills in Autism I | |
| ABA 616 | Assessment and Measurement | |
| ABA 695 | Capstone in Autism and ABA | |

### Optional Thesis Sequence

| Item # | Title | Credits |
|---|---|---|
| ABA 690 | Thesis I in ABA | |
| ABA 691 | Thesis II in ABA | |
| ABA 692 | Thesis III in ABA | |

### Eligibility for Board Certification

Those who complete the master's program in Applied Behavior Analysis and Autism with practica are eligible to take the national examination to become a Board Certified Behavior Analyst (BCBA). Those who complete the master's program without taking the practicum courses will meet the coursework requirement for the examination, but will need to arrange to complete Independent Fieldwork as per the BACB's standards to meet the experience requirement.

### 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.

### Esteves School of Education Attendance Policy

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

| | |
|---|---|
| Total Credits | 30-38 |

# Criminal Justice & Community Corrections

## Criminal Justice and Community Corrections (M.S.)

**Degree Type**

M.S.

The field of criminal justice and corrections is changing quickly. Those changes are the result of many factors, including the high costs of maintaining prisons, changes in sentencing laws, bail reform, and public sentiment for community-based programs. These changes have resulted in a shift to shorter prison sentences and alternatives to incarceration, and increased demand for leaders in community corrections.

The master's degree in Criminal Justice & Community Corrections prepares students for significant changes in the field.

Online Format
The master's degree in Criminal Justice and Community Corrections is completely online. Students
watch lectures, contribute to online discussions, and complete other assignments on their own schedule while following course requirements and deadlines. Students complete the program in two years by taking two online courses in the fall, spring, and summer semesters.

Cohort-Based
While students complete assignments on their own schedule, they move through the program with the same classmates. All students who begin the program together take the same courses at the same time, contribute to discussion forums with students they know, develop opportunities to study and support each other, work on group projects where relationships already exist, and network with others in their cohort. There is an optional, two-day residency at the beginning of the academic year.

Program Design
This 36-credit master's degree includes courses in institutional corrections and offender rehabilitation, offender reentry and reintegration, community corrections, restorative justice, abnormal psychology,
addiction, and more. Students design a culminating project with a faculty member or complete an externship in consultation with their academic advisor.

Evidence-based practice and research are used throughout the curriculum to prepare students to identify what works in community corrections.

## Crime, Law, & Courts

| Item # | Title | Credits |
|---|---|---|
| CJC 502 | Crime and Criminal Behavior | 3 |
| FMH 525 | Introduction to U.S. Law for FMH | |
| FMH/PSY 505 | Introduction to Forensic Mental Health | |

## Institutional Corrections

| Item # | Title | Credits |
|---|---|---|
| CJC 510 | Institutional Corrections and Rehabilitation | 3 |
| FMH 592 | Alcoholism/Drug Addiction: Vulnerabilities,Dynamics, and Problems | |
| PSY 575 | Abnormal Psychology | |

## Community Corrections

| Item # | Title | Credits |
|---|---|---|
| CJC 520 | Reentry & Reintegration | 3 |
| CJC 523 | Community Based Corrections | 3 |
| CJC 525 | Restorative Justice Community | 3 |

## Program Support

Students select CJC-550 or CJC-560

| Item # | Title | Credits |
|---|---|---|
| CJC 540 | Program Evaluation & Evidence-Based Practice | 3 |
| CJC 550 | Externship | 3 |
| CJC 560 | Culminating Project | 3 |
| | Approved Elective | 3 |
| | Total Credits | 36 |

# Doctor of Nursing Practice (DNP)

The Doctor of Nursing Practice (DNP) Program at Russell Sage College prepares graduates to lead interprofessional teams using scientific research, information systems and technology to provide safe, quality care at the individual and population-based level. An emphasis will be placed on addressing social determinants of health and achieving health equity.

The Doctor of Nursing Practice program at Russell Sage College is pursuing initial accreditation by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org). Applying for accreditation does not guarantee that accreditation will be granted.

## Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) Program at Russell Sage College prepares graduates to lead interprofessional teams using scientific research, information systems and technology to provide safe, quality care at the individual and population-based level. An emphasis will be placed on addressing social determinants of health and achieving health equity.

The DNP Program at Russell Sage College will prepare practice-focused leaders emphasizing:
- Generation of new knowledge through innovative practice change.
- Translation of scientific evidence into practice and policy.
- Address social determinants of health with a goal of increasing diversity, equity, and inclusion across healthcare settings.
- Formulation of policy, advocacy and social justice initiatives leading to improved health outcomes.
- Implementation of innovative quality improvement processes within diverse settings or systems.
- Collaboration in the development of innovative interprofessional research teams.
- Generation of strong organizational and systems leadership skills.
- Creation and evaluation of healthy work environments.
- Utilization of new sustainable care delivery models.

Students may be admitted with advanced academic standing and will begin the program with the Doctoral Core. Students who are Certified Nurse Practitioners with Masters degree may be admitted with advanced standing.

Russell Sage College 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 Russell Sage College 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.

The Doctor of Nursing Practice program at Russell Sage College is pursuing initial accreditation by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org). Applying for accreditation does not guarantee that accreditation will be granted.

## Core Requirements

| Item # | Title | Credits |
|---|---|---|
| BIO 560 | Advanced Human Pathophysiology | 3 |
| NSG 508 | Research Methods | |
| NSG 545 | Improving Population Health | |
| NSG 547 | Knowledge for Advanced Nursing Practice | |
| NSG 611 | Introduction to Data Analysis: Statistics/SPSS | |
| NSG 619 | Diagnostic Health Assessment | |
| NSG 622 | Advanced Pharmacology | |
| NSG 649 | Healthcare Leadership, Finance and Economics | |
| NSG 669 | Nurse as Educator | |
| NSG 674 | Final Practicum/NP Role | |

## Core for Adult Gero Primary Care

Students will spend 1150 clinical hours (650 clinical hours for Master's degree requirements and 500 clinical hours for DNP requirements) providing care to patients across healthcare settings. These field experiences will focus on management of patients with acute and chronic illness. The main emphasis of primary care NP educational preparation is on comprehensive, chronic, continuous care characterized by a long-term relationship between the patient and AGPCNP.

| Item # | Title | Credits |
|---|---|---|
| NSG 520 | Palliative Care & Chronic Illness | |
| NSG 645 | Selected Geriatric Topics | |
| NSG 646 | Complex Case Studies in Care of the Older Adult | |
| NSG 665 | Adult Gerontology I: Theory & Practice | |
| NSG 670 | Adult Gerontology II: Theory and Practice | |
| NSG 671 | Advanced Skills Clinical Practice | |

## Core for Adult Gero Acute Care

Students will spend 1150 clinical hours (650 clinical hours for Master's degree requirements and 500 clinical hours for DNP requirements) providing care to patients across healthcare settings as it is the patient, not the setting that differentiates their practice. The AGACNP practice focuses on patients who are characterized as “physiologically unstable, technologically dependent, and/or are highly vulnerable to complications."

| Item # | Title | Credits |
|---|---|---|
| NSG 626 | CRI: Care of Acutely Ill Client | |
| NSG 665 | Adult Gerontology I: Theory & Practice | |
| NSG 670 | Adult Gerontology II: Theory and Practice | |
| NSG 671 | Advanced Skills Clinical Practice | |

## Core for Family Nurse Practitioner

Students will spend 1200 clinical hours (700 clinical hours for Master's degree requirements and 500 clinical hours for DNP requirements) providing care to patients across healthcare settings, with an emphasis on primary care environments. These experiences will ensure the student works with the patients across the lifespan and experiences the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end-of-life care.

| Item # | Title | Credits |
|---|---|---|
| NSG 520 | Palliative Care & Chronic Illness | |
| NSG 665 | Adult Gerontology I: Theory & Practice | |
| NSG 667 | Pediatric & Adolescent Theory & Practice | |
| NSG 668 | Women & Gender Health: Theory & Practice | |
| NSG 670 | Adult Gerontology II: Theory and Practice | |
| NSG 671 | Advanced Skills Clinical Practice | |

## Core for Psychiatric Mental Health

Students will spend 1250 clinical hours (750 clinical hours for Master's degree requirements and 500 clinical hours for DNP requirements) providing care to patients across the lifespan. These students will have experiences which include these populations in a variety of settings. Didactic curriculum content will include at least two psychotherapeutic treatment modalities and when available, clinical experiences will include these modalities.

| Item # | Title | Credits |
|---|---|---|
| BIO 584 | Neurobiology | |
| NSG 606 | Advanced Clinical Prac Behavior Therapy | |
| NSG 656 | Child/Adol Mental Health Theory | 3 |
| NSG 657 | Adult/Geriatric Mental Health Theory | 3 |
| NSG 672 | Advanced Skills Group and Family Therapy | |
| NSG 673 | Adv. Psychopharmacology | |

### Doctoral Core

| Item # | Title | Credits |
|---|---|---|
| NSG 726 | Data Management and Manipulation | |
| NSG 805 | DNP Clinical Residency I | |
| NSG 806 | DNP Clinical Residency II | |
| NSG 810 | DNP Project I | |
| NSG 811 | DNP Project II | |
| NSG 910 | DNP Project III | |

### Doctoral Research Course

Students required to complete one of the following based on their individual plan:

| Item # | Title | Credits |
|---|---|---|
| NSG 627 | Advanced Qualitative Research | |
| NSG 725 | Advanced Quantitative Statistics | |

### Continual Enrollment

All doctoral students are required to maintain continuous enrollment through the doctoral program.

| Item # | Title | Credits |
|---|---|---|
| NSG 915 | DNP Project Continuation | |
| | Total Credits | 9 |

# 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, who value diversity, who are reflective, and who are knowledgeable about best practices. Therefore, we ask Sage educators, counselors, and leaders 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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Conceptual Framework: An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

## T-BIRDS — The key concepts of the conceptual framework:

- Technology: a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.
- Best Practices: the pedagogical knowledge, skills and practices that have been shown through research and evaluation to be effective and/or efficient and that candidates use to teach all learners.
- Inclusion and Diversity: the ability to collaborate and team with other professionals in developing and implementing strategies to accommodate diverse learners; and the ability to develop solutions that will enhance the learning experiences of all children; and the ability of candidates to be aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy.
- Reflection: the ability to reflect and assess one's own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.
- Dispositions: the demonstration of respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.
- Service Learning: the strategies that integrate meaningful community service with instruction and reflection to enrich children's learning experience, teach civic responsibility, and strengthen communities.

These elements are interrelated and integrated to prepare teacher candidates to assume roles as reflective facilitators of learning, combining knowledge and skills to exemplify those qualities and dispositions that characterize effective teachers.

# National Accreditation

The School of Education received National Council for the Accreditation of Teacher Education (NCATE) accreditation in October 2001 **(http://www.ncate.org).**

Why does NCATE matter?

1. From a student's perspective, NCATE accreditation means that you will graduate from a program in Education that meets the highest standards in the field. You should make sure to note NCATE accreditation on your resume and be prepared to talk about the significance of this designation.
2. Few colleges and universities can claim this recognition. In New York State we are one of a small number of institutions accredited by NCATE. Across the nation, only 200 private colleges can claim NCATE accreditation. It is prestigious and difficult to achieve.
3. If you are applying for certification in other states, graduating from our NCATE programs will facilitate your receiving licensure in another state.
4. NCATE has helped us to articulate what qualities a Sage educator/counselor possesses. Our tenets – belief in full inclusion, valuing diversity, knowledge about best practices and reflection – will hold you in good stead as teachers/counselors and help you, we believe, articulate and distinguish your strengths in these broad areas.
5. Many of the portfolio assessments and documentation of pupils' learning are similar to tasks required for National Board Certification; we believe that NCATE has helped us to prepare better graduates who are able to help their students reach high standards. As you go forth in your career, we hope that you will find the kinds of experiences you received at Sage helpful as you seek to improve your professionalism.

## National Accreditation Advantage

The Esteves School of Education has held continuous accreditation from the National Council for the Accreditation of Teacher Education (NCATE/CAEP) since October 2001. NCATE/CAEP 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/CAEP accreditation on their resumes and be prepared to talk about its significance.

## Childhood/Literacy Education (M.S.)

**Degree Type**
M.S.

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

1. Undergraduate GPA of 3.0
2. For students admitted with provisions, an interview may be required.
3. Pursuant to the law, each program is entitled to exempt a student from these admission requirements based on the exempted student's demonstrated potential to positively contribute to the teaching field.

Applicants for admission to the Childhood/Literacy Education program 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 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

- EDU-201: Education and Society (3 credits)
- EDU 206: Educational Psychology (3 credits)

| Item # | Title | Credits |
|---|---|---|
| EDU 576 | Emergent Language & Literature | |
| PSY 570 | Developmental Psychology | |

## Pedagogical Core

### Phase I

| Item # | Title | Credits |
|---|---|---|
| EDU 507 | Responsive Classrooms: Valuing All Learners | 3 |
| EDU 503 | Teaching All Learners in Elementary Schools | |
| EDU 574 | Reading and Writing in the Content Areas | |
| EDU 588 | Building Learning Communities | |

### Phase II

| Item # | Title | Credits |
|---|---|---|
| EDU 555 | Teaching Methods | |
| EDU 594 | Research and Evaluation in Education | 3 |

### 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.

| Item # | Title | Credits |
|---|---|---|
| EDU 649 | Student Teaching/Elementary I | |
| EDU 650 | Student Teaching/Elementary II | |
| RWL 572 | Literacy Assessments | |
| RWL 620 | Diagnosing Literacy Difficulties | |
| RWL 621 | Teaching Striving Learners | |
| RWL 621P | Practicum: Diagnosis and Remediation of Reading/ Writing Difficulties | |

## Additional Information

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.

### Esteves School of Education Attendance Policy

While individual instructors may approach attendance and participation in varied ways in their grading policies, students in the Esteves School of Education should be aware that missing 1/4 (25%) or more of class sections MAY result in AUTOMATIC class failure. Class content and participation are vital to meeting the objectives of Esteves School of Education courses.

## LiveText e-Portfolio System

The Esteves School of Education requires all students to subscribe to Live Text, an electronic portfolio system.

| | |
|---|---|
| Total Credits | 45 |

# Childhood/Special Education (M.S.)

**Degree Type**
M.S.

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

1. Undergraduate GPA of 3.0
2. For students admitted with provisions, an interview may be required.
3. Pursuant to the law, each program is entitled to exempt a student from these admission requirements based on the exempted student's demonstrated potential to positively contribute to the teaching field.

Applicants for admission to the Childhood/Special Education program 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 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
  - EDU-201: Education and Society (3 credits)
  - EDU 206: Educational Psychology (3 credits)

| Item # | Title | Credits |
|---|---|---|
| PSY 570 | Developmental Psychology | |

## Pedagogical Core

### Phase I

| Item # | Title | Credits |
|---|---|---|
| EDU 507 | Responsive Classrooms: Valuing All Learners | 3 |
| RWL 572 | Literacy Assessments | |
| SED 555 | Diagnosis and Assessment of Students with Disabilities | |
| EDU 555 | Teaching Methods | |
| EDU 588 | Building Learning Communities | |
| EDU 576 | Emergent Language & Literature | |

### Phase II

| Item # | Title | Credits |
|---|---|---|
| SED 531 | High/Low Incidence Disabilities | |
| SED 532 | Severe and Multiple Disabilities | |
| SED 533 | Strategies for Mathematics: Students with Disabilities | |
| SED 582 | Strategies for Literary Development: Students with Disabilities | |
| EDU 594 | Research and Evaluation in Education | 3 |

## Phase III

**Application for Student Teaching** (**Note**: All EDU coursework, including non-credit 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. Students choose to enroll in the EDU or SED section.

| Item # | Title | Credits |
|---|---|---|
| SED 670 | Special Education Student Teaching (Gr 1-3) | |
| SED 671 | Special Education Student Teaching (Gr 4-6) | |

## Additional Information

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.

### Esteves School of Education Attendance Policy

While individual instructors may approach attendance and participation in varied ways in their grading policies, students in the Esteves School of Education should be aware that missing 1/4 (25%) or more of class sessions MAY result in AUTOMATIC class failure. Class content and participation are vital to meeting the objectives of Esteves School of Education courses.

## LiveText e-Portfolio System

The Esteves School of Education requires all students to subscribe to Live Text, an electronic portfolio system.

| | |
|---|---|
| Total Credits | 45 |

# Educational Leadership (Ed.D.)

**Degree Type**
Ed. D.

The School of Education is accredited by the Association for Advancing Quality in Educator Preparation *(https://aaqep.org)*.

## 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 policy making at local, regional, and statewide levels.

**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;
- Develop knowledgeable, engaged leaders who, as scholar practitioners, are skillful in the act of inquiry;

- 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, 46 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 activities. 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 start up, 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.

## LiveText e-Portfolio System

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

## Program Summary

| Item # | Title | Credits |
|---|---|---|
| EDL 715 | Educational Leadership: An Endeavor of Human Interaction | |
| EDL 735 | School District Leader Internship I | |
| EDL 720 | Leadership of Learning Communities | |
| EDL 736 | School District Leader Internship II | |
| EDL 745 | Introduction to Research Methods | |
| EDL 725 | Accountability and Leadership for School Districts | |
| EDL 737 | School District Leadership Internship III | |
| EDL 730 | Law, Policy and Values | |
| EDL 741 | Foundations of Inquiry I | |
| EDL 746 | Research Methods I | |
| EDL 771 | Dissertation Writing I | |
| EDL 742 | Foundations of Inquiry II | |
| EDL 747 | Research Methods II | |
| EDL 772 | Dissertation Writing II | |
| EDL 743 | Foundations of Inquiry III | |
| EDL 755 | Doctoral Research I: Problems of Practice | |
| EDL 752 | Diversity and System Leadership | |
| EDL 773 | Dissertation Writing III | |
| EDL 756 | Doctoral Research II: Problems of Practice | |
| EDL 744 | Foundations of Inquiry IV | |
| EDL 774 | Dissertation Writing IV | |
| EDL 748 | Research Colloquium | |
| EDL 750 | The System Leader | |

- For Those students who need extended time to finish doctoral research:

| Item # | Title | Credits |
|---|---|---|
| EDL 770 | Doctoral Research Continuation | |

## 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 in AUTOMATIC class failure. Class content and participation are vital to meeting the objectives of School of Education courses.

| | |
|---|---|
| Total Credits | 46 |

## Instructional Leadership

**Degree Type**
Certificate

The Instructional Leadership Advanced Certificate program in the Esteves School of Education provides coursework on best practices for being an instructional leader and coaching teachers while fulfilling the New York State required coursework for earning School Building Leader (SBL) and School District Leader (SDL) certifications.

Current or aspiring Instructional Coaches can benefit from the program, even if they may not pursue a position as an assistant principal, principal, assistant superintendent, superintendent, or other administrative role. Aspiring P-12 education administrators will have the tools they need to improve student learning through a systems approach.

This program is unique because we formed it around the Professional Standards for Educational Leaders (PSEL).

**PSEL Standard 1 Mission, Vision, and Core Values:** Effective educational Leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

**PSEL Standard 2 Ethics and Professional Norms:** Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

**PSEL Standard 3 Equity and Cultural Responsiveness:** Effective educational leaders strive

for equity of education opportunity and culturally responsive practices to promote each student's academic success and well-being.

**PSEL Standard 4 Curriculum, Instruction, and Assessment:** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

**PSEL Standard 5 Community of Care and Support for Students:** Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

**PSEL Standard 6 Professional Capacity of School Personnel:** Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

**PSEL Standard 7 Professional Community for Teachers and Staff:** Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

**PSEL Standard 8 Meaningful Engagement of Families and Community:** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

**PSEL Standard 9 Operations and Management:** Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

**PSEL Standard 10 School Improvement:** Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

## Required Courses

| Item # | Title | Credits |
|---|---|---|
| EDA 600 | Leadership for Equity | 3 |
| EDA 601 | Evidence into Action: Systems Planning | 3 |
| EDA 602 | Data Literacy | 3 |
| EDA 603 | Leadership of the Curriculum | 3 |
| EDA 604 | Supervising Teaching & Learning: Building Capacity | 3 |
| EDA 605 | Developing Purpose-Driven Professional Communities | 3 |
| EDA 606 | Community of Care: Inclusive Family Engagement | 3 |
| EDA 607 | Internship I or II | 3 |

## School District Leader (SDL) Courses

Credits determined with faculty advisement

| Item # | Title | Credits |
|---|---|---|
| EDA 608 | School District Leader | 3-6 |
| | Total Credits | 27-30 |

# Literacy/Special Education (Childhood) (M.S.)

***The Esteves School of Education is accredited by the Association for Advancing Quality in Educator Preparation (https://aaqep.org).***

## 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

1. Undergraduate GPA of 3.0
2. For students admitted with provisions, an interview may be required.
3. Pursuant to the law, each program is entitled to exempt a student from these admission requirements based on the exempted student's demonstrated potential to positively contribute to the teaching field.

Applicants to the Literacy/Special Education (Childhood) program must be current certified teachers. In addition, applicants to the Literacy/Special Education program complete an assessment of writing skills.

## Program Summary

### Phase I

| Item # | Title | Credits |
|---|---|---|
| EDU 576 | Emergent Language & Literature | |
| RWL 572 | Literacy Assessments | |
| SED 555 | Diagnosis and Assessment of Students with Disabilities | |

### Phase II

| Item # | Title | Credits |
|---|---|---|
| SED 531 | High/Low Incidence Disabilities | |
| SED 532 | Severe and Multiple Disabilities | |
| SED 533 | Strategies for Mathematics: Students with Disabilities | |
| SED 582 | Strategies for Literary Development: Students with Disabilities | |
| EDU 594 | Research and Evaluation in Education | 3 |

### Phase III - Part A

| Item # | Title | Credits |
|---|---|---|
| SED 595 | Student Teaching in Special Education | |

### Phase III - Part B

| Item # | Title | Credits |
|---|---|---|
| RWL 620 | Diagnosing Literacy Difficulties | |
| RWL 621 | Teaching Striving Learners | |
| RWL 621P | Practicum: Diagnosis and Remediation of Reading/ Writing Difficulties | |

## Additional Information

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.

### LiveText e-Portfolio System

The Esteves School of Education requires all students to subscribe to Live Text, an electronic portfolio system.

### Esteves School of Education Attendance Policy

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

| | |
|---|---|
| Total Credits | 45 |

## Literacy Education (M.S.Ed.)

**Degree Type**

M.S.

***The Esteves School of Education is accredited by the Association for Advancing Quality in Educator Preparation (https://aaqep.org).***

## M.S.Ed. 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

1. Undergraduate GPA of 3.0
2. For students admitted with provisions, an interview may be required.
3. Pursuant to the law, each program is entitled to exempt a student from these admission requirements based on the exempted student's demonstrated potential to positively contribute to the teaching field.

Applicants must meet the general admission requirements for Sage Graduate Schools. In addition, applicants meet with a faculty advisor after all materials have been submitted.

## Literacy Program Summary

### I. Introductory Sequence

| Item # | Title | Credits |
|---|---|---|
| EDU 507 | Responsive Classrooms: Valuing All Learners | 3 |
| EDU 574 | Reading and Writing in the Content Areas | |
| EDU 576 | Emergent Language & Literature | |

### II. Clinical Sequence

- *Students must complete all courses in the introductory sequence before beginning the clinical sequence.*

| Item # | Title | Credits |
|---|---|---|
| RWL 572 | Literacy Assessments | |
| RWL 620 | Diagnosing Literacy Difficulties | |
| RWL 621 | Teaching Striving Learners | |
| RWL 621P | Practicum: Diagnosis and Remediation of Reading/ Writing Difficulties | |

### III. Culminating Experience

| Item # | Title | Credits |
|---|---|---|
| EDU 594 | Research and Evaluation in Education | 3 |

## Additional Information

- 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.

### LiveText e-Portfolio System

The Esteves School of Education requires all students to subscribe to Live Text, 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 in AUTOMATIC class failure. Class content and participation are vital to meeting the objectives of School of Education courses.

| | |
|---|---|
| Total Credits | 31 |

## Master of Arts in Teaching (M.A.T.) in Art Education

**Degree Type**

M.A.T.

## Prerequisites

- EDU 201 Education & Society (or equivalent)
- EDU 206 Educational Psychology (or equivalent) -OR- PSY 202/PSY 208/PSY 570 Developmental Psychology (or equivalent)
- EDU 574 Reading & Writing in the Content Area (or equivalent)

## Pedagogical Core

| Item # | Title | Credits |
|---|---|---|
| EDU 507 | Responsive Classrooms: Valuing All Learners | 3 |
| EDU 594 | Research and Evaluation in Education | 3 |
| MTA 511 | Methods in Art Education | 3 |
| MTA 594 | Culminating Project | 3 |

## Art Content Core

| Item # | Title | Credits |
|---|---|---|
| ART 511 | Art Criticism and Aesthetics | 3 |
| ART 520 | Media Literacy | 3 |
| ART 521 | Dimensions in Art | 3 |
| ART 557 | Ideas in Visual Art | 3 |

## Student Teaching

| Item # | Title | Credits |
|---|---|---|
| EDU 663 | Student Teaching Art Education (K-6) | 3 |
| EDU 664 | Art Education Student Teaching Experience 7-12 | 3 |
| EDU 661 | Internship in Art Education | 3-6 |

## Non-Credit Workshops

- Reporting and Identifying Child Abuse
- School Violence Prevention
- DASA (School Bullying Prevention)

| | |
|---|---|
| Total Credits | 33-36 |

## School Health Education (M.S.)

**Degree Type**

M.S.

***The Esteves School of Education is accredited by the Association for Advancing Quality in Educator Preparation (https://aaqep.org).***

### 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

1. Undergraduate GPA of 3.0
2. For students admitted with provisions, an interview may be required.
3. Pursuant to the law, each program is entitled to exempt a student from these admission requirements based on the exempted student's demonstrated potential to positively contribute to the teaching field.

Applicants for admission to the School Health Education program must undergo an assessment of writing skills.

# Program Summary

## Prerequisites

- These credits are NOT included in the 33-36 credits required for degree completion.
  - Anatomy and Physiology : 3 Credits
  - EDU-201 Education and Society : 3 Credits (fieldwork required)

| Item # | Title | Credits |
|---|---|---|
| | EDU 206 and PSY 570 or EDU 505 | 3-6 |

## Phase I: Core Courses

| Item # | Title | Credits |
|---|---|---|
| EDU 502 | Critical Thinking: Research Into Practice | |
| HED 558 | Foundations of Health Education | |
| MTA 578 | Effective Teaching for All Learners | |
| | HED 508 or EDU 588 | 3 |

## Phase II: Wellness Concentration

| Item # | Title | Credits |
|---|---|---|
| HED 541 | Nutrition and Physical Fitness | |
| HED 542 | Chemical Dependence Education & Prevention | |
| HED 543 | Human Sexuality | |
| HED 564 | Health Education Methods | |

## Phase III: Culminating Activity for Candidates without Initial Certification

| Item # | Title | Credits |
|---|---|---|
| HED 570 | Stress Management Techniques | |
| MTA 594 | Culminating Project | 3 |
| HED 649 | Health Education Student Teaching K-8 | |
| HED 650 | Health Education Student Teaching 9-12 | |

## Phase III: Culminating Activity for Candidates with Initial Certification

| Item # | Title | Credits |
|---|---|---|
| HED 570 | Stress Management Techniques | |
| MTA 594 | Culminating Project | 3 |
| HED 654 | Health Education Student Teaching for Certified Teachers | |

## Non-Credit Requirements

- Current Red Cross First Aid and CPR certifications are required before student teaching. : 0 Credits
- NCR 070 Reporting & Identifying Child Abuse and Maltreatment : 0 Credits
- NCR 071 School Violence Prevention Workshop : 0 Credits

## Additional Information

- All probationary and/or provisional conditions must be satisfied before student teaching. A 3.0 GPA and matriculation is required.
- In addition to registering for student teaching, you must also complete an application. They are available in the main Esteves School of Education office or online at www.sage.edu/academics/schoolofeducation/education/index.php and must be submitted by the first week of the semester prior to student teaching.
- It is strongly suggested that you take the NYS Liberal Arts and Science Test (LAST) during the time you are completing the first 9 credits of your master's degree program.
- In addition to satisfying the requirements for the degree, teacher candidates must also:
    - apply for graduation through the Student Services Office (dates are listed in Course Schedule);
    - pass the NYS Teacher Certification Exams www.nystce.nesinc.com;
    - complete a criminal background check with fingerprinting, as required by New York State law;
    - and, apply on-line for New York State certification through the NYS Office of Teaching Initiatives www.highered.nysed.gov/tcert/.
- The Esteves School of Education requires all students to subscribe to LiveText, an electronic portfolio system.

## Esteves School of Education Attendance Policy

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

| | |
|---|---|
| Total Credits | 36 |

# Special Education (Childhood) (M.S.Ed.)

**Degree Type**

M.S.

*The Esteves School of Education is accredited by the Association for Advancing Quality in Educator Preparation (https://aaqep.org).*

## M.S.Ed. 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

1. Undergraduate GPA of 3.0
2. For students admitted with provisions, an interview may be required.
3. Pursuant to the law, each program is entitled to exempt a student from these admission requirements based on the exempted student's demonstrated potential to positively contribute to the teaching field.

Candidates must meet Sage Graduate Schools admission requirements. In addition, applicants to the Special Education program complete an assessment of writing skills.

## Program Summary

### Phase I

| Item # | Title | Credits |
|---|---|---|
| EDU 507 | Responsive Classrooms: Valuing All Learners | 3 |
| SED 555 | Diagnosis and Assessment of Students with Disabilities | |
| RWL 572 | Literacy Assessments | |

### Phase II

| Item # | Title | Credits |
|---|---|---|
| EDU 503 | Teaching All Learners in Elementary Schools | |
| SED 531 | High/Low Incidence Disabilities | |
| SED 532 | Severe and Multiple Disabilities | |
| SED 533 | Strategies for Mathematics: Students with Disabilities | |
| SED 582 | Strategies for Literary Development: Students with Disabilities | |
| EDU 594 | Research and Evaluation in Education | 3 |

### Phase II — Student Teaching

- Application for Student Teaching (Note: All coursework, with the exception of EDU 594, must be complete before student teaching.)
  - SED 595S Seminar : 0 credits
  - SED 595P Portfolio : 0 credits

| Item # | Title | Credits |
|---|---|---|
| SED 595 | Student Teaching in Special Education | |

### Competencies

- CPR Certificate

### Additional Information

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.

**LiveText e-Portfolio**

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

### Esteves School of Education Attendance Policy

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

| | |
|---|---|
| Total Credits | 33 |

## Sport Science: Coaching & Mental Performance (M.S.)

The M.S. in Sport Science: Coaching & Mental Performance provides the opportunity for teachers and coaches with undergraduate degrees in physical education and related areas the opportunity to focus more on the coaching aspects of their professional journeys.

Graduates of the program develop the skills, techniques, and dispositions to apply the concepts, theories, and principles of sport and mental performance to their roles in the sport industry.

Sport and Mental Performance coaching techniques hold their root in sport and exercise psychology, and the degree prepares the student to continue to work in physical education, athletics, coaching, business, health, health sciences, and a myriad of other industries.

The main focus of the program is the application of the skills and techniques for athletic coaching. However, the skills, techniques and dispositions are applicable to coaching in a variety of fields including health, wellness, and business.

## Required Courses

| Item # | Title | Credits |
|---|---|---|
| SPS 510 | Sport in Society | 3 |
| SPS 520 | Advanced Strength & Conditioning | 3 |
| SPS 530 | Counseling Theories and Skills in Sport & Mental Performance | 3 |
| SPS 611 | Working with Teams, Athletic Injury and Prevention | 3 |
| SPS 620 | Working with Families in Sport | 3 |
| SPS 630 | Brain & Behavior in Exercise & Sport | 3 |
| EDU 594 | Research and Evaluation in Education | 3 |

## Thesis Track

Two electives with advisor approval (see Electives below)

| Item # | Title | Credits |
|---|---|---|
| SPS 594 | Proposal Design | 3 |
| SPS 695 | Thesis | 3 |

## Non-Thesis Track

Three electives with advisor approval (see Electives below)

| Item # | Title | Credits |
|---|---|---|
| SPS 685 | Internship in Coaching & Mental Performance | 3 |

## Electives

SPS 685 elective only for thesis track candidates

| Item # | Title | Credits |
|---|---|---|
| SPS 522 | Strength & Conditioning for PK-12 Professional | 3 |
| SPS 529 | Foundations of Professional Coaching | 3 |
| SPS 685 | Internship in Coaching & Mental Performance | 3 |
| HED 570 | Stress Management Techniques | |
| MBA 555 | Administration, Organization, & Behavior | |
| MBA 656 | Leadership & Ethics | 3 |
| SCP 596 | Integrating Mindfulness into Professional Practices | |
| | Total Credits | 33 |

# Forensic Mental Health

## Forensic Mental Health (M.S.)

**Degree Type**

M.S.

Forensic Mental Health is one of the fastest growing areas of specialization in mental health and criminal justice. As jurisdictions increasingly 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 sought to address these needs. These new professionals, known as ”boundary spanners,” provide specialized expertise across the many social systems utilized by these clients. These systems include the criminal justice, mental health, substance abuse and social service systems.

In response to societal need, Russell Sage College offers an interdisciplinary M.S. program in Forensic Mental Health. This 39-credit non-clinical program prepares students to become effective professionals in an area of specialization by providing substantive knowledge of legal and social systems, mental health diagnoses, developmental disabilities, victimology, therapeutic jurisprudence, clinical assessment of court-involved youth and adult offenders, and substance abuse vulnerabilities and interventions.

Disciplinary content is delivered through the lens of cultural competency, trauma-informed care, and evidence-based practice. Students learn about the many issues facing agencies, individuals and families who are affected by forensic mental health system, and will explore rational and effective solutions to these complex issues.

Our graduates have successfully entered the career fields of criminal justice, law, and psychology. They have been offered employment as social science researchers and policy makers; case managers and counselors in residential re-entry programs, juvenile treatment facilities, adult correctional institutions, and specialized court settings; probation and parole officers; law enforcement officers; employment specialists; and victim advocates. Many continue their education, entering doctoral programs and/or law school.

## Admission

In addition to the general admission 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

| Item # | Title | Credits |
|---|---|---|
| FMH/PSY 505 | Introduction to Forensic Mental Health | |
| FMH/PSY 510 | Victimology & Victim Services | |
| FMH/PSY 515 | Evaluation & Treatment of Adult Offenders | |
| FMH/PSY 520 | Evaluation & Treatment of Court Involved Youth | |
| FMH 525 | Introduction to U.S. Law for FMH | |
| FMH 527 | Family and Juvenile Law | |
| FMH 535 | Mental Health Law | |
| FMH 540 | Externship in FMH | |
| FMH 592 | Alcoholism/Drug Addiction: Vulnerabilities,Dynamics, and Problems | |
| PSY 575C | Abnormal Psychology for FMH | |
| | FMH Elective | 3 |
| | FMH Elective | 3 |

## Methods Course

- Select one of the following:

| Item # | Title | Credits |
|---|---|---|
| HSA 578 | Analytic Methods | |
| SOC 550 | Research Methods in the Social Sciences | |
| PSY 563 | Behavioral Research: Methods & Analysis | |

## Health Sciences Concentration

In order to prepare graduates to be familiar with health care systems and policies, an **optional concentration** in Health Services Administration is offered. Upon graduation, these students will have a broader disciplinary knowledge and enhanced skill sets to work more effectively in public and private sector agencies related to behavioral health homes, substance abuse management and treatment, prerelease planning for correctional clients, and Medicaid Redesign Teams (MRT).

- Two courses could be used as FMH electives.

| Item # | Title | Credits |
|---|---|---|
| HSA 553 | Health Systems & Policy | |
| HSA 557 | Legal Aspects of Health Service Administration | |
| HSA 558 | Budgeting and Finance for Government, Nonprofits, and Health Care | |
| HSA 572 | Program Planning, Analysis, & Evaluation | |

## Additional Information

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

| | | |
|---|---|---|
| | Total Credits | 39 |

## Forensic Mental Health Certificate

**Degree Type**

Certificate

If you already have a Bachelor's or Master's degree in a field such as criminal justice, psychology or law, and would like to complement that knowledge by adding a specialized focus, you may elect to complete the 18-credit Certificate in Forensic Mental Health. This certificate may be pursued as a stand-alone curriculum or may be easily combined with the 60-credit M.A. in Counseling and Community Psychology offered by the Psychology Department.

Graduates of master's level non-clinical Forensic Mental Health programs are typically not permitted to engage in the practice of psychology except in agencies that have obtained specific exemptions in law. Thus, graduates of appropriate non-clinical M.S. programs may serve in clinical capacities in these agencies. Current NYS law extends provisions establishing an exemption from licensure as a psychologist or mental health counselor for individuals employed in certain programs that are operated, regulated, funded or approved by specified forensic mental health agencies. Pursuant to the policies of Chapters 130 and 132 of the Laws of 2010, exempt NYS agencies include:

- Department of Health (DOH)
- Office of Alcoholism and Substance Abuse Services (OASAS)
- Office of Children and Family Services (OCFS)
- Office of Mental Health (OMH)
- Office for People with Developmental Disabilities (OPWDD)
- State Office for the Aging (SOFA)
- Department of Corrections and Community Supervision (DOCCS)

## Certificate Program Requirements

| Item # | Title | Credits |
|---|---|---|
| FMH/PSY 505 | Introduction to Forensic Mental Health | |
| PSY 575 | Abnormal Psychology | |
| FMH/PSY 515 | Evaluation & Treatment of Adult Offenders | |
| FMH/PSY 520 | Evaluation & Treatment of Court Involved Youth | |
| FMH 527 | Family and Juvenile Law | |
| | FMH/LAW/PSY elective by advisement | 3 |
| | Total Credits | 18 |

# Health Services Administration

## Health Services Administration (M.S.)

**Degree Type**

M.S.

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 Schools.

## Program Summary

### Core Courses

| Item # | Title | Credits |
|---|---|---|
| HSA 553 | Health Systems & Policy | |
| HSA 555 | Strategy in Healthcare | |
| HSA 557 | Legal Aspects of Health Service Administration | |
| HSA 558 | Budgeting and Finance for Government, Nonprofits, and Health Care | |
| HSA 565 | Health Care Finance and Management Systems | |
| HSA 572 | Program Planning, Analysis, & Evaluation | |
| HSA 578 | Analytic Methods | |
| MBA 651 | Human Resource Management | 3 |
| MGT 671 | Management Information Systems | |

### Internship

Complete one of the following:

| Item # | Title | Credits |
|---|---|---|
| HSA 577 | Practicum in Health Srvc Admin | |
| HSA 587 | Internship-Health Srvcs Admin | |

### Culminating Sequence

Students select either the Thesis Option or the Non-Thesis Option

### Thesis Option

| Item # | Title | Credits |
|---|---|---|
| HSA 596 | Seminar in Health Srvcs Admin | |

### Non-Thesis Option

- Students take the following three electives:

| Item # | Title | Credits |
|---|---|---|
| HSA 520 | Marketing Health Care | |
| MBA 685 | Quality Management | |
| | Approved Elective | 3 |
| | Total Credits | 33-39 |

# Management

## Organization Management (M.S.)

**Degree Type**

M.S.

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

| Item # | Title | Credits |
|---|---|---|
| MBA 570 | Critical Thinking | |
| MBA 571 | Management of Change & Innovation | 3 |

### People & Organizations

| Item # | Title | Credits |
|---|---|---|
| MGT 555 | Administrative Organization & Behavior | |
| MGT 561 | Organization Design & Develp | |
| MGT 651 | Human Resource Management | |
| MBA 656 | Leadership & Ethics | 3 |

### Management Control

| Item # | Title | Credits |
|---|---|---|
| MGT 671 | Management Information Systems | |
| MBA 685 | Quality Management | |

### Graduate Elective

- Students select a course from across all Sage Graduate Programs

### Capstone

| Item # | Title | Credits |
|---|---|---|
| MGT 595 | Seminar in Management | |

## MS - Organization Management with Public Administration Concentration Program Summary

- Organization Management: With Public Administration Concentration Program Summary

| | |
|---|---|
| Total Credits | 30 |

# Master of Business Administration

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

**Degree Type**

M.B.A.

Twenty-first century business requires competent managers and administrators – people with the ability to plan, inspire, pivot, and direct the work of others. The professional MBA program at Russell Sage College School of Management is designed to develop leaders who can manage complex organizations and who have the desire and capability to move into higher-level positions. For over three decades, Russell Sage MBA graduates 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 Russell Sage MBA is particularly tailored to professionals in the workplace. The MBA program is contemporary and practitioner-oriented including behavioral aspects of management. The Flex MBA provides students with the choice of how they want to learn. Our courses are a balanced blend of in-person, live stream, and asynchronous delivery. That said, faculty strongly encourage graduate students to be in the classroom for optimal value for the student. In fact, "nonverbal components contribute to over 90% of effective communication and help the appropriate delivery of feelings and attitude" (Park & Park, 2018). Benefits of an in-person experience include higher engagement, larger network build, improvement of soft skills, team and leadership development, and growth for career engagement.

Our knowledgeable and experienced faculty know that strength in technical, operational, tactical, and strategic experiences form the core of our MBA professional development. The program requires hands-on applications, case work, and outside "real-world" national

and international business consulting projects, enabling students to integrate experiences, knowledge, and theories to create solutions for myriad business situations.

## Concentrations

Students can choose from among several specialized courses in fulfilling their elective category. 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 electives 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. Students will have a particular advisor to discuss individual career goals.

- **Design Thinking for Business Strategy & Entrepreneurship** Design thinking is a process for creative problem solving that prioritizes the consumer's needs above all else. It relies on empathetically observing how people interact with their environments and an iterative, hands-on approach to delivering solutions. This leads to better products, services, and organizational processes.
- **Systems Thinking & Sustainability** In today's more crowded, rapidly changing world there are fewer instances where all that is needed is a "right answer." A systems thinking approach provides meaning and understanding on a holistic level—allowing for decision-making that balances the economic, environmental and social demands organizations face.
- **Healthcare Management** This business master's degree specializes on leading people and projects in a health care setting. Take classes in program planning, analysis and evaluation, policy, finance, law, human resources and management information systems.

## Admission Requirements

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

## Program Requirements

The Russell Sage MBA requires a minimum of 36 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 MBA courses, including non-matriculants, must seek academic advisement regularly by contacting the MBA office at (518) 292–1700.

The Russell Sage MBA 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 MBA classes are taught in classrooms wired for internet connections. Students are encouraged to bring their own laptops.

# M.B.A. Program Summary

## Proficiency

*(The following four courses have specific undergraduate equivalencies. Course requirements may be waived based on the program director's evaluation of undergraduate courses.)*

| Item # | Title | Credits |
|---|---|---|
| MBA 551 | Financial Accounting | 3 |
| MBA 552 | Economic Analysis | 3 |
| MBA 553 | Statistical Reasoning | 3 |
| MBA 563 | Legal Environment | 3 |

## Foundation

| Item # | Title | Credits |
|---|---|---|
| MBA 571 | Management of Change & Innovation | 3 |
| MBA 561 | Managerial Economics | 3 |
| MBA 574 | Financial Management | 3 |
| MBA 576 | Marketing Systems | 3 |
| MBA 656 | Leadership & Ethics | 3 |
| MBA 651 | Human Resource Management | 3 |
| MBA 671 | Management Information Systems | 3 |
| MBA 695 | Strategy and Executive Decision Making | 3 |

## Specialization (Choose one of the following):

## Design Thinking for Business Strategy and Entrepreneurship

- Select three courses from the following:

| Item # | Title | Credits |
|---|---|---|
| MBA 579 | Design Thinking Fundamentals | |
| MBA 532 | Entrepreneurship | |
| MBA 583 | Digital Marketing Essentials | |
| MBA 530 | Project Management Essentials | |

### Systems Thinking and Sustainability

- Select three courses from the following:

| Item # | Title | Credits |
|---|---|---|
| MBA 520 | Systems Thinking | |
| MBA 615 | System Dynamics | |
| MBA 584 | Business Strategy and Corporate Social Responsibility | |
| MBA 530 | Project Management Essentials | |

### Health Care Management

- Select three courses from the following:

| Item # | Title | Credits |
|---|---|---|
| HSA 553 | Health Systems & Policy | |
| HSA 558 | Budgeting and Finance for Government, Nonprofits, and Health Care | |
| HSA 565 | Health Care Finance and Management Systems | |
| HSA 572 | Program Planning, Analysis, & Evaluation | |
| MBA 685 | Quality Management | |

### Capstone: Integrative Experience

| Item # | Title | Credits |
|---|---|---|
| MBA 696 | Competitive Advantage | 3 |
| | Total Credits | 48 |

# Nursing

## Accreditation

Russell Sage College 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 Russell Sage College are accredited by the Commission of Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, D.C., 20036, (202) 887-6791. All nursing programs are registered with the New York State Education Department.

The Nursing program has been a participant in the John A. Hartford Foundation Baccalaureate Program Partner for dissemination of Best Nursing Practices in Care for Older Adults.

## Mission

The Mission Statement of the Department of Nursing is to provide and promote baccalaureate, graduate, and doctoral nursing education in an environment that 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. Russell Sage College strives to prepare graduates who are assertive and practice client advocacy, 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 both professionals and citizens striving to influence health care delivery, nursing education, and the welfare of society.

## Program Characteristics

The program emphasizes faculty advisement and program planning. The nursing program leading to a Bachelor of Science Degree may be completed by full- or part-time study. Transfer students may complete the program in 5 semesters (minimum of 21 months), depending on the number of prerequisites that they have completed. Nursing student scholarships and loans are available. Professional courses start in the freshman or sophomore year and continue through the senior year. Clinical experiences are available at Capital District agencies such as  Albany Medical Center; St.

Peter's Health Care; Albany Stratton VA Health Center; Visiting Nurses Associations; Albany, Schenectady and Rensselaer County Health Departments; the Capital District Psychiatric Center; Bellevue Women's Center; Seton Health System; Ellis Hospital; Northeast Health; and a variety of other health agencies.

# Academic Standards

The Nursing Department requires the following academic standards:

- For all students, the overall cumulative gradepoint average (GPA) must meet the college standards.
- Admission to the Nursing program, either as a new student to the College or as a continuing student declaring Nursing as a new major, requires a cumulative GPA of 3.000 for all coursework required for the Nursing program.
- Students must maintain a major GPA of 3.000 to progress in the Nursing Program.*
    - * Nursing GPA includes all nursing and required support courses.
- Student progress in the Nursing program is reviewed at the end of each semester by the program's undergraduate Academic Standards Committee.
- A student whose nursing cumulative GPA is below a 3.000 may be put on probation in the Nursing major for the next semester and will not be permitted to progress in her Nursing course sequence.
- Students will not be permitted to begin any NSG courses without a major GPA of 3.000 in her required supporting courses.

Failure to meet academic standards and/or probation requirements may result in dismissal from the Nursing program (i.e., students will be required to select a different major if they wish to continue at Sage).

Students must receive a grade of "C" or higher (2.000) in all nursing courses.

Policies related to Academic Standards such as probation, dismissal, and readmission and the Code of Conduct can be found, in detail, in the Nursing Department Student Handbook. Appeals of decisions by the Academic Standards Committee may be made by submitting a written petition to the coordinator of the BS program.

# Clinical Laboratory Requirements

Students are responsible for providing their own transportation for clinical experiences. Students are required to carry liability insurance and have a current physical examination including immunizations and titers. Hepatitis B immunization is required prior to clinical experience. This health clearance is required for each clinical semester. Cardiopulmonary resuscitation (CPR) certification is required of all students before entering sophomore clinical courses and must be current for all clinical courses. Students may not attend clinical unless cleared and are responsible for costs incurred for clinical make-up related to not meeting these requirements. A $40.00 fine will be assessed to students whose health clearance information is not received in the Nursing Department in a timely manner. Students are financially responsible for costs associated with learning modules, standardized tests, and certain laboratory experiences/equipment. ATI (Assessment Technology Institute) is a company that provides audio and video remediation materials. Fees for ATI will be assessed on tuition bills at three levels; when registered for NSG 201, NSG 323, and NSG 405.

## Current Sage Students Who Wish to Request a Major Change to Nursing

Admission to the Nursing program as a continuing student declaring Nursing as a new major requires a cumulative GPA of 3.000 for all coursework required for the Nursing program. Requests for major changes to Nursing are only reviewed twice a year, at the end of the fall and spring terms. Sage students must contact the Offices of Academic Advising for more details on this process. Note: qualified candidates may be denied admission to the program if space is not available.

## Graduates of Baccalaureate or Associate Degree Programs or Transfer Students

A person with an earned baccalaureate or associate degree - in a discipline outside of nursing - may enroll in the Nursing program, transferring in up to a maximum total of 66 credits.

## Graduates of Registered Nurse Programs

A Registered Nurse (RN) who has matriculated at Russell Sage College prior to Spring 2003 may complete the Bachelor of Science degree, with advanced standing. Advanced standing is granted for the successful completion of examinations or by validation from approved courses taken at other colleges. Registered nurses earn a BS degree on a full-time or part-time basis. The program features scheduling so that the students may continue employment. Registered nurses interested in beginning baccalaureate coursework should apply to the Russell Sage College RN/BS program in Sage's School of Professional and Continuing Education (SPCE). A nursing student works closely with a nursing advisor to plan the program of study.

## Adult Gerontology Primary Care Nurse Practitioner Program

**Degree Type**

M.S.

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 590 clinical hours and 45 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)

### Core Courses

| Item # | Title | Credits |
|---|---|---|
| NSG 558 | Paradigms & Perspectives in Advanced Practice Nursing | |
| NSG 559 | Nursing in Sociopolitical Environment | |
| NSG 649 | Healthcare Leadership, Finance and Economics | |

### Research Courses

| Item # | Title | Credits |
|---|---|---|
| NSG 508 | Research Methods | |
| NSG 611 | Introduction to Data Analysis: Statistics/SPSS | |

### Cognate Courses

| Item # | Title | Credits |
|---|---|---|
| BIO 560 | Advanced Human Pathophysiology | 3 |

### Supporting Courses

| Item # | Title | Credits |
|---|---|---|
| NSG 622 | Advanced Pharmacology | |
| NSG 636 | Health, Healing, & Self Care | |
| NSG 520 | Palliative Care & Chronic Illness | |

## Clinical Courses

- There is a mandatory clinical lab fee.
- NSG 619 is required as prerequisite for all subsequent clinical courses.

| Item # | Title | Credits |
|---|---|---|
| NSG 619 | Diagnostic Health Assessment | |
| NSG 621A | Adult & Geriatric Care - Theory | |
| NSG 621B | Adult & Geriatric Care - Practicum | |
| NSG 645 | Selected Geriatric Topics | |
| NSG 646 | Complex Case Studies in Care of the Older Adult | |

## Functional Area Course

| Item # | Title | Credits |
|---|---|---|
| NSG 623 | Ind Study in Adv Clin Nsg Prac | |
| | Total Credits | 45 |

# Family Nurse Practitioner Program

**Degree Type**
M.S.

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 640 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)

## Core Courses

| Item # | Title | Credits |
|---|---|---|
| NSG 558 | Paradigms & Perspectives in Advanced Practice Nursing | |
| NSG 559 | Nursing in Sociopolitical Environment | |
| NSG 649 | Healthcare Leadership, Finance and Economics | |

## Research Courses

| Item # | Title | Credits |
|---|---|---|
| NSG 508 | Research Methods | |
| NSG 611 | Introduction to Data Analysis: Statistics/SPSS | |

## Cognate Course

| Item # | Title | Credits |
|---|---|---|
| BIO 560 | Advanced Human Pathophysiology | 3 |

## Elective course

With advisement.

| Item # | Title | Credits |
|---|---|---|
| | NSG Nursing Elective | 3 |

## Supporting Courses

| Item # | Title | Credits |
|---|---|---|
| NSG 610 | Family Processes | |
| NSG 622 | Advanced Pharmacology | |
| NSG 636 | Health, Healing, & Self Care | |

## Clinical Courses

- There is a mandatory clinical lab fee.
- NSG 619 is required as prerequisite for all subsequent clinical courses.

| Item # | Title | Credits |
|---|---|---|
| NSG 619 | Diagnostic Health Assessment | |
| NSG 621A | Adult & Geriatric Care - Theory | |
| NSG 621B | Adult & Geriatric Care - Practicum | |
| NSG 660 | Women & Children's Health: Theory | |
| NSG 661 | Women & Children's Health Clinical Practicum | |

## Functional Area Courses

| Item # | Title | Credits |
|---|---|---|
| NSG 623 | Ind Study in Adv Clin Nsg Prac | |
| | Total Credits | 48 |

# Nursing (M.S.)

**Degree Type**
M.S.

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. Russell Sage College 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.

Russell Sage College 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 Russell Sage College 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 a 3.0 GPA and have successfully completed an undergraduate statistics course within three years of admission or demonstrate competency by a portfolio or upon advisement.

## 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 (Post-Master's 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 Russell Sage College. 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 majority of programs take a minimum of four to five semesters 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.

## Adult Gerontology Primary Care Nurse Practitioner Program (AGPCNP)

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.

- https://grad-catalog.sage.edu/nursing/adult-gerontology-primary-care-nurse-practitioner-program

## Family Nurse Practitioner Program (FNP)

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 700 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.

- Nursing: Family Nurse Practitioner Program

## Psychiatric Mental Health Nurse Practitioner (PMHNP)

Graduates 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. A total of 48 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 practica 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 psycho-education programs, supervise support service staff, and provide consultation in non-psychiatric settings.

- Nursing: Psychiatric Mental Health Nursing Clinical Nurse Specialist/Nurse Practitioner

## Psychiatric Mental Health Nurse Practitioner Across the Lifespan

**Degree Type**

M.S.

Graduates of this 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).

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 practice 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 psycho-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)

## Core Courses

| Item # | Title | Credits |
|---|---|---|
| NSG 558 | Paradigms & Perspectives in Advanced Practice Nursing | |
| NSG 559 | Nursing in Sociopolitical Environment | |
| NSG 649 | Healthcare Leadership, Finance and Economics | |

## Research Courses

| Item # | Title | Credits |
|---|---|---|
| NSG 508 | Research Methods | |
| NSG 611 | Introduction to Data Analysis: Statistics/SPSS | |

## Cognate Courses

| Item # | Title | Credits |
|---|---|---|
| BIO 560 | Advanced Human Pathophysiology | 3 |
| BIO 584 | Neurobiology | |

## Supporting Courses

| Item # | Title | Credits |
|---|---|---|
| NSG 622 | Advanced Pharmacology | |
| NSG 624 | Advanced Psychopharmacology | |

## Clinical Courses

| Item # | Title | Credits |
|---|---|---|
| NSG 606 | Advanced Clinical Prac Behavior Therapy | |
| NSG 610 | Family Processes | |
| NSG 615 | Diagnostic Mental Health Assessment & Intervention | |
| NSG 557 | Group Processes Across the Lifespan in Health Care | |

## Functional Area Courses

- There is a mandatory clinical lab fee.
- NSG 619 is required as pre-requisite for all subsequent clinical courses.

| Item # | Title | Credits |
|---|---|---|
| NSG 619 | Diagnostic Health Assessment | |

## Nurse Practitioner

| Item # | Title | Credits |
|---|---|---|
| NSG 656 | Child/Adol Mental Health Theory | 3 |
| NSG 657 | Adult/Geriatric Mental Health Theory | 3 |
| | Total Credits | 48 |

# Adult Gerontology Acute Care Nurse Practitioner Post Masters Certificate

**Degree Type**

Certificate

Post-Master's certificates are available for nurses with a previous Master of Science degree with a major in nursing. Programs are individually designed based on a Gap Analysis of the previous Master's Degree earned, and the equivalent Russell Sage courses in the Master of Science Program along with the courses required for the specific nurse practitioner tract certificate. Total credits required vary based on the Gap Analysis from the previous Master's Degree and Nurse Practitioner Tract selected. Admission requirements to the Post-master's programs are the same as the admission requirements to the Master's programs.

National certification bodies such as the American Nurses Credentialing Center (ANCC) require a minimum of 500 faculty supervised clinical hours for examination eligibility. Certificate programs at Russell Sage College require at least 590 hours to complete the post-master's certificate.

Prerequisite: Completion of an MS degree program in Adult Health Nursing or Medical–Surgical Nursing as clinical specialist or nurse practitioner.

## Core Requirements

| Item # | Title | Credits |
|---|---|---|
| BIO 560 | Advanced Human Pathophysiology | 3 |
| NSG 619 | Diagnostic Health Assessment | |

## Required Courses

| Item # | Title | Credits |
|---|---|---|
| NSG 520 | Palliative Care & Chronic Illness | |
| NSG 622 | Advanced Pharmacology | |
| NSG 636 | Health, Healing, & Self Care | |
| NSG 642 | Acute Care Nurse Prac Role | |
| NSG 645 | Selected Geriatric Topics | |
| NSG 646 | Complex Case Studies in Care of the Older Adult | |
| NSG 644 | Advanced Role Practicum II | |
| | Total Credits | 27 |

# Adult Gerontology Primary Care Nurse Practitioner Post-Masters

**Degree Type**

Certificate

Post-Master's certificates are available for nurses with a previous Master of Science degree with a major in nursing. Programs are individually designed based on a Gap Analysis of the previous Master's Degree earned, and the equivalent Russell Sage courses in the Master of Science Program along with the courses required for the specific nurse practitioner tract certificate. Total credits required vary based on the Gap Analysis from the previous Master's Degree and Nurse Practitioner Tract selected. Admission requirements to the Post-master's programs are the same as the admission requirements to the Master's programs.

National certification bodies such as the American Nurses Credentialing Center (ANCC) require a minimum of 500 faculty supervised clinical hours for examination eligibility. Certificate programs at Russell Sage College require at least 590 hours to complete the post-master's certificate.

## Course Requirements

Prior to registering each semester, students need to meet with their advisor for individual program planning based on the Gap Analysis and Program Tract.

The listing below are the minimum course requirements. Additional courses may be necessary from the Gap Analysis.

## Cognate Courses

| Item # | Title | Credits |
|---|---|---|
| BIO 560 | Advanced Human Pathophysiology | 3 |
| NSG 520 | Palliative Care & Chronic Illness | |

## Supporting Courses

| Item # | Title | Credits |
|---|---|---|
| NSG 622 | Advanced Pharmacology | |
| NSG 636 | Health, Healing, & Self Care | |

## Clinical Courses

There is a mandatory clinical lab fee. NSG 619 is required as prerequisite for all subsequent clinical courses.

| Item # | Title | Credits |
|---|---|---|
| NSG 619 | Diagnostic Health Assessment | |
| NSG 621A | Adult & Geriatric Care - Theory | |
| NSG 621B | Adult & Geriatric Care - Practicum | |
| NSG 645 | Selected Geriatric Topics | |
| NSG 646 | Complex Case Studies in Care of the Older Adult | |

## Functional Area Course

| Item # | Title | Credits |
|---|---|---|
| NSG 623 | Ind Study in Adv Clin Nsg Prac | |
| | Total Credits | 30 |

# Family Nurse Practitioner Post Masters Certificate

**Degree Type**

Certificate

Post-Master's certificates are available for nurses with a previous Master of Science degree with a major in nursing. Programs are individually designed based on a Gap Analysis of the previous Master's Degree earned, and the equivalent Russell Sage courses in the Master of Science Program along with the courses required for the specific nurse practitioner tract certificate. Total credits required vary based on the Gap Analysis from the previous Master's Degree and Nurse Practitioner Tract

selected. Admission requirements to the Post-master's programs are the same as the admission requirements to the Master's programs.

National certification bodies such as the American Nurses Credentialing Center (ANCC) require a minimum of 500 faculty supervised clinical hours for examination eligibility. Certificate programs at Russell Sage College require 640 hours to complete the post-master's certificate.

## Required Courses

- Mandatory Clinical Lab Fee. NSG 619 is pre-requisite for all subsequent clinical courses

| Item # | Title | Credits |
|---|---|---|
| BIO 560 | Advanced Human Pathophysiology | 3 |
| NSG 636 | Health, Healing, & Self Care | |
| NSG 610 | Family Processes | |
| NSG 622 | Advanced Pharmacology | |
| NSG 619 | Diagnostic Health Assessment | |
| NSG 660 | Women & Children's Health: Theory | |
| NSG 661 | Women & Children's Health Clinical Practicum | |
| NSG 621A | Adult & Geriatric Care - Theory | |
| NSG 621B | Adult & Geriatric Care - Practicum | |
| NSG 623 | Ind Study in Adv Clin Nsg Prac | |
| | Total Credits | 30 |

# Psychiatric-Mental Health Nurse Practitioner Across the Lifespan Post Masters Certificate

**Degree Type**
Certificate

## Required Courses

- Mandatory Clinical Lab Fee. NSG 619 is pre-requisite for all subsequent clinical courses

| Item # | Title | Credits |
|---|---|---|
| BIO 560 | Advanced Human Pathophysiology | 3 |
| BIO 584 | Neurobiology | |
| NSG 557 | Group Processes Across the Lifespan in Health Care | |
| NSG 606 | Advanced Clinical Prac Behavior Therapy | |
| NSG 610 | Family Processes | |
| NSG 615 | Diagnostic Mental Health Assessment & Intervention | |
| NSG 619 | Diagnostic Health Assessment | |
| NSG 622 | Advanced Pharmacology | |
| NSG 624 | Advanced Psychopharmacology | |
| NSG 656 | Child/Adol Mental Health Theory | 3 |
| NSG 657 | Adult/Geriatric Mental Health Theory | 3 |
| | Total Credits | 32 |

# Nutrition

## Program Philosophy

The Nutrition Science program, because of its small size, encourages the exchange of ideas and information among students and between students and faculty to enhance the learning process. The faculty members recognize that students develop personally and professionally as they experience the scientific, management and liberal studies approaches to problem identification and solution. The faculty encourages students with diverse talents and backgrounds to enter the Nutrition Science program.

## Program Mission

The mission of the Nutrition Science program is to provide students with an opportunity to study the foundation knowledge of nutrition, food science, and food service management within a small, private, liberal arts college.

## Program General Goal

The goal of the Nutrition Science program is to present educational opportunities that will prepare students with knowledge of nutrition, food science, and food service management. Students will be provided with learning opportunities to develop the basic knowledge and skills necessary to support quality nutrition services for individuals, groups, and communities.

## Approval Status

The Didactic Program in Dietetics (DPD) at Sage is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND), a specialized accrediting body recognized by the Commission on Recognition of Post-Secondary Accreditation and the United States Department of Education. The address and phone number of ACEND are: 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, (800) 877-1600, ext. 5400.

An undergraduate major in Nutrition Science coupled with an ACEND-accredited Dietetic Internship (DI) and success on the Commission on Dietetic Registration (CDR) examination will lead to Registered Dietitian (R.D.) status. Graduates of Russell Sage College's Nutrition Science major have an above average pass rate on the CDR registration examination. For RD exam pass rates go to: http://www.sage.edu/academics/professional_exams/.

The Nutrition Science major also meets the educational requirements of the New York State Department of Education for certification in New York State as a Certified Dietitian, Certified Nutritionist or Certified Dietitian/Nutritionist (CDN). Additional experience and examination requirements are needed for this credential.

## An Accredited Dietetic Internship at Russell Sage College

Russell Sage College offers post-baccalaureate accredited dietetic internships in the Russell Sage College Graduate Schools. Matriculated students are eligible to apply for early admission (pre-select) to the post-baccalaureate Dietetic Internship offered at Russell Sage College Graduate Schools. Students chosen for this special program reserve a position in the internship class nearly one year in advance of regular admissions. They must maintain an overall GPA of 3.300 and a nutrition coursework GPA of 3.500. Students apply to this program at the end of the junior year. The DI can serve as the experience requirement for the CDN credential as well as the RD credential. Admission requirements and a description of the dietetic internship at Sage can be found in the Russell Sage College Graduate Schools catalog.

## Other

Graduates of the Nutrition Science major at Sage can find careers in dietetics, medicine, nutrition education and health promotion, the food industry, and sports nutrition. Graduate degrees received by Nutrition Science majors include MS/MA, M.B.A./M.P.H., M.D., and Ph.D. Graduates have received appointments at accredited Dietetic Internships throughout the country including Dallas, TX, Boston, MA, Baltimore, MD, and New York City.

The College's ACEND representative will verify completion of the DPD for all Sage's successful degree candidates who have earned a "C" or better in all nutrition science courses (including HUM 201), and who have an overall GPA of 2.800 or above.

## Program Notes

- Students are required to become members of the Academy of Nutrition and Dietetics (AND) during their junior year (Annual Dues = $58).
- Students are expected to complete 24 hours of nutrition-related community service at approved sites listed in the Nutrition Department's Student Handbook.
- To earn ACEND verification, students must have a major GPA of 2.800 or above and must earn a "C" or better (2.000) in HUM 201 and all NTR courses.

## Applied Nutrition (M.S.)

**Degree Type**
M.S.

The field of nutrition is evolving and so are the opportunities. The demand for well-rounded nutrition professionals is greater than ever. With the current obesity epidemic, soaring health care costs,

the focus shift towards disease prevention, as well as calls for evidence-based clinical practice, this trend is set to continue well into the future. To meet this demand, nutrition professionals will need to obtain advanced clinical and research skills as well as broad-view problem solving abilities.

The Applied Nutrition graduate program is based on a solid scientific foundation with a strong focus on research, nutritional epidemiology, public health perspectives, and cutting edge topics in the field of nutrition. Likewise, courses in nutrition communication and food and nutrition program development and evaluation provide a well-rounded view of nutrition. The skills obtained will allow graduates to become leaders in and to make significant contributions to the field.

The 31-34-credit M.S. in Applied Nutrition is designed to be flexible and to accommodate the 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.
- The ability to communicate nutrition messages effectively to a wide variety of audiences.
- 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 Russell Sage College Graduate Schools. An interview with the Director of Graduate Programs 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 NTR 201, NTR 501, and NTR 503) will be required in preparation for graduate study. Additional basic courses needed are Introduction to Psychology, Statistics, and Anatomy and Physiology I and II. 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. Core courses are offered in an asynchronous online format. Support courses are offered face-to-face on campus. Students with an undergraduate degree in nutrition may complete the program 100% online.

## Program Summary

### Core Elective Courses

| Item # | Title | Credits |
|---|---|---|
| NTR 549 | Nutrition & Disease Management for Pediatrics | |
| NTR 553 | Epidemiology for the Health Sciences | |
| NTR 555 | Nutrition Research: Interpretation and Communication | |
| NTR 560 | Sports Nutrition | |
| NTR 561 | Nutrition Programs and Interventions: Theory & Practice | |
| NTR 562 | Weight Management | |
| NTR 563 | Nutrition Support | |
| NTR 564 | Psychology of Eating & Eating Disorders | |

### Support Courses

* Support Courses may be replaced with 6 elective credits for students with a Bachelor's degree in Nutrition.

| Item # | Title | Credits |
|---|---|---|
| NTR 501 | Nutrition Metabolism I: Macronutrients | |
| NTR 503 | Nutrition Metabolism II: Micronutrients | |
| NTR 507 | Nutrition Counseling Across the Lifespan | |

### Research Methods Courses

| Item # | Title | Credits |
|---|---|---|
| NTR 551 | Research Methods for the Health Sciences | |
| NTR 690 | Directed Research I | |
| NTR 691 | Directed Research II | |

- For Students with a Bachelor's Degree in Nutrition : 30
- For Students with a Bachelor's Degree in a field other than Nutrition : 33

| | | |
|---|---|---|
| | Total Credits | 30-33 |

## Applied Nutrition (MS) and Dietetic Internship

**Degree Type**

M.S.

### Core Courses

Choose three (3) of the following:

| Item # | Title | Credits |
|---|---|---|
| NTR 549 | Nutrition & Disease Management for Pediatrics | |
| NTR 553 | Epidemiology for the Health Sciences | |
| NTR 560 | Sports Nutrition | |
| NTR 561 | Nutrition Programs and Interventions: Theory & Practice | |
| NTR 562 | Weight Management | |
| NTR 563 | Nutrition Support | |
| NTR 564 | Psychology of Eating & Eating Disorders | |

### Research Methods Courses

| Item # | Title | Credits |
|---|---|---|
| NTR 551 | Research Methods for the Health Sciences | |
| NTR 690 | Directed Research I | |
| NTR 691 | Directed Research II | |

### Dietetic Internship Courses

| Item # | Title | Credits |
|---|---|---|
| NTR 525 | Advanced Medical Nutrition Therapy | |
| NTR 530 | Dietetic Internship - Fall Practicum | |
| NTR 531 | Dietetic Internship Practicum II | |
| NTR 532 | Dietetic Internship Practicum - Summer Practicum | |
| NTR 555 | Nutrition Research: Interpretation and Communication | |

### Note:

Any NTR graduate MS course may count. HSA and MBA courses may also count with permission from program director.

| | | |
|---|---|---|
| | Total Credits | 42 |

## Nutrition and Dietetics

**Degree Type**

M.S.

The Master of Science in Nutrition and Dietetics is a program for students without undergraduate backgrounds in nutrition who want to complete the requirements to become a Registered Dietitian Nutritionist. The program provides graduates with lifelong professional skills, including research analysis and interpretation; writing, communication, and professional presentation; critical thinking; ability to evaluate the effectiveness of nutrition interventions; medical nutrition therapy; and, confidence using evidence-based guidelines in practice.

This is a 45-credit course of study that combines graduate-level ACEND-accredited Didactic Program in Dietetics (DPD) courses with master's courses.

Full-time students may complete the program in as few as three semesters, while part-time students may complete the program at their own pace. Additional prerequisite courses may apply.

### Core Courses

| Item # | Title | Credits |
|---|---|---|
| NTR 501 | Nutrition Metabolism I: Macronutrients | |
| NTR 502 | Advanced Food Science | |
| NTR 503 | Nutrition Metabolism II: Micronutrients | |
| NTR 504 | Medical Nutrition Therapy | |
| NTR 507 | Nutrition Counseling Across the Lifespan | |
| NTR 517 | Nutrition and Human Disease | |
| NTR 522 | Current Issues in Nutrition | |
| NTR 551 | Research Methods for the Health Sciences | |

### Elective Courses (Choose 4)

| Item # | Title | Credits |
|---|---|---|
| NTR 549 | Nutrition & Disease Management for Pediatrics | |
| NTR 553 | Epidemiology for the Health Sciences | |
| NTR 555 | Nutrition Research: Interpretation and Communication | |
| NTR 560 | Sports Nutrition | |
| NTR 561 | Nutrition Programs and Interventions: Theory & Practice | |
| NTR 562 | Weight Management | |
| NTR 563 | Nutrition Support | |
| NTR 564 | Psychology of Eating & Eating Disorders | |

### Research Courses

| Item # | Title | Credits |
|---|---|---|
| NTR 690 | Directed Research I | |
| NTR 691 | Directed Research II | |
| | Total Credits | 45 |

## Dietetic Internship Certificate

**Degree Type**

Certificate

### Type of Program

The Russell Sage College School of Health Sciences provides a Dietetic Internship (DI) for students who have successfully completed an Accreditation Council for Education in Nutrition and Dietetics (ACEND) didactic program in dietetics (DPD) and a master's degree. Successful candidates for the program qualify to take the registration examination for dietitians to earn Registered Dietitian (RD) or Registered Dietitian-Nutritionist (RDN) status. The DI offers two program formats, an on-campus program and a distance/online program. Classes begin in May of each year, and the experience is typically completed in May of the following year.

### Philosophy

Dietetics is a profession undergoing many changes because 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

Russell Sage College 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 a variety of resources and professionals, students work with RDs/RDNs 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 24 credits. Students have access to the Albany Medical College library and Russell Sage College 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 Mission

Prepare entry-level RDNs who are effective communicators of evidence-based nutrition content in all areas of practice.

## Program Goals

1. Program graduates will be competent in a variety of entry-level positions in the field of dietetics.
2. Program graduates will accurately and effectively communicate evidence-based nutrition content in a variety of settings.

## ACEND Accreditation Status

Russell Sage College's Dietetic Internship is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND). The Dietetic Internship at the Russell Sage College School of Health Sciences is currently accredited through June 2029. The program may accept up to 24 interns per class in the on-site option and up to 6 interns in the distance.

ACEND is the only accrediting agency for dietetics education recognized by the United States Department of Education (USDE). The address and telephone number of ACEND are: 120 South Riverside Plaza, Suite 2000, Chicago, IL. 60606-6995, 312-899-4876. Russell Sage College 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 in the Capital District of New York State. We have additional options for placements in the Saratoga/ Glens Falls and Western Massachusetts areas. The experience component includes orientation and class days, 10 weeks for clinical, 6 weeks for food service management, and five weeks for community nutrition.

**Full Time:** Students attend the supervised practice five days per week for a minimum of 40 hours per week in the field. Two graduate courses are taken each during the fall and spring terms. 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 24 hours of supervised practice per week plus two graduate courses each during the fall and spring semester. The part-time schedule takes the same length of time as the full-time schedule to complete all requirements. The DI director works with each part-time intern to arrange the practical experience schedule.

## Practicum Course Waiver for Professional Learning Experiences

The Russell Sage College School of Health Sciences Dietetic Internship program participates in the "Assessment of Prior Learning" recognized by ACEND. Dietetic interns may apply for credit towards supervised practice hours gained from a paid full-time position of at least six months after successful completion of a ACEND-accredited didactic program in dietetics (DPD).

## Program Expectations

- Food and Wellness Management (one semester- Fall or Spring)

- Clinical Nutrition (one semester- Fall or Spring)
- Community Nutrition (Summer Semester)

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, presentations, quizzes, attendance and participation in orientation peer mentorship and class days, 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 (GPA 3.04 or above on a 4.0 scale).

The final component is the successful completion of a comprehensive online examination, which simulates the registration examination, with a minimum grade of 75 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 Russell Sage College.

Requirements are:

- A baccalaureate degree.
- Completion of an ACEND didactic program in dietetics (DPD) with a verification statement form signed by the undergraduate DPD program director.
- Overall GPA 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 402, NTR 404, 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.

## Application Process

1. RSC participates in the Fall and Spring DICAS Application cycles.
2. Apply electronically via the Dietetic Internship Centralized Application Service (DICAS).
3. Complete the following to be considered:
    1. Application Release form
    2. A check for $40.00 payable to Russell Sage College. This fee is waived for current Russell Sage College students.
    3. Distance Track only: RSC Dietetic Internship Distance Track Preceptor sign-up form (to be submitted with DICAS application or mailed with check).

## Program Tuition and Fees

In addition to tuition for 24 graduate credits, a car and valid driver's license are required as travel to facilities is necessary. Students have housing, board and transportation expenses, parking fees, AND 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.

## Dietetic Internship Program Summary

| Item # | Title | Credits |
|---|---|---|
| NTR 525 | Advanced Medical Nutrition Therapy | |
| NTR 530 | Dietetic Internship - Fall Practicum | |
| NTR 531 | Dietetic Internship Practicum II | |
| NTR 532 | Dietetic Internship Practicum - Summer Practicum | |
| NTR 555 | Nutrition Research: Interpretation and Communication | |
| | Total Credits | 24 |

# Occupational Therapy (M.S.)

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 accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association. Qualified students 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 72-credit program in just over two years, with one initial online course followed by face-to-face coursework 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 administered by the National Board for Certification in Occupational Therapy (NBCOT) that leads to national certification and eligibility for state licensure.

MSOT Program Accreditation

Russell Sage College's 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, 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. You may contact ACOTE by phone at (301) 652-6611 and by visiting www.acoteonline.org. The most recent reaccreditation was granted in December 2016. Upon graduation, students are eligible to sit for the national certification exam that is 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

**MIssion** - The Sage Occupational Therapy Program encourages students to be self-directed and engaged actively in their learning. The program provides opportunities for reflective practice and critical inquiry with vibrant problem solving. We emphasize experiential learning that builds occupation-based clinical reasoning practices explicitly linking the person, environment and occupation. Our graduates will occupy diverse workforce roles and contribute to the health and well-being of individuals, populations and society.

**Philosophy** - In occupational therapy, we believe in the positive relationship between occupation and health. Occupations refer to the everyday activities that people do as individuals, in families and with communities to occupy time and bring meaning and purpose to life (WFOT, 2012). Occupations carry both practical and symbolic significance, and include things people need to, want to and are expected to do.

Occupations can be observed by others, occur over time, have purpose and meaning, occur in context, and are influenced by a person's performance patterns, performance skills, and underlying client factors (AOTA, 2020).

The Russell Sage College Occupational Therapy Program recognizes engagement in occupations as the core of individual, community, and societal well-being.

Occupational engagement occurs within complex relational systems that provide connection to other persons and environments. The curriculum design of the program emphasizes the contextualized lived experiences of individuals and the intricate nature of occupational engagement. The Person-Environment-Occupation model serves as the theoretical framework for the program.

In accord with the Russell Sage College mission, "To be, to know, to do," occupations are vehicles for doing, becoming, and knowing in the world.

## References


Occupational Therapy Practice Framework: Domain and Process—Fourth Edition. (2020). *American Journal Occupational Therapy 2020;74* (Supplement_2):7412410010. https://doi.org/10.5014/ajot.2020.74S2001

American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy, 72*(Suppl. 2), 7212410070. https://doi.org/10.5014/ajot.2018.72S201

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World Federation of Occupational Therapists. (2012). *Definition of Occupational Therapy*. Retrieved from https://www.wfot.org/about-occupational-therapy.


## Occupational Therapy Curriculum Design

The occupational therapy curriculum emphasizes the person, environment and occupation relationship and incorporates an experiential approach that focuses on students engaging as active learners. Foundation and upper level clinical courses promote an understanding of the dynamic relationship between health, well-being and occupational engagement for 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 service delivery system. The curriculum model is organized around three elements: *Foundations and Professional Identity, Evaluation and Intervention in Practice Settings,* and *Professional Responsibility and Research*. It is further supported by three major themes that are infused throughout coursework: *Person-Environment-Occupation Relationship, Therapeutic Use of Self,* and *Entry Level Practice*.

**Foundations & Professional Identity**

Foundational courses provide students with a basis for understanding the distinct occupational perspective and how the profession contributes to health promotion and participation in society. The *Occupational Therapy Practice Framework* is introduced along with the major practice models and theoretical frameworks that define the language and philosophy of occupational therapy. Students explore the intersection of the areas of occupation, client factors, performance skills and patterns as well as context and environment.

**Evaluation & Intervention in Practice Settings**

Evaluation and intervention courses focus on a variety of service delivery models and provide a framework for developing client-centered intervention. The application of practice models within this content guides the development of critical thinking. Students engage in case driven labs and fieldwork experiences to apply knowledge gained in the classroom to clinical settings, in order to hone clinical reasoning skills, and achieve entry level competence.

**Professional Responsibility & Research**

Students learn about the roles and associated responsibilities of the OT profession through coursework that addresses occupational therapy service delivery, advocacy, ethics and health policy administration. A multi-course research sequence prepares students for scholarly inquiry guiding them to become evidence-based practitioners. Working collaboratively with faculty, and clinic and community-based sites, student teams develop and

implement research studies whose outcomes augment current literature and meet the information needs of research partners. The culminating requirement is a presentation at the annual Graduate Research Symposium. Through these experiences, students develop the broad perspective required for promoting and providing best practice.

## Supporting Themes

**Person-Environment-Occupation Relationship**

Students explore how factors related to the person, environment and occupation impact health, well-being and participation in society. Throughout the curriculum students engage in scholarly inquiry, case-based learning, and field experiences with persons, groups and organizations. Together these learning activities assist students to analyze the elements that promote occupational performance.

**Therapeutic Use of Self**

Students develop skills in forming therapeutic relationships through experiences that foster self-awareness, personal maturity, and effective communication. Emphasis on client-centered practice supports the student's ability to engage in a collaborative intervention process.

**Entry Level Practice**

Entry level practice 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 maintains a working relationship with 500 clinical sites located throughout the country.

## Faculty

Students enjoy an excellent student-to-faculty ratio of 15:1 that facilitates personal attention and close working relationships. The Russell 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, chronic illness, expressive arts, education, ethics, maternal health and pediatrics. 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 Outcome Statements

At the conclusion of the occupational therapy educational program, students will:

Foundations & Professional Identity

- Demonstrate knowledge of the history of the profession, the scope and role of occupational therapy within the health delivery system, and its contributions to health promotion, wellness and participation in society.
- Establish and sustain client centered therapeutic relationships and support intergenerational and cultural sensitivity in client interaction.
- Function in the generalist role and assume a commitment to lifelong learning.

- Develop professional behaviors, attitudes and actions reflective of ethical standards and values.
- Demonstrate a strong command of the Occupational Therapy Practice Framework language when communicating effectively in writing or 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.

Evaluation & Intervention in Practice Settings

- Value culture and other person-environment factors in developing meaningful interventions across clinical and community settings.
- Apply knowledge of the relationship of theory to practice using theoretical models and frames of reference to guide clinical reasoning.
- Distinguish and use appropriate screening and assessment methods to determine client goals and document the need to refer to other disciplines as indicated.
- Develop and implement occupation-based intervention plans that support the client's ability to return to desired habits, routines, roles, and rituals within their environment.
- Document services to ensure accountability and meet standards for reimbursement.
- Work cooperatively with members of interprofessional teams and other stakeholders within the health delivery system.
- Demonstrate ability to analyze and adapt environments to promote occupational health and wellness.

Professional Responsibility & Research

- Integrate 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 supervision and an understanding of the health care team, budgeting and reimbursement and leadership.
- Demonstrate an understanding of the occupational therapy scope of practice through legislative advocacy, consumer education and knowledge of trends and opportunities.
- Critically analyze research literature to make evidence-based decisions and engage in scholarly activities that contribute to best practice
- Apply current research methods to design and execute a novel research study.

## OT Program Curricular Objectives

Foundations and Professional Identity

1. Demonstrates consistent personal and professional ethical behavior
2. Demonstrates positive interpersonal and interprofessional skills
3. Communicates the values and beliefs of OT to clients, staff and family
4. Demonstrates beginning use of professional OT language
5. Seeks and responds constructively to feedback
6. Takes responsibility for own learning

Evaluation and Intervention in Practice Settings

1. Adheres to safety regulations in regard to safety of self and others
2. Demonstrates ability to establish rapport with clients and team members
3. Demonstrates respect for diversity factors and lifestyle choices of others
4. Analyzes impact of person-environment factors on OT evaluation and intervention
5. Selects appropriate screening and assessment tools based on client need, context and environment
6. Refers to specialists for consultation and intervention
7. Uses standardized and non-standardized screening and assessment tools appropriately
8. Uses theories, practice models, and frames of reference to guide and inform evaluation and intervention
9. Makes informed practice decisions based on critical analyses of the evidence
10. Develops and implements occupational based interventions based on appropriate theoretical approach and client needs
11. Demonstrates skills in supervising and collaborating with OTAs

12. Documents services and maintains records to ensure accountability and meet reimbursement and facility standards
13. Demonstrates knowledge and compliance with reimbursement mechanisms
14. Monitors and reassesses the effect of OT intervention and need for continued or modified services
15. Develops discharge plans and terminates OT services as appropriate
16. Report evaluation results and modify practice as needed to improve outcomes
17. Provides client and family education to support occupational participation

Professional Responsibility and Research

1. Manages time, schedules and prioritizes workload appropriately
2. Develops strategies for effective use of OT and non-OT staff
3. Understands trends in models of service delivery and their effect on OT practice
4. Considers the impact of contextual factors on management and delivery of OT services
5. Demonstrates ability to design processes to manage quality and develop program changes
6. Understands factors that promote policy development and provision of OT services
7. Demonstrates knowledge of state, federal and professional standards that shape practice
8. Demonstrates knowledge of advocacy to benefit consumers and the profession
9. Identifies opportunities to address societal needs by participating in the development and marketing of OT services
10. Understands and critiques research studies
11. Uses research/professional literature to make evidence-based decisions
12. Designs and implements novice research studies relevant to occupational therapy
13. Identifies strategies for ongoing professional development
14. Participates in professional activities to advance the profession.

## Program Academic Standards

The M.S. in Occupational Therapy is a professional education program. Students enrolled in the program must demonstrate achievement in academic and clinical competencies necessary for professional practice, and meet academic standards consistent with graduate school criteria. Students must also demonstrate effective professional behavior as detailed in the *Standards of Professional Behavior.*

1. Grade Point Average (GPA)
    - A minimum overall grade point average of 3.0 must be maintained in Occupational Therapy coursework each semester. 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, the student will be subject to suspension from the full-time program.
    - A student must attain a minimum overall 3.0 GPA prior to enrolling in fieldwork courses.
    - A student must achieve a minimum overall 3.0 GPA to be eligible to graduate. A grade of "C" or lower will not be rounded up.
2. Passing Course Grades
    - If a grade of “F” is obtained in a 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 of “B-” (“P” is pass/fail course) on the second attempt. If a student receives a grade of “F” in two OT Program courses, the student will be dismissed from the program. A grade lower than "C" will not be rounded up.
3. Lab Practical/Proficiency Exam Grades
    - After the first semester of the program, 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. 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 probation. On the third occasion, the student will be suspended from the program.

- Each student is expected to demonstrate competency in all safety items in order to successfully pass the lab practical exam or proficiency.
- Repeat of a lab practical is at discretion of an instructor to meet minimum standards. The redo of a lab practical will earn a maximum of 80%.

4. Professional Behaviors
   - Professional behavior feedback is provided by one course instructor each semester.
   - Professional behaviors require mastery learning in time management, safety, ethics, professional behaviors, and verbal and written communication. Students must "Meet Standards" in order to go to fieldwork.
   - A student receiving "needs improvement" on time management, engagement, ethics, or safety, and/or has greater than 6 total areas of "needs improvement" will be reviewed by every course instructor the following semester.
5. Retention and Dismissal
   1. Probation
      - A student who receives a grade of "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 three semesters will result in dismissal.
      - Violations of the OT Program's *Standards of Professional Behavior* or *AOTA Code of Ethics* are also grounds for being placed on probation.
   2. 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.
      - A second suspension results in dismissal.
      - Repeated violations of the OT Program's *Standards of Professional Behavior* or *AOTA Code of Ethics* are also grounds for suspension.
   3. Dismissal
      - A student is subject to dismissal from the OT Program for any of the following:
        - Student receives a grade of "F" in two courses;
        - Student has to retake a lab practical/proficiency exam in three courses;
        - Student has two suspensions;
        - Student has three probations;
        - Student does not achieve a minimum grade of "B-" ("P" in pass/fail course) when repeating a course;
        - Egregious conduct that violates professional and/or legal standards.
      - A student who is academically dismissed from the OT Program may apply for readmission after a period of 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.
      - Students who withdraw or who are dismissed for reasons other than GPA will have their records reviewed for possible readmission by Occupational Therapy program faculty. Readmission will be determined by the faculty based on this review and any additional criteria required at the discretion of the faculty.
6. Fieldwork
   - By the terms of the College's contractual agreement with fieldwork sites, only students who have satisfactorily completed the requisite professional courses and demonstrate safety and competence in all lab proficiency exams/ check-offs will be placed in fieldwork.
   - Students must have demonstrated the ability to meet the academic and program standards of the OT Program outlined in

the *OT Student Handbook*, demonstrate effective interpersonal communication, professional behavior, and judgment necessary for the field setting, and be recommended by faculty for fieldwork education.
    - Faculty will formally review all students' progress at the end of the spring semester of the second year of professional coursework (or equivalent) to ensure that students are demonstrating mastery of material and are ready for Level II fieldwork. This appraisal includes a review of students' grades and professional behavior. Faculty retains the final decision to approve students for fieldwork placements.
    - Students who frequently display unprofessional behavior and/or judgment, or who are unable to address professional behavior concerns that have been identified by faculty, will be required to appear before a sub-group of the OT Program faculty that includes at a minimum the fieldwork coordinator, program director, and faculty advisor. This faculty group may impose sanctions which can include probation, suspension, or dismissal from the program, and/or delay the student from engaging in the fieldwork portion of the curriculum.
    - 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 must obtain permission of faculty prior to repeating a failed fieldwork experience. 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.
7. Academic Leave
    - All students are required to maintain continuous matriculation in the program. In the event a leave of absence is required, this must be requested and approved by Occupational Therapy Program faculty in order for the student to maintain a place in the program and eventually be eligible to graduate. Students who have requested and obtained a leave of absence from the program will need to complete program requirements in the time frame indicated in the letter from the program approving the leave. In most cases a leave will not be approved for a period in excess of one calendar year. Students who have been inactive in coursework or who are two or more years beyond the date of completion of their last Level II Fieldwork placement will need to request permission of the faculty to be readmitted to the program. 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 allowed to complete the program and be eligible to take the certification examination.

## Admission Requirements for M.S. in Occupational Therapy

Applicants may wish to visit the college and meet with a representative of the Occupational Therapy program. Candidates should call the OT program office at (518) 244-2266 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 Schools 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 Schools. In addition to meeting the general requirements for admission to Sage Graduate Schools, 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 3.25 GPA in overall undergraduate study and OT Program prerequisite courses with a science prerequisite GPA of 3.0.
- 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. After the February 1st deadline, applicants are reviewed on a rolling basis and admitted as space permits.

## Entry through RSC 3+2 Accelerated Program to M.S. in Occupational Therapy Program

Students 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 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 3.25 in undergraduate study;
- Achieve a minimum 3.0 in science 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;
- Transfer students must complete a minimum of 45 undergraduate credits at Sage prior to entering the graduate program.

## OT Prerequisite Courses for all Programs

The following prerequisite courses must be completed prior to entry to any graduate OT Program:

- Anatomy & Physiology I and II (with labs);
- Medical Terminology
- Introduction to Psychology (General Psychology)
- Human Development (Lifespan Development)
- Abnormal Psychology
- Statistics
- 3 credits in Sociology or Anthropology
- Recommended: Physics with Lab

# Occupational Therapy (M.S.)

**Degree Type**

M.S.

**The MS in Occupational Therapy at Sage** is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA),

7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number is 301-652-6611; its web address is www.acoteonline.org. Qualified students 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 72-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 administered by the National Board for Certification in Occupational Therapy (NBCOT) that leads to national certification and eligibility for state licensure.

## OT Program Summary

| Item # | Title | Credits |
|---|---|---|
| OTH 503 | Models & Theories in Occupational Therapy Practice | 2 |
| OTH 504 | Foundations of Occupational Therapy | 3 |
| OTH 507 | Functional Anatomy & Applied Kinesiology/Labs A and B | 6 |
| OTH 515 | Occupational Engagement in Adulthood with Lab | 4 |
| OTH 622 | Fieldwork Seminar and Professional Identity | 2 |
| OTH 501 | Neuroscience | 4 |
| OTH 601 | Evaluation and Intervention of Occupations in Early Childhood with Lab | 4 |
| OTH 606 | Evaluation & Intervention of the Upper Extremity/Lab | 4 |
| OTH 608 | Foundations of Physical Rehabilitation | 4 |
| OTH 512 | Technology & Adaptations | 1 |
| OTH 609 | Evaluation and Intervention: Mental Health Occupational Performance with Lab | 4 |
| OTH 611 | Evaluation/Intervention: Adult Physical Rehabilitation I | 4 |
| OTH 623 | Fieldwork I: Community Mental Health | 1 |
| OTH 624 | Level I Fieldwork: Physical Rehabilitation | 1 |
| OTH 669 | Professional Research I | 3 |
| OTH 602 | Evaluation and Intervention of Preschool and School-based Occupational Therapy | 4 |
| OTH 612 | Management of OT Services | 3 |
| OTH 618 | Evaluation and Intervention: Adult Physical Rehabilitation II with Lab | 4 |
| OTH 626 | Fieldwork I: Pediatric Setting | 1 |
| OTH 670 | Professional Research II | 3 |
| OTH 627 | Fieldwork IIa | 5 |
| OTH 628 | Fieldwork IIb | 5 |

## 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.

| | |
|---|---|
| Total Credits | 72 |

# Occupational Therapy (O.T.D.)

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 Doctorate in Occupational Therapy (OTD) at Russell Sage College** is the only doctoral-level Occupational Therapy Program in New York's Capital Region. The entry-level occupational therapy doctoral degree program at Russell Sage College is registered with the New York State Education Department and is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Qualified individuals 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 94-credit program in three years, including a research project, six months of full time fieldwork and the Doctoral Capstone Experience. While most of our coursework is face-to-face, part of our coursework is online with one initial online course (OTH 504) and the 700-level courses (701, 702, 703, and 704) embedded throughout the program online. The capstone course, OTH 705, has the ability to be online, hybrid, or face-to-face. Upon successful completion of academic, fieldwork courses, and the Capstone Experience, students are awarded an entry-level Doctoral degree (OTD) in Occupational Therapy and are eligible to sit for the certification exam administered by the National Board for Certification in Occupational Therapy (NBCOT) that leads to national certification and eligibility for state licensure.

OTD Program Accreditation

The Russell Sage College entry-level occupational therapy doctoral degree program is registered with the New York State Education Department and is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6611 and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

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## References


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World Federation of Occupational Therapists. (2012). *Definition of Occupational Therapy*. Retrieved from https://www.wfot.org/about-occupational-therapy.


## Occupational Therapy Curriculum Design

The occupational therapy curriculum emphasizes the person, environment and occupation relationship and incorporates an experiential approach that focuses on students engaging as active learners. Foundation and upper level clinical courses promote an understanding of the dynamic relationship between health, well-being and occupational engagement for 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 service delivery system. The curriculum model is organized around three elements: *Foundations and Professional Identity, Evaluation and Intervention in Practice Settings,* and *Professional Responsibility and Research*. It is further supported by three major themes that are infused throughout coursework: *Person-Environment-Occupation Relationship, Therapeutic Use of Self,* and *Entry Level Practice*.

**Foundations & Professional Identity**

Foundational courses provide students with a basis for understanding the distinct occupational perspective and how the profession contributes to health promotion and participation in society. The *Occupational Therapy Practice Framework* is introduced along with the major practice models and theoretical frameworks that define the language and philosophy of occupational therapy. Students explore the intersection of the areas of occupation, client factors, performance skills and patterns as well as context and environment.

**Evaluation & Intervention in Practice Settings**

Evaluation and intervention courses focus on a variety of service delivery models and provide a framework for developing client-centered intervention. The application of practice models within this content guides the development of critical thinking. Students engage in case driven labs and fieldwork experiences to apply knowledge gained in the classroom to clinical settings, in order to hone clinical reasoning skills, and achieve entry level competence.

**Professional Responsibility & Research**

Students learn about the roles and associated responsibilities of the OT profession through coursework that addresses occupational therapy service delivery, advocacy, ethics and health policy administration. A multi-course research sequence prepares students for scholarly inquiry guiding them to become evidence-based practitioners. Working collaboratively with faculty, and clinic and community-based sites, student teams develop and implement research studies whose outcomes augment current literature and meet the information needs of research partners. The culminating requirement is a presentation at the annual Graduate Research Symposium. Through these experiences, students develop the broad perspective required for promoting and providing best practice.

## Supporting Themes

**Person-Environment-Occupation Relationship**

Students explore how factors related to the person, environment and occupation impact health, well-being and participation in society. Throughout the curriculum students engage in scholarly inquiry, case-based learning, and field experiences with persons, groups and organizations. Together these learning activities assist students to analyze the elements that promote occupational performance.

**Therapeutic Use of Self**

Students develop skills in forming therapeutic relationships through experiences that foster self-awareness, personal maturity, and effective communication. Emphasis on client-centered practice supports the student's ability to engage in a collaborative intervention process.

**Entry Level Practice**

Entry level practice 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 maintains a working relationship with 600 clinical sites located throughout the country.

## Doctoral Capstone Experience

The Doctoral Capstone Experience (DCE) is an individually designed, thorough, student experience in a practice setting in one or more of the following areas of study: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education or theory development. It requires students to construct an individualized learning plan with specific objectives designed to meet planned outcomes. Practice settings will be consistent with the program's curriculum design. Each setting will provide supervision for the student appropriate to the setting and as agreed upon in collaboration with the student's Faculty Mentor and the Capstone Coordinator. The student will be mentored by an individual with expertise consistent with the

student's area of focus (this supervising individual may or may not be physically located within the practice setting and may or may not be provided by an occupational therapist).

The DCE must be completed on a full-time basis. It may be completed within the Capital District or elsewhere as opportunities present themselves that meet the goals and objectives identified in the student's individualized learning plan. Final determination for Capstone site will be completed through advisement with the Doctoral Capstone Coordinator.

## Faculty

Students enjoy an excellent student-to-faculty ratio of 8:1 that facilitates personal attention and close working relationships. The Russell 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, chronic illness, expressive arts, education, ethics, maternal health and pediatrics. 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 Outcome Statements

At the conclusion of the occupational therapy educational program, students will:

Foundations & Professional Identity

- Demonstrate knowledge of the history of the profession, the scope and role of occupational therapy within the health delivery system, and its contributions to health promotion, wellness and participation in society.
- Establish and sustain client centered therapeutic relationships and support intergenerational and cultural sensitivity in client interaction.
- Function in the generalist role and assume a commitment to lifelong learning.
- Develop professional behaviors, attitudes and actions reflective of ethical standards and values.
- Demonstrate a strong command of the Occupational Therapy Practice Framework language when communicating effectively in writing or 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.

Evaluation & Intervention in Practice Settings

- Value culture and other person-environment factors in developing meaningful interventions across clinical and community settings.
- Apply knowledge of the relationship of theory to practice using theoretical models and frames of reference to guide clinical reasoning.
- Distinguish and use appropriate screening and assessment methods to determine client goals and document the need to refer to other disciplines as indicated.
- Develop and implement occupation-based intervention plans that support the client's ability to return to desired habits, routines, roles, and rituals within their environment.
- Document services to ensure accountability and meet standards for reimbursement.
- Work cooperatively with members of interprofessional teams and other stakeholders within the health delivery system.
- Demonstrate ability to analyze and adapt environments to promote occupational health and wellness.

Professional Responsibility & Research

- Integrate 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

supervision and an understanding of the health care team, budgeting and reimbursement and leadership.
- Demonstrate an understanding of the occupational therapy scope of practice through legislative advocacy, consumer education and knowledge of trends and opportunities.
- Critically analyze research literature to make evidence-based decisions and engage in scholarly activities that contribute to best practice
- Apply current research methods to design and execute a novel research study.
- Demonstrate ability to analyze and adapt environments to promote occupational health and wellness.
- Develop an understanding of healthcare policy's impact on occupational therapy scope of practice, in relation to trends as well as state, federal and professional standards
- Develop understanding of reimbursement regulations and the role legislative advocacy to or for the profession.
- Reflect and develop leadership style in relation to management of occupational therapy services including an understanding of healthcare teams, supervision and evaluation of occupational therapy services.
- Establish a professional development plan that articulates professional leadership and scholarship goals, including exploration of diverse roles such as lifelong learner, collaborator, entrepreneur, innovator and advocate.
- Reflectively integrate research evidence into occupation-based practice with clients and communities, through critical analysis of current literature, execution of a novel research study and engagement in scholarly activities that contribute to best practice.

## OT Program Curricular Objectives

Foundations and Professional Identity

1. Demonstrates consistent personal and professional ethical behavior
2. Demonstrates positive interpersonal and interprofessional skills
3. Communicates the values and beliefs of OT to clients, staff and family
4. Demonstrates beginning use of professional OT language
5. Seeks and responds constructively to feedback
6. Takes responsibility for own learning

Evaluation and Intervention in Practice Settings

1. Adheres to safety regulations in regard to safety of self and others
2. Demonstrates ability to establish rapport with clients and team members
3. Demonstrates respect for diversity factors and lifestyle choices of others
4. Analyzes impact of person-environment factors on OT evaluation and intervention
5. Selects appropriate screening and assessment tools based on client need, context and environment
6. Refers to specialists for consultation and intervention
7. Uses standardized and non-standardized screening and assessment tools appropriately
8. Uses theories, practice models, and frames of reference to guide and inform evaluation and intervention
9. Makes informed practice decisions based on critical analyses of the evidence
10. Develops and implements occupational based interventions based on appropriate theoretical approach and client needs
11. Demonstrates skills in supervising and collaborating with OTAs
12. Documents services and maintains records to ensure accountability and meet reimbursement and facility standards
13. Demonstrates knowledge and compliance with reimbursement mechanisms
14. Monitors and reassesses the effect of OT intervention and need for continued or modified services
15. Develops discharge plans and terminates OT services as appropriate
16. Report evaluation results and modify practice as needed to improve outcomes
17. Provides client and family education to support occupational participation

Professional Responsibility and Research

1. Manages time, schedules and prioritizes workload appropriately

2. Develops strategies for effective use of OT and non-OT staff
3. Understands trends in models of service delivery and their effect on OT practice
4. Considers the impact of contextual factors on management and delivery of OT services
5. Demonstrates ability to design processes to manage quality and develop program changes
6. Understands factors that promote policy development and provision of OT services
7. Demonstrates knowledge of state, federal and professional standards that shape practice
8. Demonstrates knowledge of advocacy to benefit consumers and the profession
9. Identifies opportunities to address societal needs by participating in the development and marketing of OT services
10. Understands and critiques research studies
11. Uses research/professional literature to make evidence-based decisions
12. Designs and implements novice research studies relevant to occupational therapy
13. Identifies strategies for ongoing professional development
14. Participates in professional activities to advance the profession.

## Program Academic Standards

The Occupational Therapy Doctorate is a professional education program. Students enrolled in the program must demonstrate achievement in academic and clinical competencies necessary for professional practice, and meet academic standards consistent with graduate school criteria. Students must also demonstrate effective professional behavior as detailed in the *Standards of Professional Behavior.*

1. Grade Point Average (GPA)
    - A minimum overall grade point average of 3.0 must be maintained in Occupational Therapy coursework each semester. 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, the student will be subject to suspension from the full-time program.
    - A student must attain a minimum overall 3.0 GPA prior to enrolling in fieldwork courses.
    - A student must achieve a minimum overall 3.0 GPA to be eligible to graduate. A grade of "C" or lower will not be rounded up.
2. Passing Course Grades
    - If a grade of “F” is obtained in a 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 of “B-” (“P” is pass/fail course) on the second attempt. If a student receives a grade of “F” in two OT Program courses, the student will be dismissed from the program. A grade lower than "C" will not be rounded up.
3. Lab Practical/Proficiency Exam Grades
    - After the first semester of the program, 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. 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 probation. On the third occasion, the student will be suspended from the program.
    - Each student is expected to demonstrate competency in all safety items in order to successfully pass the lab practical exam or proficiency.
    - Repeat of a lab practical is at discretion of an instructor to meet minimum standards. The redo of a lab practical will earn a maximum of 80%.
4. Professional Behaviors
    - Professional behavior feedback is provided by one course instructor each semester.
    - Professional behaviors require mastery learning in time management, safety, ethics, professional behaviors, and verbal and written communication. Students must "Meet Standards" in order to go to fieldwork.
    - A student receiving "needs improvement" on time management, engagement, ethics,

or safety, and/or has greater than 6 total areas of "needs improvement" will be reviewed by every course instructor the following semester.

5. Retention and Dismissal
    1. Probation
        - A student who receives a grade of "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 three semesters will result in dismissal.
        - Violations of the OT Program's *Standards of Professional Behavior* or *AOTA Code of Ethics* are also grounds for being placed on probation.
    2. 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.
        - A second suspension results in dismissal.
        - Repeated violations of the OT Program's *Standards of Professional Behavior* or *AOTA Code of Ethics* are also grounds for suspension.
    3. Dismissal
        - A student is subject to dismissal from the OT Program for any of the following:
            - Student receives a grade of "F" in two courses;
            - Student has to retake a lab practical/proficiency exam in three courses;
            - Student has two suspensions;
            - Student has three probations;
            - Student does not achieve a minimum grade of "B-" ("P" in pass/fail course) when repeating a course;
            - Egregious conduct that violates professional and/or legal standards.
        - A student who is academically dismissed from the OT Program may apply for readmission after a period of 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.
        - Students who withdraw or who are dismissed for reasons other than GPA will have their records reviewed for possible readmission by Occupational Therapy program faculty. Readmission will be determined by the faculty based on this review and any additional criteria required at the discretion of the faculty.
6. Fieldwork
    - By the terms of the College's contractual agreement with fieldwork sites, only students who have satisfactorily completed the requisite professional courses and demonstrate safety and competence in all lab proficiency exams/ check-offs will be placed in fieldwork.
    - Students must have demonstrated the ability to meet the academic and program standards of the OT Program outlined in the *OT Student Handbook*, demonstrate effective interpersonal communication, professional behavior, and judgment necessary for the field setting, and be recommended by faculty for fieldwork education.
    - Faculty will formally review all students' progress at the end of the spring semester of the second year of professional coursework (or equivalent) to ensure that students are demonstrating mastery of material and are ready for Level II fieldwork. This appraisal includes a review of students' grades and professional behavior. Faculty retains the final decision to approve students for fieldwork placements.

- Students who frequently display unprofessional behavior and/or judgment, or who are unable to address professional behavior concerns that have been identified by faculty, will be required to appear before a sub-group of the OT Program faculty that includes at a minimum the fieldwork coordinator, program director, and faculty advisor. This faculty group may impose sanctions which can include probation, suspension, or dismissal from the program, and/or delay the student from engaging in the fieldwork portion of the curriculum.
- 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 must obtain permission of faculty prior to repeating a failed fieldwork experience. 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.

7. Capstone Experience
   - The Doctoral Capstone Experience (DCE) is an individually designed, thorough, student experience in a practice setting in one or more of the following areas of study: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education or theory development. It requires students to construct an individualized learning plan with specific objectives designed to meet planned outcomes. Practice settings will be consistent with the program's curriculum design. Each setting will provide supervision for the student appropriate to the setting and as agreed upon in collaboration with the student's Faculty Mentor and the Capstone Coordinator. The student will be mentored by an individual with expertise consistent with the student's area of focus (this supervising individual may or may not be physically located within the practice setting and may or may not be provided by an occupational therapist).
   - The DCE may be completed within the Capital District or elsewhere as opportunities present themselves that meet the goals and objectives identified in the student's individualized learning plan. Final determination for Capstone site will be completed through advisement with the Doctoral Capstone Coordinator. Students wishing to utilize their current work setting to satisfy the 14-week requirement must seek approval from the Doctoral Capstone Coordinator and/or Department Chair, and distinct additional experiential activities and learning objectives must be established. The Capstone Experience must be completed full-time.
8. Academic Leave
   - All students are required to maintain continuous matriculation in the program. In the event a leave of absence is required, this must be requested and approved by Occupational Therapy Program faculty in order for the student to maintain a place in the program and eventually be eligible to graduate. Students who have requested and obtained a leave of absence from the program will need to complete program requirements in the time frame indicated in the letter from the program approving the leave. In most cases a leave will not be approved for a period in excess of one calendar year. Students who have been inactive in coursework or who are two or more years beyond the date of completion of their last Level II Fieldwork placement will need to request permission of the faculty to be readmitted to the program. Students will be required to repeat all of the evaluation and intervention courses or demonstrate academic and clincial competency in each of these courses, via examination, to be allowed to complete the program and be eligible to take the certification examination.

## Admission Requirements for O.T.D.

Applicants may wish to visit the college and meet with a representative of the Occupational Therapy program. Candidates should call the OT program office at (518) 244-2266 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 Schools or application as a Master's student to progress to the OTD Program.

The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 18 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2023 ACOTE OTD Standard D.1.3.

**Admissions Criteria:**

1. Direct Admission to the OTD (Rolling Admissions)

Qualified students who possess a baccalaureate degree and who have fulfilled the prerequisite courses for the graduate Program in Occupational Therapy may apply directly to the Doctorate 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 OTD Program will demonstrate evidence of the following:

- Submit official transcripts of all previous undergraduate or graduate study.
- Earn a minimum 3.25 grade point average (GPA) in undergraduate study, including OT Program prerequisite courses. Note: courses and grades from all schools attended are used to calculate GPA for admission.
- OT Prerequisite courses: Anatomy & Physiology I and II (with labs), Introduction to Psychology (General Psychology), Human Development (Lifespan Development), Abnormal Psychology, Statistics, 3 credits of Sociology or Anthropology, and Medical Terminology
- Earn a Science GPA of 3.0 in OT Program prerequisite courses (Anatomy & Physiology I & II).
- Provide two letters of reference
- Provide current resume
- *Submit a career goals statement (your relationship to OT/what brought you to OT?)/personal essay to include information pertaining to the desire to complete the Doctoral Degree (~1-2 pages). This essay may address OT background, choice or history of desire for Major and the course of action towards an OTD (a capstone idea)*.
- Provide documentation of at least 40 hours of clinical observation (can be a combination of alternate activities including searching capstone ideas and listed alternate activities) under the supervision of an occupational therapist before beginning the professional program with forms from packet listed below.
- Submit complete application by February 1 priority deadline with supplemental forms.
- Interview with Program Director and at least one other core faculty

2. Internal Master OT students may apply to the OTD Program:

- Submit official transcripts of all previous undergraduate or graduate study.
- Earn a minimum 3.25 grade point average (GPA) in undergraduate study, including OT Program prerequisite courses. Note: courses and grades from all schools attended are used to calculate GPA for admission.

- OT Prerequisite courses: Anatomy & Physiology I and II (with labs), Introduction to Psychology (General Psychology), Human Development (Lifespan Development), Abnormal Psychology, Statistics, 3 credits of Sociology or Anthropology, and Medical Terminology
- Earn a Science GPA of 3.0 in OT Program prerequisite courses (Anatomy & Physiology I & II).
- Provide two letters of reference
- Provide current resume
- *Submit a career goals statement (your relationship to OT/what brought you to OT?)/personal essay to include information pertaining to the desire to complete the Doctoral Degree (~1-2 pages). This essay may address OT background, choice or history of desire for Major and the course of action towards an OTD (a capstone idea)*.
- Provide documentation of at least 40 hours of clinical observation (can be a combination of alternate activities including searching capstone ideas and listed alternate activities) under the supervision of an occupational therapist before beginning the professional program with forms from packet listed below.
- Submit complete application by February 1 priority deadline with supplemental forms.
- Interview with Program Director and at least one other core faculty
- **AND** following the first or second semester completion of Program of Study, the graduate student requesting transition to the OTD must demonstrate a minimum GPA in coursework of 3.25 within the first semester of the Program.

*OTD Essay: Please complete a clear and concise personal essay supporting the applicant's rationale to pursue the OTD as a degree **with careful attention to your ideas toward a desired doctoral capstone experience**. The doctoral capstone is a 14-week practicum experience in an advanced area of learning that occurs separate from your level II fieldwork experiences. Consider a topic area you may be interested in in any of the following areas of occupational therapy: *clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education or theory development*.

# OT Prerequisite Courses for all Programs

The following prerequisite courses must be completed prior to entry to any graduate OT Program:

- Anatomy & Physiology I and II (with labs);
- Medical Terminology
- Introduction to Psychology (General Psychology)
- Human Development (Lifespan Development)
- Abnormal Psychology
- Statistics
- 3 credits in Sociology or Anthropology
- Recommended: Physics with Lab

## Occupational Therapy (O.T.D.)

**Degree Type**

O.T.D.

**The Doctorate in Occupational Therapy (OTD) at Russell Sage College** is the only doctoral-level Occupational Therapy Program in New York's Capital Region. The entry-level occupational therapy doctoral degree program at Russell Sage College is registered with the New York State Education Department and is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number is (301) 652-6611 and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

## First Year: Fall

| Item # | Title | Credits |
|---|---|---|
| OTH 503 | Models & Theories in Occupational Therapy Practice | 2 |
| OTH 504 | Foundations of Occupational Therapy | 3 |
| OTH 507 | Functional Anatomy & Applied Kinesiology/Labs A and B | 6 |
| OTH 515 | Occupational Engagement in Adulthood with Lab | 4 |
| OTH 622 | Fieldwork Seminar and Professional Identity | 2 |

## First Year: Spring

| Item # | Title | Credits |
|---|---|---|
| OTH 501 | Neuroscience | 4 |
| OTH 601 | Evaluation and Intervention of Occupations in Early Childhood with Lab | 4 |
| OTH 606 | Evaluation & Intervention of the Upper Extremity/Lab | 4 |
| OTH 608 | Foundations of Physical Rehabilitation | 4 |

## Second Year: Summer

| Item # | Title | Credits |
|---|---|---|
| OTH 512 | Technology & Adaptations | 1 |
| OTH 609 | Evaluation and Intervention: Mental Health Occupational Performance with Lab | 4 |
| OTH 611 | Evaluation/Intervention: Adult Physical Rehabilitation I | 4 |
| OTH 623 | Fieldwork I: Community Mental Health | 1 |
| OTH 624 | Level I Fieldwork: Physical Rehabilitation | 1 |
| OTH 669 | Professional Research I | 3 |

## Second Year: Fall

| Item # | Title | Credits |
|---|---|---|
| OTH 602 | Evaluation and Intervention of Preschool and School-based Occupational Therapy | 4 |
| OTH 612 | Management of OT Services | 3 |
| OTH 618 | Evaluation and Intervention: Adult Physical Rehabilitation II with Lab | 4 |
| OTH 626 | Fieldwork I: Pediatric Setting | 1 |
| OTH 670 | Professional Research II | 3 |
| OTH 701 | Capstone Project Planning | 2 |

## Second Year: Spring

| Item # | Title | Credits |
|---|---|---|
| OTH 702 | Advocacy, Leadership and Education (Online) | 3 |
| OTH 703 | Capstone Project Evaluation (Online) | 2 |
| OTH 704 | Funding in OT Practice Capstone Planning (Online) | 3 |
| OTH 710 | Capstone Project Planning II | 1 |

## Third Year: Summer

| Item # | Title | Credits |
|---|---|---|
| OTH 627 | Fieldwork IIa | 5 |

## Third Year: Fall

| Item # | Title | Credits |
|---|---|---|
| OTH 628 | Fieldwork IIb | 5 |
| OTH 720 | Capstone Project Planning III | 2 |

## Third Year: Spring

| Item # | Title | Credits |
|---|---|---|
| OTH 705 | Doctoral Capstone | 9 |

## 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. The Level II Fieldwork must be completed prior to the start of the Doctoral Capstone Experience. A felony conviction may prevent student placement at some fieldwork settings.

## Doctoral Capstone Experience

The Doctoral Capstone Experience (DCE) is an individually designed, thorough, student experience in a practice setting in one or more of the following areas of study: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education or theory development. It requires students to construct an individualized learning plan with specific objectives designed to meet planned outcomes. Practice settings will be consistent with the program's curriculum design. Each setting will provide supervision for the student appropriate to the setting and as agreed upon in collaboration with the student's Faculty Mentor and the Capstone Coordinator. The student will be mentored by an individual with expertise consistent with the student's area of focus (this supervising individual may or may not be physically located within the practice setting and may or may not be provided by an occupational therapist).

The DCE must be completed on a full-time basis. It may be completed within the Capital District or elsewhere as opportunities present themselves that meet the goals and objectives identified in the student's individualized learning plan. Final determination for Capstone site will be completed through advisement with the Doctoral Capstone Coordinator.

| | |
|---|---|
| Total Credits | 94 |

# Physical Therapy

The three year Doctor of Physical Therapy Program is offered through the Russell Sage College School of 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

Our program prepares exemplary, autonomous Physical Therapists committed to improving the health and wellness of diverse individuals, communities and society. Graduates demonstrate integrity and professionalism in a dynamic and changing health care environment. They are adaptable and innovative in the delivery of inclusive person-centered care.

The mission, vision, and philosophy of the Physical Therapy Department are aligned with:

- Russell Sage College's mission of "To Be, To Know, To Do"
- The APTA's mission of "Building a community that advances the profession of physical therapy to improve the health of society"
- The APTA's vision of "Transforming society of optimizing movement to improve the human experience."

### DPT Strategic Vision

In response to the current state of healthcare, changes in higher education, and contemporary physical therapy practice, it is important that faculty and students invest in their communities. Physical therapists, with their movement expertise, play a critical role in the health and well-being of individuals. Building on the department's historical commitment to community engagement, we fully recognize addressing population health and societal

needs is a complex enterprise. Our vision is to collaborate with community groups to improve population health outcomes and address disparities associated with the social determinants of health.

### DPT Value Statement

The depth and breadth of our professional curriculum are enriched by the intellectual community found at our comprehensive college system dedicated to liberal, professional, and specialized programs of study.

The physical therapy program values 1) active/ lifelong learning, 2) engagement in service to the local, national, and global communities, 3) community partnerships designed to improve the health and wellness of people, 4) interprofessional collaboration, 5) continuing clinical competence that sustains clinical excellence, 6) advocacy for strategies to improve the health and wellness of individuals and communities, and 7) effective healthcare delivery that is affordable, accessible, and sensitive to the needs of individuals and communities.

### Diversity, Equity and Inclusion Vision Statement

In alignment with Russell Sage College's Diversity, Equity, and Inclusion Strategic Plan, the RSC DPT program is committed to the vision statement that: Russell Sage College embraces diversity, equity, and inclusion as essential components of a rich intellectual and cultural environment in which all members are given the opportunity to reach their full potential as active participants in our local and global society. We realize that the work of diversity, equity, and inclusion is an evolution that moves us towards our aspirations of a culturally inclusive community. The understanding we gain, as we continually assess our institution, will create informed and intentional transformation.

Russell Sage College DPT program is committed to developing policies and procedures to create optimal learning and working environments for all students, alumnae/i, faculty, administrators, and staff.

## 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. Quality of life for all members of society is facilitated by an accessible environment and optimal movement to enhance function. Physical therapists are autonomous practitioners with the expertise to maximize the movement abilities of all individuals across the life span.
3. Physical therapists are autonomous professionals who are lifelong learners and engage in knowledge translation. They are prepared to meet the demands of current and evolving practice.
4. The pursuit of clinical excellence involves embracing the highest possible professional, ethical, legal, and scientific standards that are consistent with the physical therapy core values.
5. Physical therapists need a broad base of preparation in liberal arts, professional theory, and critical inquiry integrated with practical and applied experiences.
6. Interactive learning experiences that are delivered in small class formats emphasizing hands-on learning are essential throughout the curriculum to assist students in gaining cognitive, psychomotor, and affective skills to prepare them for critical thinking in professional practice.
7. The integration of mind, body, and spirit for self and others is essential to the delivery of safe, comprehensive, and effective physical therapy services. Physical Therapists emulate lifestyle choices that focus on lifelong health promotion and wellness.
8. Meeting the needs of individuals and communities in a dynamic and changing health care environment requires innovation and effective skills in communication, collaboration, and advocacy.
9. Effective healthcare delivery is sensitive to the cultural and financial needs of all individuals and communities in order to empower them to be active in their own care.
10. Faculty members are models in their roles as educators, scholars, administrators, clinicians, consultants, and providers of professional and community service. Faculty and students have a responsibility to make positive contributions to the profession 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, with one summer 8 week clinical educational experience, one 12 week fall-spring clinical educational experience , and one 12 week spring clinical educational experience. Students graduate in May following completion of the third year of the DPT program.

## Curriculum Model

The curriculum has been developed along three organizing elements with six transcurricular themes, which are consistent with our mission, value, and philosophy statement. The organizing elements and trans curricular themes are also consistent with APTA statement/philosophy regarding movement system and *Professionalism in Physical Therapy: Core Values.*

| 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 |

Each of the DPT courses is linked to at least one, if not more than one organizing element. The organizing elements are based on the four preferred practice patterns in The *Guide to Physical Therapist Practice* with the additions of Clinical Decision Making/Critical Inquiry and Human Interaction. The first organizing element "Movement System" represents the collection of systems (musculoskeletal, neurological, cardiovascular and pulmonary and integumentary) that interact to move the body or its component parts. The coursework provides knowledge of the movement system and helps the students develop expertise in function and mobility. Throughout the curriculum the coursework students receive allows them to gain comprehensive knowledge on examining and evaluating the movement system. The students learn the foundational didactic material which enables them to apply concepts/theory to examination and evaluation of various patient populations. The students are able to perform patient examination using common outcome measures, synthesize findings to write evaluation and prognosis statements, establish goals that are objective and measurable, and develop an appropriate plan of care that includes discharge planning. Coursework associated with each of these elements progresses in-depth and specificity throughout the curriculum. The element of Human Interaction is found throughout the curriculum in the interactions between student and the department faculty, institutional faculty, administration, staff, allied health professionals, peers, outside professionals and patients/clients.

The curricular content is inclusive of all skills required for entry level physical therapy practice. The foundational and behavioral sciences coursework builds on the undergraduate prerequisite courses and provide the basis for the clinical sciences, patient/client management, and practice management content in the DPT program. The curriculum is structured to foster the development of students in the cognitive, psychomotor, and affective domains and a variety of teaching methods are used to accommodate individual learning styles. Multiple courses within the curriculum allow the students to have exposure to patients and clients throughout the lifespan. This enables the student to apply the didactic material disseminated within the course and practice newly acquired skills. Concurrent with the corresponding patient/client management courses, the integrated clinical educational experiences of the curriculum provides students with a part-time clinical education opportunity to interact with patients who have movement system disorders. Included within the curriculum there is an 8 week full-time clinical education experience that allows the students to begin to independently apply their knowledge base. At the end of the didactic coursework there are two 12 week full-time terminal clinical education experiences that allow the students to be best prepared to apply their clinical reasoning skills. The student is expected to achieve entry level practice by the end of the program. The expectations of entry level performance are to manage all levels of patient/client presentations without supervision; including proficiency in examination, intervention and clinical reasoning.

The six trans curricular themes are evident throughout the courses and co-curricular activities

and help prepare students to function in an increasingly complex social and health care culture. The trans curricular themes are consistent with APTA's document on *Professionalism in Physical Therapy: Core Values* and reflect the mission of Russell Sage College. The emphasis is on preparing students to become professional practitioners who are responsive to, and show concern for the needs of the individual, community, and society. The trans curricular themes are evident across the curriculum which enables students to contextualize the core values and professional responsibility associated with patient/client care and the health needs of society. Basic values and ethics are presented early in the curriculum in the Introduction to the Physical Therapy Profession course. The students have a learning experience in which they assess the core values and behavioral examples and set individual goals pertaining to the core values within the Physical Therapy program and profession. The core values are then refined and reinforced in the later courses in the same element.

Core values such as Compassion and Caring are embedded throughout the curriculum. The values enable the students to self-identify their role in demonstrating concern, empathy and valuing the needs of others when interacting with peers, allied health professionals, patients and clients. Students learn to embrace Integrity and Accountability by adhering to high ethical principles and work towards taking on the responsibility for their own learning. Throughout the three-year program, all students maintain an active APTA membership. The professions core values of Duty, Social Responsibility, Collaboration, Inclusion, and Altruism integrate throughout the coursework with an emphasis in preparing students to provide effective physical therapy services, and to serve the patient's/client's needs above their own. The students learn the value of providing pro-bono services which assists the profession in building a stronger community. The core value of Excellence is emphasized and integrated within the curriculum through knowledge translation, best practice standards and transitioning into a profession that embodies lifelong learning.

Coursework includes evidence gathering, critical review of literature, to answer a question or make a decision related to practice. The coursework progresses the students from being proficient in accessing the professional literature to being critical consumers of literature. In order to prepare students to become excellent consumers of research and beginning clinical researchers, the curriculum includes a four-course research sequence. This sequence culminates in a capstone project under the supervision of a faculty member. The Capstone projects are presented at the RSC Graduate Research Symposium held in the spring semester at the end of their second year. Students are also encouraged to present/disseminate the research at state and national conferences as well.

## Course Sequences

- Physical Therapy: 3-Year Professional Course Sequence

### 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. Each state's licensing board has rules and regulations concerning the requirements for licensure application. All states require that candidates apply for licensure prior to becoming employed. Students are responsible to obtain and complete licensure applications. When a

physical therapist moves from state to state, licensure by endorsement is exercised. Students should be aware that a felony conviction prior to or during the DPT Program may prevent them from being eligible for licensure.

## 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

Enrolled students must meet the following technical requirements for progression and graduation from the Russell Sage College Doctor of Physical Therapy program. If you believe you may need accommodations or support to achieve these standards, we encourage you to contact the Russell Sage College Office of Accessibility Services at accessibility_services@sage.edu, Phone/Fax: 518-244-6874, to establish a reasonable accommodation.

Requested accommodations will be given due consideration and reasonable accommodations will be made where consistent with curriculum objectives and legal requirements applicable to the Physical Therapy Department and Russell Sage College.

Professional Attitudes and Behaviors

Enrolled Doctor of Physical Therapy students at Russell Sage College are expected to embrace diversity, equity, and inclusion as essential components of a rich intellectual and cultural environment in which all members are given the opportunity to reach their full potential as active participants in our local and global society. Students must be able to relate successfully to patients, families, and colleagues with honesty, integrity, and dedication in a non-discriminatory manner. Students must gain awareness of their personal reactions and responses, recognize multiple points of view, and integrate these appropriately into clinical decision-making.

Students must demonstrate the following ethical, legal, and interpersonal standards, including but not limited to:

**Ethic and Legal Standards**

- Follow policy and procedures related to the profession, state/national laws, and institution/agency/organization.
- Recognize and uphold individuals' rights for safety, dignity, privacy, modesty, confidentiality, and autonomy.
- Report violations of ethical and legal policies to appropriate governing authorities/organizations.

**Interpersonal Standards**

**Teamwork:**

- Demonstrate flexibility and adaptability for team and personal success.
- Exhibit appreciation for others' contributions by recognizing them and responding positively and appropriately.
- Demonstrate mutual respect and offer supportive behaviors to assist team members, clients/patients, and families.
- Be kind, patient and personable.
- Demonstrate effective conflict resolution skills.
- Establish and maintain therapeutic rapport in order to effectively collaborate with members of the community, interdisciplinary team, colleagues/peers, families, and patients/clients.
- Firmly establish effective, cooperative, productive, and sensitive relationships within organizational systems' hierarchical continuums.

**Accountability:**

- Mindfully solicit and accept constructive criticism.

- Learn from previous mistakes.
- Follow through on commitments and meet established deadlines.
- Actively seek solutions to problems and feedback from others while problem solving.
- Accept responsibility for your actions and their effects on others.

**Integrity:**

- Correctly judge the limits of one's own competence and to seek help from an appropriate source when necessary.
- Recognize the need for assistance (and ask for help) to overcome obstacles that interfere with scholastic and/or professional performance.
- Be honest. Do the right thing.
- Demonstrate independent dedication, motivation, and determination for autonomous success.

**Excellence:**

- Demonstrate resourcefulness.
- Be accurate and attentive to detail.
- Remain open-minded and accepting of new ideas and situations.
- Actively seek new knowledge and skill set acquisition.
- Be thorough and demonstrate quality workmanship and effort.
- Set exceptional standards for personal performance and goals.
- Remain current in contemporary Physical Therapy practice and take pride in your work.

**Communication Skills**

Effective communication involves the timely exchange of information in a way that it is received and understood in regards to its clarity, intent, emotion and meaning. It involves the ability to listen, use and interpret verbal, written, and nonverbal communication, and the ability to adjust communication for situational needs.

Specific requirements for students include but not limited to the ability to:

- Demonstrate appropriate professional communication during personal interactions, written, recorded and verbal communication.
- Communicate effectively and efficiently in a timely manner with faculty, students, and guests in RSC classes and activities.
- Interpret verbal and nonverbal communication (facial expressions and body language, gestures, vocalizations etc.), and clearly/accurately record information.
- Communicate effectively and efficiently with patients, their families and other members of the health care team.
- Develop effective and appropriate relationships with patients, clients and their families that conveys compassion and empathy.
- Provide patient-centered and client-centered education and consultation.
- Impart information or skills, and educate peers or other health care providers, in activities related to physical therapy.
- Demonstrate competency in verbal and written communications, and spoken English language.

**Physical (Sensorimotor) Skills**

Students must possess the fine and gross motor abilities and equilibrium necessary to perform physical therapy assessments and interventions for patients of all ages and sizes in a safe and effective manner. Students must possess the physical ability to sufficiently move patients and themselves about in varying work environments, on various surfaces, and to and from different levels while maintaining the safety of both patients and themselves. In addition, students must possess adequate motor ability to respond efficiently and effectively in an emergency situation. Students must also possess sufficient visual, auditory, and tactile abilities to allow them to gather data from written reference material, oral presentations, observed demonstrations, and in order to respond efficiently and effectively in an emergency situation.

Examples of specific functional tasks may include but are not limited to the ability to:

- Record information in electronic format.
- Assist individuals who have movement disorders with various transfers or transitions using equipment or furniture (e.g., moving from a bed to standing and then turn to sit in a wheelchair, moving from the floor to standing and from standing to the floor).
- Negotiate a variety of environmental obstacles.

- Provide manual resistance sufficient for maximal manual muscle test (MMT) of large muscle groups.
- Maintain safety of individuals in various positions, with or without equipment, during examination and treatment.
- Effectively manage and perform wound care via a variety of techniques (such as sharp debridement, bandage application).
- Occasionally move and support objects weighing up to 50 pounds.
- Access transportation to and from classroom/lab, clinical, and community events.
- Safely assume and maintain a variety of body postures in order to perform individual examination and intervention.
- Maintain sufficient physical endurance to effectively manage care in a timely manner.
- Follow standard precautions (such as handwashing and use of alcohol-based hand sanitizer) and utilize appropriate personal protective equipment.
- Conduct routine physical examinations and diagnostic maneuvers to form an accurate and comprehensive assessment of relevant individual health, behavioral, and medical information (such as blood pressure, goniometry, orthopedic and neurological special tests).
- Effectively perform CPR and emergency first aid.

Students must maintain sufficient Visual, Auditory, and Tactile abilities to perform various parts of the patient examination and intervention, including but not limited to the ability to:

- **Tactile**
  - Palpate body landmarks
  - Detect tissue/joint irregularities
  - Detect muscle activity sufficient to distinguish trace contractions
  - Detect temperature
- **Auditory**
  - Auscultate the heart and lungs
  - Hear medical alarms in case of an emergency
  - Hear patient cries for help in order to respond quickly and efficiently in case of emergency
- **Visual**
  - Visually examine patient movement patterns in order to adjust treatment
  - Assess the environment for safety hazards
  - Examine skin integrity and skin wounds in order to make clinical judgments

**Intellectual, Conceptual, Integrative, and Quantitative Analysis Abilities**

Learning is a complex, multifactorial process requiring active student participation and motivation, focused engagement, and critical thinking. Learning can be the acquisition of new behavior, the reorganization of material, and/or the search for new meaning. Learning involves acquisition of knowledge, retention of knowledge, application of knowledge, and is a never ending, always changing process.

- Knowledge acquisition in a DPT program requires student readiness, independent learning, and openness to learn from multiple sources; such as lectures, lab experiences, case based simulations, demonstrations, use of computer-based technology and applications, electronic documents, images from paper, videos, and powerpoint slides, group work/collaboration, concept maps, reflective thinking, problem solving, mentoring, role modeling, interprofessional education (IPE), community involvement, individual readings and research.
- Knowledge retention requires analysis and synthesis of information through persistent engagement with the material.
- Knowledge application requires the critical and timely employment of learned material, recognizing the complexities and subtle nuances of information, in ever changing contexts.

**Reasoning Skills**

Students must be able to analyze and integrate didactic content, evidence-based research into the clinical practice setting. Students must participate in the ongoing process of developing clinical reasoning skills in order to evaluate, make physical therapy diagnoses, predict prognosis, and select appropriate interventions in an efficient manner.

- Develop clinical judgments based on the data obtained in a comprehensive examination and evaluation of the patient/client to determine a physical therapy diagnosis and prognosis.
- 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.
- Recognize, gather, and synthesize critical pieces of information for clinical reasoning and decision-making during individual assessment activities to formulate and modify a plan of care in class or in the clinical setting.
- Use scholarly evidence to inform decision-making in the classroom and clinical environment.

## Admission

**ADMISSIONS MISSION STATEMENT:**

The goal of the admissions process is to recruit and admit adult learners from diverse backgrounds who reflect the Mission, Vision, and Values of the Russell Sage College Doctor of Physical Therapy Program. The ideal candidate demonstrates academic excellence, resilience, outstanding communication skills and professional interpersonal behaviors, and a commitment to service to the community.

**DEI STATEMENT:**

RSC embraces diversity, equity, and inclusion as essential components of a rich intellectual and

cultural environment in which all members are given the opportunity to reach their full potential as active participants in our local and global society. We realize that the work of diversity, equity, and inclusion is an evolution that moves us towards our aspirations of a culturally inclusive community. The understanding we gain, as we continually assess our institution, will create informed and intentional transformation. Russell Sage College is committed to developing policies and programs to create a campus that supports an optimal learning and working environment for all students, alumnae/i, faculty, administrators, and staff.

**RSC DPT ADMISSIONS COMMITTEE MEMBERSHIP**

The RSC DPT Admissions committee is comprised of the Program Director and the DPT Director of Admissions. The Office Coordinator will be responsible for administrative tasks but will not hold admissions decision-making power. Final admissions decisions will be at the discretion of the Program Director.

**PREREQUISITES FOR ADMISSION INTO THE RSC DPT PROGRAM:**

All prospective students are expected to meet the following prerequisites for admission:

Students must possess at least a 3.00 cumulative GPA and a grade of “C” or greater in the following coursework:

- 2 Courses in A & P with lab
  - One course in Anatomy with lab and one course in physiology with lab OR
  - Two course sequence in anatomy and physiology, each with lab
- 2 Courses in Biology (not botany) with Lab
  - May include Cell Bio, Microbiology, Genetics, Biochemistry
- 2 Course in General Chemistry with Lab
- 2 Courses in General Physics with Lab
- 1 Course in Psychology
- 1 Course in Statistics

Prospective students are also expected to meet the technical standards outlined in department policy #8 Technical Standards for Physical Therapy Practice. Prospective students are NOT expected to disclose any needs for accommodations at the time of application to the Program.

**RECRUITMENT POLICY:**

Recruitment occurs through the Russell Sage College Office of Graduate Admissions. The Russell Sage College Office of Graduate Admissions organizes 2-3 Graduate Open Houses per academic year and holds department-specific webinars 1-2 times per year, pending prospective student interest.

**PROCEDURE for EXTERNAL APPLICANTS (Non-RSC 3+3 or 4+3 students):**

INQUIRIES:

To ensure nondiscriminatory practices and equal opportunity in the recruitment and admissions processes, there are three paths an inquiry can be received (via telephone or email):

1. DPT Office Coordinator
2. DPT Program Director
3. Russell Sage College Admissions Office

In all three paths, the individual who receives the inquiry will instruct the student to submit an application through the Physical Therapy Centralized Application Service (PTCAS).

APPLICATION:

- All applications occur through the PTCAS. PTCAS opens June 15th and closes in June the following calendar year (subject to change per PTCAS).
- Prospective students complete an application and upload transcripts, clinical hours, essays, and recommendations.
- Once all required documents are submitted, the student's application status becomes "Verified" in PTCAS.
- The Russell Sage College DPT Admissions Committee will begin reviewing "Verified" applications after September 1st. Applicants may be offered an interview.
- Admissions decisions are made on a rolling basis. Students can expect to hear from the program within 4 weeks of application.
- The RSC DPT program aims to enroll a cohort size of 40-44 students annually.

ADMISSIONS PROCESS:

1. Once an application status is "Verified" in PTCAS, the Office Coordinator downloads all application materials and logs student grades in a spreadsheet. The student's cumulative and prerequisite GPAs are recalculated using their most recent or highest grade achieved in a course.
2. The Program Director and DPT Director of Admissions will review the application.
3. The Program Director may invite student applicants to campus for an interview and tour with both the Program Director and DPT Director of Admissions.
4. The Program Director and DPT Director of Admissions will make an admissions decision. The ultimate decision is at the discretion of the Program Director.
5. The Program Director will notify the applicant of the admission decision via email.
6. If the student is accepted, the Program Director will create a Program of Study for the student and forward that information to the RSC Graduate Admissions staff.
7. The Graduate Admissions staff will send the student an official acceptance letter and information about securing a seat with a deposit. Russell Sage College will not require a deposit before January 15, in accordance with the traffic rules established by the American Council of Academic Physical Therapy (ACAPT).

**NOTE: Students must remain enrolled in the cohort to which they are admitted.**

**PROCEDURE FOR INTERNAL APPLICANTS (RSC 3+3 or 4+3 students)**

1. Prospective undergraduate students apply to the 3+3 or 4+3 Physical Therapy track at time of the initial application to Russell Sage College. This process occurs through the Office of Admissions.
2. Once admitted as 3+3 or 4+3 undergraduates, prospective students work with their undergraduate academic advisors to ensure they meet prerequisite requirements for the graduate DPT program.
3. In December of their third undergraduate year, the DPT Undergraduate Admissions Advisor (a designated DPT faculty member) meetis with 3+3 and 4+3 prospective students to provide a formal connection to the graduate DPT program.
4. Undergraduate 3+3 and 4+3 students submit an internal RSC application to the Office of Admissions.
5. The Office of Admissions sends the undergraduate 3+3 and 4+3 students' grades and demographic information to the Program Director.
6. The Program Director accepts 3+3 and 4+3 undergraduate RSC students if they have met all prerequisites and maintain a satisfactory GPA of at least 3.00.

7. The Program Director emails all admitted RSC 3+3 and 4+3 students with a provisional acceptance.
8. Undergraduate 3+3 and 4+3 students then complete their remaining bachelor's degree requirements.

**TRANSFER STUDENTS**

Transfer students seeking admission to the RSC DPT Program must contact the Program Director directly. Students may transfer up to 28 graduate credits from another CAPTE-accredited Doctor of Physical Therapy Program to the RSC DPT Program if accepted. Students must achieve a grade of B (83.00%) or better to be eligible for transfer credit. Clinical Education credits and non-credit coursework are not eligible for transfer.

**HOLISTIC REVIEW**

The RSC DPT Program employs holistic review in the admissions decision making process. Per the June 2023 APTA's Quick Start Guide to Holistic Admissions for Physical Therapy Education Programs, the RSC DPT Admissions Committee will consider any of the following in a student's application:

- Essays
- Transcripts
- Extracurricular activities
- Recommendation letters
- Test Scores
- Interview
- Personal information
- Economic, education, and environmental factors
- Academic record statement

The RSC DPT Admissions Committee will also consider the following noncognitive factors:

- Special circumstances such as disabilities, illnesses, and financial situations
- Sustained interest that shows personal development or leadership skills
- Trends over the course of the academic year
- Personal essays
- Community service
- Special talents and/or passions

The APTA's Quick Start Guide to Holistic Admissions for Physical Therapy Education Programs is available at: https://www.apta.org/contentassets/65530af7099c4d67bb5de7a13b49c0ac/quick_start_guide_holistic_admissions.pdf

Additionally, the RSC DPT Admissions Committee will set the following priority when making admissions decisions:

1. Internal RSC 3+3 or 4+3 candidates
2. External candidates from institutions with articulation agreements
3. Other external candidates

## Academic and Program Standards

The Doctor of Physical Therapy Program at Russell Sage College is a professional education program at the clinical doctorate degree level. Students enrolled in the program must meet Russell Sage Graduate School and Doctor of Physical Therapy Program academic standards and demonstrate clinical competencies necessary for the professional practice of physical therapy. Students are expected to demonstrate Professional Behavior in accordance with the Program's *Standards of Professional Behavior, APTA Code of Ethics and Guide to Professional Conduct*, and the *Russell Sage College Student Code of Conduct*.

***1. Grade Point Average (GPA)***

Students are expected to maintain a semester and cumulative grade point average of at least 3.00. A student must attain an overall GPA of 3.00 or better **prior** to enrolling in the full-time clinical education courses.

2. ***Course Grades***

Students are expected to achieve a minimum grade of B- (80.00%), or P in a Pass/Fail course in all coursework.

3. ***Professional Behavior***

Students are expected to demonstrate Professional Behavior in accordance with the Program's Standards of Professional Behavior, APTA Code of Ethics and Guide to Professional Conduct, and the Russell Sage College Student Code of Conduct.

4. ***Oral/Lab Practical/Proficiency Exam Grades***

Definition: Lab Practical/Proficiency Exam: Culminating, summative assessment of professional behavior and the student's ability to successfully apply cognitive and psychomotor skills.

Students are expected to pass every oral/practical/proficiency exam* on the first attempt with a minimum grade of 80.00%. If **unsuccessful**, the student will be allowed one retake of the exam and the Chair and Academic Program Standards Committee and Program Director will be notified.

To demonstrate competency, the student must **successfully pass** the retake with an 80%. 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 subsequently be dismissed from the program.

*This policy does not apply to lab skills checks or check-offs.

## ACADEMIC INFRACTIONS

Students who fail to meet the Program Academic Standards may be subject to the following disciplinary actions:

**1. Probation**

*Students may be placed on probation for the **remaining duration** of their academic program of study following **any one (1)** of the infractions listed below:*

1. Receiving a final course grade lower than B- (80.00%)*
2. Accumulating a Semester GPA of less than 3.00
3. Maintaining a Cumulative GPA of less than 3.00
4. Receiving a Professional Behavior Citation from Professional Behavior and Student Responsibilities Addendum
5. Receiving an Academic misconduct charge based on the institutional policy for RSC Academic Misconduct

*A grade in a lecture/lab course in which the same grade is given for both components of the course counts as one (1) grade.

**2. Suspension**

*Students may be suspended from the Program for up to a one-year period following **any two (2) cumulative** infractions over the duration of the program:*

1. Receiving any final course grade lower than B- (80.00%)*
2. Accumulating a Semester GPA of less than 3.00
3. Maintaining a Cumulative GPA of less than 3.00
4. Receiving a Professional Behavior Citation from Professional Behavior and Student Responsibilities Addendum
5. Receiving an Academic misconduct charge based on the institutional policy for RSC Academic Misconduct

*A grade in a lecture/lab course in which the same grade is given for both components of the course counts as one (1) grade.

**3. Dismissal**

*Students may be permanently dismissed from the Program following **any three (3) cumulative** infractions over the duration of the program*:

1. Receiving any final course grade lower than B- (80.00%)*
2. Accumulating a Semester GPA of less than 3.00
3. Maintaining a Cumulative GPA of less than 3.00
4. Receiving a Professional Behavior Citation from Professional Behavior and Student Responsibilities Addendum
5. Receiving an Academic misconduct charge based on the institutional policy for RSC Academic Misconduct

**d. Additional Grounds for Dismissal**

*Students may also be permanently dismissed from the Program following **any one (1)** of the below infractions over the duration of the program:*

1. Receiving a grade of C- (70.00-73.00%) or below in any course*
2. Receiving a grade of F in a Pass/Fail course*
3. Receiving a final course grade below a B- (80.00%) in any course retake*
4. Exhibiting egregious violations of the Program's *Standards of Professional Behavior, APTA Code of Ethics and Guide to Professional Conduct,* and the *Russell Sage College Student Code of Conduct.*

*A grade in a lecture/lab course in which the same grade is given for both components of the course counts as one (1) grade.

## Appeal/Grievance Processes

**1. Appeal Of Grade**

Students may appeal any decision regarding their grade in a DPT course by following the procedures specified in the *Russell Sage College DPT Graduate Student Handbook* and *Code of Conduct 2022-2023*:

*In the event that a student has a complaint involving a faculty member or wishes to question a grade (during the course or the final course grade), the student should follow the sequential procedures listed below:*

1. Meet with the faculty member involved. In the best interests of both parties, resolution ideally should be reached at this stage.
2. Meet with the faculty member's department program director, if resolution is not reached between the student and the faculty member.
3. Ultimate resolution; the Provost is the final decision-making authority.

Please refer to the DPT Graduate Student Handbook for the full policy, procedure, and details of the appeals process.

**2. Appeal of Suspension or Dismissal**

Students may appeal suspensions and dismissals from the program to the Academic and Program Standards Committee, the Program Director, and to the Graduate School Curriculum Committee ad hoc group. Please refer to the DPT Graduate Student Handbook for the full policy, procedure, and details of the DPT program appeals process.

## 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.

# Physical Therapy (DPT)

**Degree Type**

D.P.T.

## Physical Therapy: 3-Year Professional Course Sequence

### First Year — Summer

| Item # | Title | Credits |
|---|---|---|
| PTY 502 | Gross and Functional Human Anatomy with lab | 4 |
| PTY 504 | Introduction to the Physical Therapy Profession | 3 |
| PTY 505 | Surface Anatomy | 0.5 |
| PTY 506 | Human Biomechanics with lab | 5 |
| PTY 521 | Pathology I | 2 |

### First Year — Fall

| Item # | Title | Credits |
|---|---|---|
| PTY 501 | Neuroscience | 4.5 |
| PTY 522 | Pathology II | 2 |
| PTY 523 | Physiological Principles of Exercise and Fitness Assessment | 3.5 |
| PTY 614 | Psychosocial Aspects of Physical Therapist Practice | 2 |
| PTY 615 | Clinical Research Methods for Physical Therapists | 3 |
| PTY 623 | Foundations of Physical Therapist Clinical Examinations | 1 |

### First Year — Spring

| Item # | Title | Credits |
|---|---|---|
| PTY 503 | Physical Therapy Interventions with lab | 4 |
| PTY 507 | Patient/Client Management: Musculoskeletal System I | 7 |
| PTY 611 | Motor Control Across the Lifespan: Theory & Application | 3.5 |
| PTY 647 | Analysis of Professional Literature in Physical Therapy | 2 |

## Second Year — Summer

| Item # | Title | Credits |
|---|---|---|
| PTY 605 | Neuropathology for Physical Therapists | 2 |
| PTY 720 | Administration, Leadership, & Business Management for Physical Therapists | 3 |
| PTY 724 | Pharmacotherapeutics for Physical Therapists | 1.5 |

## Second Year — Fall

| Item # | Title | Credits |
|---|---|---|
| PTY 509 | Patient/Client Management: Integumentary System with lab | 4 |
| PTY 612 | Patient/Client Management: Musculoskeletal System with lab | 4 |
| PTY 617 | Patient/Client Management: Pediatric Neuromuscular System with lab | 4 |
| PTY 620 | Integrated Clinical Education I | 0.5 |
| PTY 768 | Capstone Experience I: Introduction and Methodology | 2 |

## Second Year — Spring

| Item # | Title | Credits |
|---|---|---|
| PTY 610 | Health, Culture and Society | 2 |
| PTY 613 | Patient/Client Management: Musculoskeletal System III with lab | 4 |
| PTY 616 | Patient/Client Management: Adult Neuromuscular System with lab | 4 |
| PTY 625 | Integrated Clinical Education II | 1 |
| PTY 627 | Patient/Client Management: Cardiovascular and Pulmonary Systems with lab | 4 |
| PTY 769 | Capstone Experience II: Analysis and Culminating Dissemination | 2 |

## Third Year — Summer

| Item # | Title | Credits |
|---|---|---|
| PTY 608 | Clinical Education I | 5 |

## Third Year — Fall

| Item # | Title | Credits |
|---|---|---|
| PTY 721 | Health Promotion and Wellness | 2 |
| PTY 723 | Medical Imaging for Physical Therapists | 2 |
| PTY 725 | Differential Diagnosis for Physical Therapists | 4 |

## Third Year - Fall and Spring

| Item # | Title | Credits |
|---|---|---|
| PTY 718 | Clinical Education II | 8 |
| PTY 719 | Clinical Education III | 8 |

## Professional Formation Sequence

| | | |
|---|---|---|
| | Total Credits | 116 |

# Professional School Counseling

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

**National Accreditation Advantage**

The Esteves School of Education has held continuous accreditation from the National Council for the Accreditation of Teacher Education (NCATE/CAEP) since October 2001. NCATE/CAEP 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/CAEP accreditation on their resumes and be prepared to talk about its significance.

Conceptual Framework

The mission of the Esteves School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, who value diversity, who are reflective, and who are knowledgeable about best practices. Therefore, we ask Sage educators, counselors, and leaders 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 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 Esteves School of Education, this motto is extended to form the basis of our programs.

Conceptual Framework: the underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

T-BIRDS - the key concepts for the conceptual framework:

- **T**echnology: a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.
- **B**est Practices: the pedagogical knowledge, skills, and practices that have been shown through research and evaluation to be effective and/or efficient and that candidates use to teach all learners.
- **I**nclusion and Diversity: the ability to collaborate and team with other professionals in developing and implementing strategies to accommodate diverse learners; the ability to develop solutions that will enhance the learning experiences of all children; and, the ability of candidates to be aware of and sensitive to diversity issues and to use culturally and socially responsible pedagogy.
- **R**eflection: the ability to reflect and assess one's own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.
- **D**ispositions: the demonstration of respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.
- **S**ervice Learning: the strategies that integrate meaningful community service with instruction and reflection to enrich children's learning experience, teach civic responsibility, and strengthen communities.

These elements are interrelated and integrated to prepare candidates to assume roles as reflective facilitators of learning, combining knowledge and skills to exemplify those qualities and dispositions that characterize effective educators.

## 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:

- provide individual and small group counseling interventions to help remove barriers to student learning;
- help elementary and secondary pupils gain understanding of their social, intellectual, and emotional development;
- be knowledgeable about educational, occupational, and social opportunities;
- develop leadership and advocacy skills;
- communicate effectively with school personnel, parents, and particularly with students, about issues that facilitate or inhibit personal planning, self-esteem, achievement, and choice;
- collaborate with faculty and administration in creating and implementing programs that are aligned with student needs.

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

1. Undergraduate GPA of 3.0
2. For students admitted with provisions, an interview may be required.

# Professional School Counseling (M.S.) - Leading to Initial Licensure

**Degree Type**

M.S.

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

## Program Prerequisites

- EDU 201 (or equivalent) - Education and Society
- PSY 202/203/208/PSY570 (or equivalent) - Developmental Psychology
- PSY207/MAT220 (or equivalent) - Applied Statistics

## Requirements

| Item # | Title | Credits |
|---|---|---|
| EDU 594 | Research and Evaluation in Education | 3 |
| SCP 550 | Role of Professional School Counselor | |
| PSY 571C | Theories of Counseling | |
| SCP 553 | Career Counseling Career | |
| SCP 540 | Knowledge/Skills/School Counseling | |
| SCP 555 | Group Processes in School Counseling | |
| SCP 571 | Working with Parents in Education | |
| SCP 575 | Appraisal in School Counseling | |
| SCP 585 | Counseling Culturally Diverse Populations | |
| SCP 594 | Implementing ASCA National Model | |
| SCP 560 | Pre-Practicum in School Counseling | |

## Practicum and Internship Requirements

- *Candidates must have completed required credits and must have approval of the program director to enroll in the internship.*

| Item # | Title | Credits |
|---|---|---|
| SCP 586 | Practicum in Professional School Counseling | |
| SCP 587 | Internship in Professional School Counseling | |

## Non-Credit Requirements

These requirements shall be met prior to internship

- Identifying & Reporting Child Abuse
- School Violence Prevention Workshop
- DASA Workshop

## LiveText e-Portfolio System

The School of Education requires all students to subscribe to Live Text, 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 in AUTOMATIC class failure. Class content and participation are vital to meeting the objectives of School of Education courses.

| | |
|---|---|
| Total Credits | 48 |

# Professional School Counseling (M.S.) - Leading to Initial and Professional Licensure

**Degree Type**

M.S.

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

## Program Prerequisites

- EDU 201 (or equivalent) - Education and Society
- PSY 202/203/208/PSY570 (or equivalent) - Developmental Psychology
- PSY207/MAT220 (or equivalent) - Applied Statistics

## Requirements

| Item # | Title | Credits |
|---|---|---|
| EDU 594 | Research and Evaluation in Education | 3 |
| SCP 550 | Role of Professional School Counselor | |
| PSY 571C | Theories of Counseling | |
| SCP 553 | Career Counseling Career | |
| SCP 540 | Knowledge/Skills/School Counseling | |
| SCP 555 | Group Processes in School Counseling | |
| SCP 571 | Working with Parents in Education | |
| SCP 575 | Appraisal in School Counseling | |
| SCP 585 | Counseling Culturally Diverse Populations | |
| SCP 594 | Implementing ASCA National Model | |
| SCP 560 | Pre-Practicum in School Counseling | |

## Practicum and Internship Requirements

- *Candidates must have completed required credits and must have approval of the program director to enroll in the internship.*

| Item # | Title | Credits |
|---|---|---|
| SCP 586 | Practicum in Professional School Counseling | |
| SCP 587 | Internship in Professional School Counseling | |

## Advanced Courses

| Item # | Title | Credits |
|---|---|---|
| SCP 589 | Issues in School Counseling | |
| SCP 535 | Conflict Resolution in School Settings | |
| SCP 596 | Integrating Mindfulness into Professional Practices | |
| | SCP Advised Elective Options | |

## Non-Credit Requirements

These requirements shall be met prior to internship

- Identifying & Reporting Child Abuse
- School Violence Prevention Workshop
- DASA Workshop

## LiveText e-Portfolio System

The School of Education requires all students to subscribe to Live Text, 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 in AUTOMATIC class failure. Class content and participation are vital to meeting the objectives of School of Education courses.

| | |
|---|---|
| Total Credits | 60 |

# Professional School Counseling with Counseling Services (M.S.)

**Degree Type**

M.S.

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

## Program Prerequisites

- EDU 201 (or equivalent) - Education and Society
- PSY 202/203/208/PSY570 (or equivalent) - Developmental Psychology
- PSY207/MAT220 (or equivalent) - Applied Statistics

## Requirements

| Item # | Title | Credits |
|---|---|---|
| EDU 594 | Research and Evaluation in Education | 3 |
| SCP 550 | Role of Professional School Counselor | |
| PSY 571C | Theories of Counseling | |
| SCP 553 | Career Counseling Career | |
| SCP 540 | Knowledge/Skills/School Counseling | |
| SCP 555 | Group Processes in School Counseling | |
| SCP 571 | Working with Parents in Education | |
| SCP 575 | Appraisal in School Counseling | |
| SCP 585 | Counseling Culturally Diverse Populations | |
| SCP 594 | Implementing ASCA National Model | |
| SCP 560 | Pre-Practicum in School Counseling | |

## Practicum and Internship Requirements

- *Candidates must have completed required credits and must have approval of the program director to enroll in the internship.*

| Item # | Title | Credits |
|---|---|---|
| SCP 586 | Practicum in Professional School Counseling | |
| SCP 587 | Internship in Professional School Counseling | |

## Advanced Courses

| Item # | Title | Credits |
|---|---|---|
| PSY 625 | Program Monitoring and Evaluation | |
| SCP 601 | Trauma Informed Practices | |
| SCP 596 | Integrating Mindfulness into Professional Practices | |
| | SCP Advised Elective Options | |

## Non-Credit Requirements

These requirements shall be met prior to internship

- Identifying & Reporting Child Abuse
- School Violence Prevention Workshop
- DASA Workshop

## LiveText e-Portfolio System

The School of Education requires all students to subscribe to Live Text, 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 in AUTOMATIC class failure. Class content and participation are vital to meeting the objectives of School of Education courses.

| | |
|---|---|
| Total Credits | 60 |

# Professional School Counseling with Inclusive Practices (M.S.)

**Degree Type**

M.S.

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

## Program Prerequisites

- EDU 201 (or equivalent) - Education and Society
- PSY 202/203/208/PSY570 (or equivalent) - Developmental Psychology
- PSY207/MAT220 (or equivalent) - Applied Statistics

## Requirements

| Item # | Title | Credits |
|---|---|---|
| EDU 594 | Research and Evaluation in Education | 3 |
| SCP 550 | Role of Professional School Counselor | |
| PSY 571C | Theories of Counseling | |
| SCP 553 | Career Counseling Career | |
| SCP 540 | Knowledge/Skills/School Counseling | |
| SCP 555 | Group Processes in School Counseling | |
| SCP 571 | Working with Parents in Education | |
| SCP 575 | Appraisal in School Counseling | |
| SCP 585 | Counseling Culturally Diverse Populations | |
| SCP 594 | Implementing ASCA National Model | |
| SCP 560 | Pre-Practicum in School Counseling | |

## Practicum and Internship Requirements

- *Candidates must have completed required credits and must have approval of the program director to enroll in the internship.*

| Item # | Title | Credits |
|---|---|---|
| SCP 586 | Practicum in Professional School Counseling | |
| SCP 587 | Internship in Professional School Counseling | |

## Advanced Courses

| Item # | Title | Credits |
|---|---|---|
| SED 567 | Introduction to Special Education | |
| SED 555 | Diagnosis and Assessment of Students with Disabilities | |
| EDU 545 | Literacy, Technology and Remote Learning in Schools | |
| | SCP Advised Elective Options | |

## Non-Credit Requirements

These requirements shall be met prior to internship

- Identifying & Reporting Child Abuse
- School Violence Prevention Workshop
- DASA Workshop

## LiveText e-Portfolio System

The School of Education requires all students to subscribe to Live Text, 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 in AUTOMATIC class failure. Class content and participation are vital to meeting the objectives of School of Education courses.

| | |
|---|---|
| Total Credits | 60 |

## Professional School Counseling (C.A.S.)

**Degree Type**

Certificate

This 12-credit certificate is designed for those with initial licensure wishing to pursue professional certification.

## Required Courses

| Item # | Title | Credits |
|---|---|---|
| SCP 589 | Issues in School Counseling | |
| SCP 535 | Conflict Resolution in School Settings | |
| SCP 596 | Integrating Mindfulness into Professional Practices | |
| | SCP Advised Elective Options | |

## School of Education Attendance Policy

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

| | |
|---|---|
| Total Credits | 12 |

# Psychology

## Community Psychology (M.A.)

**Degree Type**

M.A.

### Mission Statement:

The graduate programs in psychology at Russell Sage College 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 36 or 37 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.
- Educate the student in a variety of prevention and intervention strategies to facilitate alteration of behavior change in community settings.
- Provide the student with evaluation, assessment, and consultation skills.

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, a research methods sequence, general psychology electives, required Organization and Management electives, and a capstone experience. A field experience in Community Psychology is required for all students.

## Admission Requirements

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

1. An minimum undergraduate GPA of 3.0.
2. 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.
3. 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 high promise for success in the program.

## Degree Requirements

1. Completion of all required and elective courses.
2. Completion of externship in community settings.
3. Completion of a thesis (3 - 4 credit hours) or research seminar (3 credit hours).

## Community Psychology Program Summary

- Requirements: All courses are three (3) credits except PSY-687

## Community Psychology Core

| Item # | Title | Credits |
|---|---|---|
| PSY 551 | Foundations of Community Psychology | |
| PSY 562 | Community-Based Health and Well-Being | |
| PSY 620 | Community Based Prevention & Intervention | |
| PSY 585 | Risk & Resilience | |
| PSY 630 | Field Work in Community Psychology | |

## Research Methods Sequence

| Item # | Title | Credits |
|---|---|---|
| PSY 563 | Behavioral Research: Methods & Analysis | |
| PSY 625 | Program Monitoring and Evaluation | |
| FMH 550 | Grant Writing | |

## Health Services Administration

- Select *one* with advisement

| Item # | Title | Credits |
|---|---|---|
| MBA 561 | Managerial Economics | 3 |
| MBA 571 | Management of Change & Innovation | 3 |
| MBA 555 | Administration, Organization, & Behavior | |
| MBA 685 | Quality Management | |
| HSA 553 | Health Systems & Policy | |

## General Psychology Electives

- Select *two* courses with advisement

| Item # | Title | Credits |
|---|---|---|
| PSY 570 | Developmental Psychology | |
| PSY 575 | Abnormal Psychology | |
| FMH/PSY 505 | Introduction to Forensic Mental Health | |
| FMH 592 | Alcoholism/Drug Addiction: Vulnerabilities,Dynamics, and Problems | |

## Capstone Experience

| Item # | Title | Credits |
|---|---|---|
| | PSY 687 and PSY 689 or PSY 690 | 3-4 |
| | Total Credits | 36-37 |

# Mental Health Counseling and Community Psychology (M.A.)

**Degree Type**

M.A.

## Mission Statement:

The graduate programs in psychology at Russell Sage College 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 60-credit program in Mental Health 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 Mental Health Counseling and Community Psychology Masters Program may also elect to pursue a Certificate in Forensic Mental Health.

## 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 a community psychology externship (3 credit hours) and a mental health counseling internship (6 credit hours). The completion of 45 credit hours is necessary before beginning the externship placement.
   All *required* content courses must be completed before beginning the mental health counseling internship.
3. Completion of a thesis (3 credit hours) or research seminar (3 credit hours).

## I. Core Counseling Requirements

| Item # | Title | Credits |
|---|---|---|
| PSY 525 | Professional Issues: Mental Health Counseling, Ethics & Multicultural Competence | |
| PSY 571 | Theories of Counseling | |
| PSY 567 | Group Counseling Dynamics | |
| PSY 588 | Counseling Skills | |
| PSY 543 | Career Counseling | |

## II. Core Community Psychology Requirements

| Item # | Title | Credits |
|---|---|---|
| PSY 551 | Foundations of Community Psychology | |
| PSY 562 | Community-Based Health and Well-Being | |
| PSY 620 | Community Based Prevention & Intervention | |

## III. Research Methods

| Item # | Title | Credits |
|---|---|---|
| PSY 563 | Behavioral Research: Methods & Analysis | |
| PSY 572 | Assessment in Counseling | |
| PSY 625 | Program Monitoring and Evaluation | |

## IV. Required Courses

| Item # | Title | Credits |
|---|---|---|
| PSY 542 | Psychopathology | |
| PSY 570 | Developmental Psychology | |

## V. Electives

- Select any three of the electives listed in the concentration areas below after consulting with your advisor.
  - Note: Other electives may be chosen with advisement.

## V. Elective Concentration: Forensic Mental Health

| Item # | Title | Credits |
|---|---|---|
| FMH/PSY 505 | Introduction to Forensic Mental Health | |
| FMH/PSY 515 | Evaluation & Treatment of Adult Offenders | |
| FMH/PSY 520 | Evaluation & Treatment of Court Involved Youth | |
| FMH 527 | Family and Juvenile Law | |

## V. Elective Concentration: Trauma & Acute Care

| Item # | Title | Credits |
|---|---|---|
| PSY 539 | Neuropsychology | |
| PSY 541 | Trauma Informed Counseling | 3 |
| PSY 540 | Psychopharmacology for Therapists | |

## V. Elective Concentration: Couples & Family Counseling

| Item # | Title | Credits |
|---|---|---|
| PSY 519 | Couples Counseling | |
| PSY 587 | Family Counseling | |
| PSY 548 | Counseling/Child Psychopathogy | |

## V. Elective Concentration: Substance Abuse & Addiction

| Item # | Title | Credits |
|---|---|---|
| PSY 539 | Neuropsychology | |
| HED 542 | Chemical Dependence Education & Prevention | |
| FMH 592 | Alcoholism/Drug Addiction: Vulnerabilities,Dynamics, and Problems | |

## VI. Field Placements

| Item # | Title | Credits |
|---|---|---|
| PSY 606 | Counseling Practicum | |
| PSY 610 | Internship in Counseling I | |
| PSY 611 | Internship in Counseling II | |

## Final Project

| Item # | Title | Credits |
|---|---|---|
| | PSY 687 and PSY 689 or PSY 690 | 3-4 |

## Additional Information

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).
- attend at least two (2) professional workshops/ conferences.

NOTE: Students are strongly encouraged to meet periodically with their advisor for program planning.

| | | |
|---|---|---|
| | Total Credits | 60 |

# Public Administration

## Organization Management: With Public Administration Concentration Program Summary

**Degree Type**
Concentration

## Organization Foundation

## Foundation

| Item # | Title | Credits |
|---|---|---|
| MBA 570 | Critical Thinking | |
| MBA 571 | Management of Change & Innovation | 3 |

## People & Organizations

| Item # | Title | Credits |
|---|---|---|
| MGT 651 | Human Resource Management | |
| MBA 656 | Leadership & Ethics | 3 |

## Management Control

| Item # | Title | Credits |
|---|---|---|
| MGT 671 | Management Information Systems | |
| MBA 685 | Quality Management | |
| | PAD 578 or MBA 564 | 3 |

## Public Administration Concentration

| Item # | Title | Credits |
|---|---|---|
| PAD 568 | Public Policy Process | |
| PAD 558 | Budg & Fin for Govt/Nonp/Hlth | |
| PAD 572 | Planning, Pgm Analysis & Eval | |

## Capstone Seminar

| Item # | Title | Credits |
|---|---|---|
| MGT 595 | Seminar in Management | |
| | Total Credits | 33 |

# Course Descriptions

# Applied Behavior Analysis and Autism

The mission of the Esteves School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, who value diversity, who are reflective, and who are knowledgeable about best practices. Therefore, we ask Sage educators, counselors, and leaders 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 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 Esteves School of Education, this motto is extended to form the basis for our programs.

## Conceptual Framework

An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. T-BIRDS - the key concepts of the conceptual framework:

- Technology: a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.
- Best Practices: the pedagogical knowledge, skills and practices that have been shown through research and evaluation to be effective and/or efficient and that candidates use to teach all learners.
- Inclusion and Diversity: the ability to collaborate and team with other professionals in developing and implementing strategies to accommodate diverse learners; the ability to develop solutions that will enhance the learning experiences of all children; and, the ability of candidates to be aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy.
- Reflection: the ability to reflect and assess one's own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.
- Dispositions: the demonstration of respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.
- Service Learning: the strategies that integrate meaningful community service with instruction and reflection to enrich children's learning experience, teach civic responsibility, and strengthen communities.

These elements are interrelated and integrated to prepare teacher candidates to assume roles as reflective facilitators of learning, combining knowledge and skills to exemplify those qualities and dispositions that characterize effective teachers.

## Center for Applied Behavior Analysis (CABA) and the M.S. Degree 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 the Sage Graduate Schools' Master of Science in Applied Behavior Analysis and Autism is for you.

The program follows a "*scientist-practitioner*" model of training. This means that all instruction is grounded in the scientific approach towards studying behavior, as espoused by B. F. Skinner. You will learn about

research design, the importance of empirical evidence, and the focus on experimentation to discern causes of behavior. This knowledge will be coupled with a thorough training in the only therapeutic approach to the treatment of Autism Spectrum Disorders that has empirical research to support its effectiveness with this population.

This program is delivered completely via distance learning, utilizing online delivery of classes, as well as optional clinical supervision delivered by geographically close BCBA supervisors or through distance supervision (e.g., webcam observation).

The goals of the MS program are: (1) to prepare students to work with persons with autism, (2) to provide each student with the educational and skill competence necessary to become a Board Certified Behavior Analyst, and (3) to increase the number of professionals who have behavioral skills.

Autism Spectrum Disorders (ASD) is rapidly becoming the most frequently 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 effective in reducing the impact of autism spectrum disorders.

Your studies will combine two tracks. 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, development of instructional goals that are measurable, antecedent strategies to promote learning, use of 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. If you choose to complete the practicum coursework, 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 deeper 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.

The on-line format of our coursework allows for a multi-media presentation of material. In each course, students are given varied access to proven learning tools for their own growth and improved comprehension: audio-visual presentations by professors, written tools, and active learning experiences such as fluency drills and practice in data collection. In one course, students may read and discuss articles on the treatment of autism from many different perspectives; in another course, students may watch video clips of children with autism engaged in different learning activities and apply different data analysis procedures. There is also an emphasis on research and evidence-based practice. Consistent with Sage's approach that experience is the best teacher, students also practice designing and applying research principles. Applied behavior analysis is not only a treatment for autism, but an effective framework for teaching in general. Our professors and adjuncts are all behavior analysts who enjoy using our technology to teach students at every level. Our programs are broadly focused on training professionals in the best, evidence-based practices in the treatment of autism, while individualizing each students' educational experience to maximize his/her experience of the program.

## 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. Clinical practicum supervisors are also Board Certified Behavior Analysts with broad experience in 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 "Personal Prospectus" statement regarding rationale for interest in the program
- Current resume
- International students must submit a WES report if previous degrees were obtained outside the United States. This requirement is in additional to official transcripts.

Those who do not fully meet the requirements may be admitted on a provisional basis if they show promise for success in the program.

**ABA 501 : Introduction to Behavior Analysis**

This course is an introduction to applied behavior analysis. As such it focuses on basic tasks that underpin design and implementation of educational and therapeutic interventions based on principles of behavior. This course provides credit hours both towards educational qualifications required to sit for the behavior analysis certification examination and the Masters degree in Applied Behavior Analysis.

**Prerequisites**

ABA 502 and ABA 515

**ABA 503 : Concepts and Principles of Behavior Analysis**

This course builds on work completed in ABA-501. It is a continuation of the study of key concepts in the science of behavior and applied behavior analysis (ABA). It focuses on synthesizing content from previous coursework and understanding how to apply previously learned concepts to implement discrete trial instruction, direct instruction, precision teaching, and personalized system of instruction. It also addresses application o fantecedents and consequence in order to bring about behavior change. You learn a variety of procedures to improve learning. You also learn the ethical implications of and potential uses of punishment procedures. This course provides credit hours toward educational qualifications required to sit for the behavior analysis certification exam.

**Prerequisites**

ABA 501

**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 they relate to the ethical use of treatment methodologies.

**Prerequisites**

ABA 501; ABA 503 as either prerequisite or corequisite

**ABA 510 : Clinical Practicum in ABA I**

Certification as a Behavior Analyst requires supervision in a clinical setting. This Clinical Supervision course provides a mechanism for students to obtain the required number of supervisory hours to eventually meet this particular requirement to sit for the Behavior Analysis certification examination.

**Prerequisite Courses**

ABA 501
ABA 517
ABA 530
ABA 607

**Prerequisites**

ABA 607 can be a corequisite

**ABA 511 : Clinical Practicum in ABA II**

Certification as a Behavior Analyst requires supervision in a clinical setting. This Clinical Supervision course provides a mechanism for students to obtain the required number of supervisory hours to eventually meet this particular requirement to sit for the Behavior Analysis certification examination.

**Prerequisite Courses**

ABA 501
ABA 517
ABA 530
ABA 607

**Prerequisites**

ABA 607 can be a corequisite

**ABA 512 : Clinical Practicum in ABA III**

Certification as a Behavior Analyst requires supervision in a clinical setting. This Clinical Supervision course provides a mechanism for students to obtain the required number of supervisory hours to eventually meet this particular requirement to sit for the Behavior Analysis certification examination.

**Prerequisite Courses**

ABA 510
ABA 511

**ABA 513 : Clinical Practicum in ABA IV**

Certification as a Behavior Analyst requires supervision in a clinical setting. This Clinical Supervision course provides a mechanism for students to obtain the required number of supervisory hours to eventually meet this particular requirement to sit for the Behavior Analysis certification examination.

**Prerequisite Courses**

ABA 510
ABA 511

**ABA 515 : Introduction to Autism**

An overview of the history of educational and clinical practice for children with autistic spectrum disorders (ASD), which has been characterized by disparate and sometimes contradictory approaches will be presented. The significant differences in educational philosophy and approaches, the differences in practice that have been their basis in different philosophies about how children learn (e.g., behavioral versus development approaches), and the different beliefs about the most significant challenges faced by children with autistic spectrum disorders and their families will be explored.

**ABA 517 : Maintenance of Client Records**

This course describes the important elements in maintaining client records and complying with the legal requirements of documents. This includes records maintenance and confidentiality, legal maintenance of medical, clinical, and educational records, APA record keeping guidelines for psychologists, APA code of conduct, guidelines for record keeping guidelines, HIPAA, FERPA, NYS laws, rules, and regulations, as well as other topics applicable to confidentiality and maintaining records.

**Advising Note**

NYS requires all students to complete this course.

**ABA 520 : Interventions in Autism**

This is typically the second course in the sequence of studying children with autism. In this course, general approaches from psychiatric, medical and educational models are examined as related to the treatment of autism.

**ABA 525 : Core Skills in Autism I**

This course describes important procedures in behavior analysis for assessment, language development, teaching basic life skills, structured teaching, functional communication training, school participation, and social skills improvement. Emphasis is on implementation of procedure for students with autism.

**ABA 526 : Core Skills in Autism II**

This course describes important procedures in behavior analysis for development of skills in individuals with autism, including: appropriate leisure activities, personal care, community skills, personal safety, academics, work skills, self-advocacy, and relationship with others. Empashis is on implementation of procedure for students with autism.

**ABA 530 : ABA New York State Internship**

In this course, students demonstrate competence on tasks required by a behavior analyst. In order to meet the requirements for New York State licensure, students are supervisd in a clinical setting providing clinical services to individuals with autism spectrum disorder. This course provides a mechanism to obtain the required components of practicum/internship required to apply for state licensure as a behavior analyst while completing an approved Master's degree.

**Prerequisite Courses**

ABA 501
ABA 517

**Prerequisites**

ABA 501 and ABA 517 can be corequisite

**Advising Note**

Students must provide verification of at least 150 hours of work with 2 hours of supervision per week.

**ABA 601 : Professional Practice in ABA**

This course focuses on 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, other issues important for behavior analysts to know about to be able to successfully consult and work in settings unrelated to developmental disabilities are examined.

**Prerequisites**

ABA 501 , ABA 502

**ABA 605 : Research in ABA**

This course focuses on research design specific to the ethical study of human behavior, including a study of the characteristics of science and the rationale for having behavior as the focus of research. Topics include measurement, specific research designs, and the development of a research proposal. Research data from a variety of experiments are examined and interpreted.

**Prerequisite Courses**

ABA 501
ABA 505

**ABA 607 : Ethical and Professional Conduct for Behavior Analysts**

This course is devoted to the study of ethical and professional conduct as applied to Board Certified Behavior Analysts. Course content is based on the Behavior Analyst Certification Board (BACB) Professional Disciplinary and Ethical Standards, and the BACB Guidelines for Responsible Conduct for Behavior Analysts.

**Prerequisites**

ABA 501, ABA 503, ABA 605, ABA 607

**ABA 609 : Diversity in Education**

This course is devoted to the study of diversity, specifically with how it relates to education. The course will cover information related to diversity issues for the student population and the educator population. Course content will include strategies for communicating with and supporting diverse populations.

**Prerequisites**

ABA 501 , ABA 502

**ABA 610 : Advanced Topics in Applied Behavior Analysis**

This course extends the study of applied behavior analysis from the first three courses in the sequence. This course will concentrate on contemporary developments and issues in the field of applied behavioral analysis. Applications of behavior change strategies in a variety of situational contexts and organizational settings, as well as recent developments in a variety of areas addressed in this course. Issues of generalization of behavior change will be explored, as they relate to the ethical use of treatment methodologies.

**Prerequisites**

ABA-501, ABA-502 , ABA-505

**ABA 615 : Research Seminar in ABA**

Single-subject resarch design is explored in more depth, including potential outcomes of experiments, type 1 and type 2 errors, evaluation of single-subject designs, and visual analysis of outcome data. Each of the major single-subject designs are examined in detail, including reversal designs, multiple-baseline designs, changing criterion designs, and mult-element designs. These concepts are applied through independent work.

**Prerequisite Courses**

ABA 605

**ABA 616 : Assessment and Measurement**

This course is designed to introduce students to various assessment and measurement tools that can be used to study the academic, social and adaptive functioning of students with autism and developmental disabilities. The course will offer students several opportunities to develop behavior-change components and plans based on student assessment results, conduct several common assessments, and critically evaluate the research related to assessments and measuring tools.

**Prerequisite Courses**

ABA 501
ABA 503
ABA 505

**ABA 617 : Radical Behaviorism and ABA**

This advanced course will introduce students of applied behavior analysis to radical behaviorism, defined as the philosophy of the science of behavior. Students will study the basic assumptions and presuppositions (e.g., the philosophical debate between free will and determinism) about what counts as behavior and its causes. Students will examine the role of verbal behavior in environment-based (i.e., variations of behavior analysis) and organism-based (i.e., mentalism and cognitivism) interpretations ad explanations of behavior. This will bring us to the root of many complex abstract and theoretical issues, such as interpreting the behavior of self and others, mentation, society, culture and behavioral resonsibility, ethics, rights and values. Students will address these issues in terms of their implications for ABA practitioners in their everyday work. The course will give historical perspective to the evolution and substance of radical behaviorism, and how it compares to other conceptual systems.

**Prerequisite Courses**

ABA 501
ABA 503
ABA 605
ABA 607

**ABA 620 : Test Strategies**
This course provides students with specific strategies and content for preparing for an dtaking the certification exam by the Behavior Analyst Certification Board. Students will be guided to develop a personalized study plan that focuses on the task list content for which they will be responsible on the exam.

**ABA 621 : Management and Supervision for Behavior Analysts**
This course offers a comprehensive exploration of organizational behavior management (OBM) principles and essential professional practices within the context of applied behavior analysis (ABA). Through rigorous academic inquiry, students will delve into the intricacies of optimizing organizational behavior and fostering professional competence. Topics encompass performance management, antecedent-based and consequence-based interventions, staff and parent training, clinical supervision, performance feedback, consulting skills, cultural humility, and strategies for promoting equity in supervision. Emphasis is placed on maintaining professional relationships, collaboration, and honing interpersonal skills essential for effective ABA practice.
**Prerequisite Courses**
ABA 501
ABA 503
ABA 505

**ABA 690 : Thesis I in ABA**
This optional course introduces students to the line of research conducted by faculty and provides an opportunity to develop an original research question within that area of research. Faculty approval is required to register for this course.

**ABA 691 : Thesis II in ABA**
This optional course provides an opportunity to develop a thesis proposal and an IRB proposal on the research question developed in Thesis I. Faculty approval is required to register for this course.

**ABA 692 : Thesis III in ABA**
This optional course provides students with faculty and peer support in completing the project proposal in Thesis I and Thesis II. Faculty approval is required to register for this course. This course may be taken more than one time if necessary to complete data collection.

**ABA 695 : Capstone in Autism and ABA**
This course describes important procedures in behavior analysis for development of skills in individuals with autism, including appropriate leisure activities, personal care, community skills, personal safety, academics, work skills, self-advocacy, and relationships with others. Each set of procedures is introduced through current literature and training materials, and will use critical thinking activities to explore the implementation of these procedures for individuals with autism. During this class you complete your final degree project. This project consists of developing original materials that build into a portfolio related to a specific area in autism.
**Prerequisites**
ABA-515, ABA-605

# Art

**ART 511 : Art Criticism and Aesthetics**
An in-depth experience with various theories and practices of criticism and aesthetics centered aorund different topics or themes. Western European and non-western art will be presented in context with global postmodernism. Students will examine both craft forms as well as high art, participate in critiques and will explore techniques and strategies for intergrating developmentally appropriate aesthetics and art criticism activities in the preK-12 classroom. The course will conclude with presentations and a final paper.
**Credits** 3

**ART 520 : Media Literacy**
This course focuses on supplementing classroom practice through exploration of the use of media and technology and addresses the development of media literacy skills to utilize media as a tool to enhance content in the art classroom. There 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.
**Credits** 3

**ART 521 : Dimensions in Art**
This course explores the types of cultural and personal forces that form visual art and in turn shape diverse cultures of past and present societies. This global understanding will provide context for the candidates' own practice and content knowledge for teaching in the K-12 visual art classroom. Issues in contemporary art and cultural contributions of past societies will be explored. Topics of seminars and the focus of studio strategies are based on current concerns in the visual art profession. 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.

Students are required to maintain a studio practice throughout the course, developing artwork and reflecting on it.
**Credits** 3

**ART 557 : Ideas in Visual Art**
This course explores media and content within the parameters of the candidate's own artwork, using those explorations to make connections to the preK-1 visual art classroom. Candidates will develop a practice for personal art making, participate in ongoing critiques of their work and the work of their peers and conduct and participate in medium workshops. Two-dimensional and three-dimensional materials and methods are explored in the medium workshops with a focus on the creation of art that communicates ideas and self-expression through different materials that are accessible in preK-12 student environments, using processes appropriate for use with these ages.
**Credits** 3

# Biology

**BIO 560 : Advanced Human Pathophysiology**
Concepts of normal with an emphasis on abnormal physiology covering homeostasis and the interrelationships between various organs. Course includes discussion of cell physiology, electrolyte balance, blood composition, immune responses, hormones, muscle, synapses, the cardiovascular, renal, respiratory, endocrine, nervous, and digestive systems. Common diseases in each will be discussed. Prerequisite: At least two semesters of undergraduate Biology.
**Credits** 3

**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.

Portions of this course will be delivered in an online format.

# EDL

**EDL 715 : Educational Leadership: An Endeavor of Human 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.

**Prerequisites**

matriculation

**EDL 720 : Leadership of Learning 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.

**Prerequisites**

EDL-715

**EDL 725 : Accountability and Leadership for School Districts**

Economic, political, social, and technological forces are converging on education with higher standards and increased system accountability. This course relies on the interrelated knowledge base about leading, learning, and change. The principles and policy that determine funding for public 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.

**Prerequisites**

EDL-720

**EDL 730 : Law, Policy and Values**

The legal and regulatory parameters and the formation, implementation and evaluation of education policy are the emphasis in the course. This course also examines the multiple facets of law, regulation and policy impacting system leaders. It is incumbent on the educational leader to be able to examine and lead an organization and guide a governing board in the discussion of topics of critical interest to the educational community. This specifically includes the processes necessary to develop a policy position and course of action, to implement that course of action, and to evaluate the outcome of that course of action. New York State is the unit of focus with comparisons drawn to other states in a variety of areas.

**EDL 735 : School District Leader Internship 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 District Leader Internship 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 Courses**

EDL 735

**EDL 737 : School District Leadership Internship 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 Courses**

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. In this course of the research sequence, the individual researchers and their research team will present study results in scholary written journal/conference proposal. Additionally, presentation of individual research to the doctoral committees will follow. For EDL 748, which this course precedes, each individual and team will also present their final research for a colloquia of invited guests including regional and statewide school leaders. The complexities, the competing interests, and the systemic view characteristic of district leadership within the research problems will be fully examined. This course will conclude with reflective engagement by all members of the cohort to self assess their team effectiveness. Furthermore POP teams will submit a draft of the Conference Proposal or Journal Article (CP/JA) document including: Abstract, Purpose Statement, Literature Review/Framework and Methods.

**EDL 745 : Introduction to Research Methods**

This course is to help doctoral candidates develop a basic research design by introducing them with relevant research and statistics vocabulary. This course includes basic research terminology and an overview of qualitative and quantitative research design issues. Some examples of the terminology presented in this course are population, sample, research question, null and directional hypotheses, primary and secondary sources, meta-analysis, institutional review board and human subjects protection, descriptive statistics, inferential statistics, significance testing, effect size, unit of statistical analysis, types of sampling (random, systematic, cluster, convenience, purposeful), reliability, types of validity, bias, parametric and non-parametric statistics, and correlation. The overview of research design issues will include descriptive, causal-comparative, correlational, case study, survey, observational, ethnographic and historical research.

**EDL 746 : Research Methods I**

This course explores research strategies associated with qualitative and quantitative designs. The focus is on the practical application of these research strategies to problems of practice related to educational leadership. The uses of observation, surveys, and interview are explored in depth. The emphasis is on the collection, organization and analysis of data. Candidates will compare the relative strengths and weaknesses of each research tradition in order to be best able to select a strategy for his/her doctoral project. This is a hybrid course that utilizes face-to-face seminars, online discussion as well as the use of Moodle activities which will provide students the opportunity to view assignments, PowerPoints, and related documents for understanding qualitative and quantitative research. Students will be required to interact with the instructors using Skype to receive constructive comments on assignments. Instructor will also interact with students via email and online journal.

**Prerequisites**

EDL-745

**EDL 747 : Research Methods II**

This course focuses on the development of the individual doctoral research projects of each doctoral candidate. Candidates develop research questions or hypotheses, design the methods section of their doctoral study, and complete the Sage Institutional Review Board's application.

**EDL 748 : Research Colloquium**

The Doctoral Research Colloquium is the culminating course in which each doctoral research team presents to the gathering of Sage faculty, executive coaches, colleagues, and educational leaders from school districts and educational agencies. Presentations include joint literature reviews related to team problems of practice, addressing each individual dissertation and concluding with a set of joint recommendations for the field and reflect the School of Education?s commitment to best practice in instructional technology. The course includes an opportunity for reflective conversation among cohort colleagues regarding the program and their development as scholar practitioners during the twenty seven months of study.

**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 752 : Diversity and System Leadership**

This course explores the opportunities and challenges that are present in schools as a result of multicultural, multiethnic, and diverse socioeconomic backgrounds of students, parents and staff. The focus is on the role fo system leadership with regard to leaders' knowledge and leadership behaviors, policies, and practices impacting effect school and student performance among diverse populations. The course considers how the orle of system leadership builds effective learning cultures in schools that are diverse and multicultural.

**EDL 755 : Doctoral Research I: Problems of Practice**

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, EDL 720, EDL 725, EDL 730, EDL 735

**EDL 756 : Doctoral Research II: Problems of Practice**

This course leads candidates to the finalization of individual candidate doctoral research projects with a particular emphasis on summary of findings, conclusions, and recommendations. Candidates will exhibit the ability to critically and comprehensively examine an important problem, contribute to organizational change, and improve district performance. In consultation with docotoral research committee chair and members, candidates will submit the results of their individual doctoral research as per the format outlined in the Russell Sage College Educational Leadership Research Handbook.

**EDL 770 : Doctoral Research Continuation**

This course serves those who have need for extended time to complete individual or team research requirements of the EdD program. This is a repeatable course and is delivered to individual candidates on an as needed basis.

**EDL 771 : Dissertation Writing I**

This course focuses on one-to-one work between the candidate and their dissertation chair (course instructor). The candidate will work with their dissertation chair and other committee members to develop dissertation chapter(s). The focus is on the writing of the chapters and individual guidance from the dissertation chair. This is an independent study course that utilizes online discussion, written and verbal feedback from the dissertation chair and interactions by phone, email, face-to-face meetings and/or virtual meetings. At the completion of EDL 771, students will have completed purpose statement, research questions, and draft of Chapter One.

**EDL 772 : Dissertation Writing II**

At the completion of EDL 772, students will have completed an acceptable draft of Dissertation Chapters Two and Three, and submitted an IRB application.

**EDL 773 : Dissertation Writing III**

At the completion of EDL 773, students will have completed an acceptable draft of dissertation chapter four.

**EDL 774 : Dissertation Writing IV**
This course focuses on one-to-one work between the candidate and their dissertation chair (course instructor). The candidate will work with their dissertation chair and other committee members to develop dissertation chapters. The focus is on writing of the chapters and individual guidance from the dissertation chair. This is an independent study course that utilizes online discussion, written and verbal feedback from the dissertation chair and interactions by phone, email, face-to-face meetings and/or virtual meetings.

# 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, who value diversity, who are reflective, and who are knowledgeable about best practices. Therefore, we ask Sage educators, counselors, and leaders 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 Russell Sage College, 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. This motto is extended to form the basis for our programs.

Conceptual Framework: An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

### T-BIRDS — The key concepts of the conceptual framework:

- Technology: a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.
- Best Practices: the pedagogical knowledge, skills and practices that have been shown through research and evaluation to be effective and/or efficient and that candidates use to teach all learners.
- Inclusion and Diversity: the ability to collaborate and team with other professionals in developing and implementing strategies to accommodate diverse learners; and the ability to develop solutions that will enhance the learning experiences of all children; and the ability of candidates to be aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy.
- Reflection: the ability to reflect and assess one's own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.
- Dispositions: the demonstration of respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.
- Service Learning: the strategies that integrate meaningful community service with instruction and reflection to enrich children's learning experience, teach civic responsibility, and strengthen communities.

These elements are interrelated and integrated to prepare teacher candidates to assume roles as reflective facilitators of learning, combining knowledge and skills to exemplify those qualities and dispositions that characterize effective teachers.

## National Accreditation

The School of Education received National Council for the Accreditation of Teacher Education (NCATE) accreditation in October 2001 **(http://www.ncate.org).**

Why does NCATE matter?

1. From a student's perspective, NCATE accreditation means that you will graduate from a program in Education that meets the highest standards in the field. You should make sure to note NCATE accreditation on your resume and be prepared to talk about the significance of this designation.
2. Few colleges and universities can claim this recognition. In New York State we are one of a small number of institutions accredited by NCATE. Across the nation, only 200 private colleges can claim NCATE accreditation. It is prestigious and difficult to achieve.
3. If you are applying for certification in other states, graduating from our NCATE programs will facilitate your receiving licensure in another state.
4. NCATE has helped us to articulate what qualities a Sage educator/counselor possesses. Our tenets – belief in full inclusion, valuing diversity, knowledge about best practices and reflection – will hold you in good stead as teachers/ counselors and help you, we believe, articulate and distinguish your strengths in these broad areas.
5. Many of the portfolio assessments and documentation of pupils' learning are similar to tasks required for National Board Certification; we believe that NCATE has helped us to prepare better graduates who are able to help their students reach high standards. As you go forth in your career, we hope that you will find the kinds of experiences you received at Sage helpful as you seek to improve your professionalism.

## National Accreditation Advantage

The Esteves School of Education has held continuous accreditation from the National Council for the Accreditation of Teacher Education (NCATE/CAEP) since October 2001. NCATE/CAEP 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/CAEP accreditation on their resumes and be prepared to talk about its significance.

**EDA 600 : Leadership for Equity**
This is the foundational leadership course in your pathway to becoming an instructional leader at the classroom or building level. It focuses on your emerging leadership identity and your personal
"why" for continuing this professional journey. One of your first assignments in this course will
be a self-assessment against the Professional Standards for Educational Leaders (PSEL) that will become the baseline for you to reflect on your own goals and growth through the program. In the final internship course, these reflections will become your Personal Leadership Platform, or your current positions and insights on your own leadership beliefs and positions. It is also crafted to assist you in becoming more observant of, and sensitive to, the environment surrounding leadership in all K-12 schools.
**Credits** 3

**EDA 601 : Evidence into Action: Systems Planning**
Building on mission and vision from the first course in the sequence, leaders will now consider the nature of the change process both at the organizational and personal level. Leaders will also consider mission and vision as it relates to system alignment and the development of a theory of action for an evidenced-based instructional change that will improve student learning. Students will gain knowledge, skills, and dispositions towards solving the impediments to school improvement, particularly as it relates to subgroup populations. Since the PSEL standards are the foundational design element of this instructional leadership program, this course continues with Part I of Standard 10.
**Credits** 3

**EDA 602 : Data Literacy**
Using the vast amount of assessment information in a purposeful and deliberate fashion is a challenge for current leaders. It is often difficult to determine which assessments are the most informative depending on the nature of the presenting student learning gap. With an urgency to rapidly decrease learning gaps, the critical step of analyzing the precise nature of the learning gap is often neglected in favor of selecting a new program or resource that promises to enhance learning. This course builds on Course 2 within Standard 10 and is designed to build a literacy around use of various tools and protocols for studying assessments in a time-efficient and actionable manner. Since the PSEL standards are the foundational design element of this instructional leadership program, this course continues with Part II of Standard 10.
**Credits** 3

**EDA 603 : Leadership of the Curriculum**
This fourth course in the sequence considers the roles of both instructional coaches, as well as building leaders, in the supervision of curriculum; from the initial selection or design through implementation to measuring its impact on learners. It includes the social, philosophical, and psychological principles relevant in articulating curriculum. Special emphasis is given to integration of multiculturalism in curriculum improvement. The learning activities for this course are designed to prepare each student with essential knowledge and competencies for effective instructional leadership in curriculum development. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. This course is grounded in PSEL Standard 4: Leadership of the Curriculum.
**Credits** 3

**EDA 604 : Supervising Teaching & Learning: Building Capacity**
The purpose of this course is to develop a philosophy about how to manage and build human and social capital in your school or organization. It also presumes the theory of action that learning is social in nature and occurs between professionals. Finally, this course considers how to respond individually to faculty while also building reflective practice as a foundational element of the school's culture. Since the PSEL standards are the foundational design element of this instructional leadership program, this course is grounded by Standard 6: Professional Capacity of School Personnel.
**Credits** 3

**EDA 605 : Developing Purpose-Driven Professional Communities**
This is the sixth course in the sequence and it is designed to aggregate knowledge of leadership practices with leadership of the curriculum and supervision of teaching and learning. This system perspective of a department or school will be the foundation of developing continued venues for professional learning that is directly tied with the needs of learners or faculty and staff, this course prepares leaders for PSEL Standard 7: Professional Community for Teachers and Staff.
**Credits** 3

**EDA 606 : Community of Care: Inclusive Family Engagement**
Every school has its own unique culture for learning and as influenced by the larger society often struggles with meeting the needs of our most diverse learners identified by race, ethnicity, social-economic status, language, sexual identity, and different emotional, social and academic abilities. This course is designed to build the graduate leaders' skills in leading a complex learning organization. Throughout this course, graduate leaders will gain knowledge and skills necessary to develop and maintain an equitable, culturally responsive and inclusive school culture. Leaders will gain skills in confronting their own biases and how to alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture, language, sexual identity. This course is founded on PSEL Standards 5 and 8: Community of Care and Support for Students.
**Credits** 3

**EDA 607 : Internship I or II**
This final course in the program completes the 300 hours needed for the SBL certificate and focuses on Standard 9 Operations and Management. Students will maintain a log of the final district and building hours as well as complete an integrative project dependent on their intended career path: content area leader/department chair, instructional coach, or building leader as follows:

Content Area Leader: Program Review
Instructional Coach: Team Coaching Plan
Building Leader: Building Strategic Plan

Candidates will be "in the field" conducting the processes for their integrative project. Candidates will attend four seminars during the semester that are intended to continue the cohort professional network as well as extend learning beyond topics covered in the program. They are expected to meet with their instructor once per month to review their progress on their integrative project and internship hours in addition to the monthly log. This course will have 5 evening seminars to share progress on internship field work and learn from topical speakers.

This course is founded on Standard 9: Operations and Management.
**Credits** 3

**EDA 608 : School District Leader**
The emphasis of the course is on district level leadership. It is designed to shape and assess the abilities of potential leaders to analyze, strategize, implement and follow-up, individually and in groups with respect to the problems faced by school district leaders in a variety of settings. Another focus will be on interacting effectively with school board members, community, and parent groups, underserved and= unserved constituencies, teacher and administrator organizations at all levels, and political leaders having an impact on the resources and/or the mission of the school district. Upon completion students will acquire the knowledge, dispositions and skills necessary to perform the functions of the chief executive officer and instructional leader of a school district.
**Credits** 3
-6

**EDU 500 : Independent Study**

**EDU 502 : Critical Thinking: Research Into Practice**
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 : Teaching All Learners in Elementary Schools**
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. Interventions 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 autism, 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. Fieldwork required.

**EDU 505 : Topics in Developmental & Educational Psychology**

This course provides a survey o the most common developmental and educational theories and most popular applicaitons for preschool and school age children (early childhood, childhood, and adolesence). This class fulfills the requirements for both Developmental Psychology and Educational Psychology for graduate students in the Sage School of Education M.S. and M.A.T. programs.

In this online course, students are expected to participate in the course several times weekly. Students will participate through group discussion (forums), online quizzes and tests, review and creation of PowerPoint materials, as well as submission of all course assignments online. Minimum requirements for participation in the course include a computer with high speed internet connection, a 2003 or more recent operating system, Microsoft Office Suite (including Word, Excel, and PowerPoint) and facility in the use of internet sources.

**EDU 507 : Responsive Classrooms: Valuing All Learners**

This is a survey course that addresses the content and pedagogical knowledge required for teacher preparation programs. Its primary aim is to give a theoretical overview for the impact of race, culture, economics, language and special education related services for K-12 students.

**Credits** 3

**EDU 511 : Lit for Interdisciplinary 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, Science & Technology**

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. This course must be taken concurrently with EDU-523.

**Advising Note**

Fieldwork hours required.

**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 531 : School Residency I Gr 1-3**

In School Residency I, residents are placed in a general education classroom in grades 1-3 with an attending teacher and assume up to 20% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

**EDU 534 : School Residency I Gr 4-6**

In School Residency I, residents are placed in a general education classroom in grades 4-6 with an attending teacher and assume up to 20% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

**EDU 541 : School Residency II Gr 1-3**

In School Residency II, residents are placed in a general education classroom in grades 1-3 with an attending teacher and assume up to 40% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

**Prerequisites**

EDU-531

**EDU 544 : School Residency II Gr 4-6**

In School Residency II, residents are placed in a general education classroom in grades 4-6 with an attending teacher and assume up to 40% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

**Prerequisites**

EDU-534

**EDU 545 : Literacy, Technology and Remote Learning in Schools**

This course examines the theoretical framework and practical applications of technology and digital literacies in the remote learning environment across all grade levels. Special attention is given to how the use of educational technologies is supported by the NYS Digital Literacies & Fluency Standards, the NYS Next Generation Learning Standards, as well as the International Society of Technology in Education (ISTE) Standards. Specific course topics pertain to research about the Standards, personalized learning, digital and media literacy, digital citizenship, digital equity, support and community in the digital learning environment, and extensive review, experience, and support of digital learning lessons and resources. Students will learn a variety of technology tools and related skills to enhance their teaching of content within the online learning environment, which will be showcased in their construction of a personal website.

**EDU 555 : Teaching Methods**
This course is designed to instruct students in the pedagogical methods essential in all subject areas - Mathematics, Science, Technology, English/ Language Arts, The Arts, and Social Emotional Learning as aligned to New York State Next Generation Learning Standards. There is an emphasis on multilevel instruction, processes of analysis, inquiry and design, constructive pedagogies, multiple intelligences, academic language, and interdisciplinary problem-solving. Planning curricula are directed toward culturally responsive instruction that addresses the diverse learning needs of all learners. 50 hours of fieldwork required.

**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 and Writing in the Content Areas**
This online course presents current theories and “best practices” for teaching reading and writing in upper elementary and secondary content area subjects. The focus is on supporting the learner to become a “strategic” reader and writer as they expand their content knowledge. Reading and writing will be demonstrated as recursive processes that help the student to internalize content knowledge and demonstrate that knowledge using a variety of research-based strategies. The underlying premise is that students of any age or academic level can learn more if presented with models that meet their individual needs, and when they are actively involved in learning activities. All candidates must complete 25 hours of field experience related to course content in grades 5-12.

**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. 25 hours of fieldwork are required.

**EDU 578 : Collaboration in Educational 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 : Social Justice Through Reading Adolescence & Childhood Literature**
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**

This course cultivates experience in planning, implementing and evaluating a variety of individual and group management techniques across educational levels. Both instructional management and classroom management are examined as means of increasing pupils' time on task and opportunity to learn. Student-teacher interaction models along with collaborative practices within the school community (e.g., co-teaching relationships, mentor-teacher, administrator and teacher) are explored. Furthermore, this course discusses evidence-based practices that will assist in developing a safe and health learning environment for all (e.g., trauma informed practices, collaborative and proactive solutions, PBIS, restorative practices, MTSS). Lastly, this course introduces and discusses resources outside the school to assist in building a health learning community for a diverse needs of students.

**EDU 594 : Research and Evaluation in Education**

This course examines data sources and usage for application and evaluation in schools for decision making purposes. Students will utilize data, statistics, and current research to examine school programs, issues and/or topics. In addition to investigating data driven decision making, students will develop, investigate, and present on a topic relevant to their profession.

**Credits** 3

**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 611 : School Residency III Gr 1-3**

In School Residency III, residents are placed in a general education classroom in grades 1-3 with an attending teacher and assume up to 50-100% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

**Prerequisites**

EDU-541

**EDU 614 : School Residency III Gr 4-6**

In School Residency III, residents are placed in a general education classroom in grades 4-6 with an attending teacher and assume up to 50-100% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

**Prerequisites**

EDU-544

**EDU 621 : School Residency IV Gr 1-3**

In School Residency IV, residents are placed in sister school situation in general education classroom in grades 1-3 with a cooperating teacher for six weeks and assume all classroom duties. They return to their host school classroom with their initial attending teacher and subsequently substitute in a number of elementary grade levels to expand their experiences. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

**Corequisites**

EDU-611

**EDU 624 : School Residency IV Gr 4-6**

In School Residency IV, residents are placed in sister school situation in general education classroom in grades 4-6 with a cooperating teacher for six weeks and assume all classroom duties. They return to their host school classroom with their initial attending teacher and subsequently substitute in a number of elementary grade levels to expand their experiences. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

**Prerequisites**

EDU-614

**EDU 649 : Student Teaching/ Elementary I**

This course provides the final clinical component for the teacher candidate in Grades 1-3 as fulfillment of the requirements for initial state-level licensure in Childhood Education. This seven (7) week student teaching experience is closely monitored by a college faculty supervisor and mentor teacher to facilitate the skills, knowledge, pedagogical practice and overall professional experience in the elementary class setting. Students planning to student teach in the Summer or Fall semesters must request placement in the first two weeks of the Spring semester. Students planning to student teach in the Spring semester must request placement in the first two weeks of the Fall semester. Candidate must have the approval of their program advisor. A fee of $250 is required for each placement. The fee is nonrefundable after August 1 for fall semester and after December 15 for spring semester.

**EDU 650 : Student Teaching/ Elementary II**

This course provides the final clinical component for the teacher candidate in Grades 4-6 as fulfillment of the requirements for initial state-level licensure in Childhood Education. This seven (7) week student teaching experience is closely monitored by a college faculty supervisor and mentor teacher to facilitate the skills, knowledge, pedagogical practice and overall professional experience in the elementary class setting. Students planning to student teach in the Summer or Fall semesters must request placement in the first two weeks of the Spring semester. Students planning to student teach in the Spring semester must request placement in the first two weeks of the Fall semester. Candidate must have the approval of their program advisor. A fee of $250 is required for each placement. The fee is nonrefundable after August 1 for fall semester and after December 15 for spring semester.

**EDU 656 : Adolescence Education Internship 7-9**

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

**EDU 657 : Adolescence Education 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

**EDU 658 : Adolescence 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, MTA-502, EDU-511 , the 12 credits required in the content area

**EDU 659 : Adolescence 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 , MTA-578

**EDU 661 : Internship in Art Education**

The internship in Art Education is intended to be a unique experience that allows students flexibility with placement in which to gain experience and further develop as Art Educators. Similar to the student teaching experience, the internship is geared toward "learning by doing" but allows for different learning contexts when working with preK-12 students. Students must consult with their advisor regarding suitable options. Required seminar with the internship experience.

**Credits** 3
-6

**EDU 662 : Internship in Art Education (7-12)**

The college establishes the teaching internship for one semester of the public school calendar(i.e., October-January or February-May) 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.

**Prerequisites**

MTA-578

**Advising Note**

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 663 : Student Teaching Art Education (K-6)**

Student teaching consists of supervised practice teaching art in grades preK-6, with coordinated academic responsibilities. Bi-weekly seminars will be scheduled for all graduate student teachers.

**Credits** 3

**EDU 664 : Art Education Student Teaching Experience 7-12**

Student teaching consists of supervised practice teaching art in grades 7-12 with coordinated academic responsibilities. Bi-weekly seminars will be scheduled for all graduate student teachers.

**Credits** 3

**EDU 670 : Childhood/Special Education Student Teaching (Gr 1-3)**

This course provides the final clinical component for the teacher candidate enrolled in the dual Childhood/Special Education program as fulfillment of the requirements for initial state-level licensure in Childhood Education/Special Education. This seven (7) week student teaching experience, situated in grades 1-3 in a general education or special education setting, is closely monitored by a college faculty supervisor and mentor teacher to facilitate the skills, knowledge, pedagogical practice and overall professional experience in the elementary/ special education class setting. Student teaching is arranged by the Esteves School of Education each semester. Candidates must have approval of their program advisor. Students planning to student teach in the Summer or Fall semesters must request placement in the first two weeks of the Spring semester. Students planning to student teach in the Spring semester must request placement in the first two weeks of the Fall semester. A fee of $250 is required for each placement. The fee is nonrefundable after August 1 for fall semester and after December 15 for spring semester.

**EDU 671 : Childhood/Special Education Student Teaching (Gr4-6)**

This course provides the final clinical component for the teacher candidate enrolled in the dual Childhood/Special Education program as fulfillment of the requirements for initial state-level licensure in Childhood Education/Special Education. This seven (7) week student teaching experience, situated in grades 4-6 in a general education or special education setting, is closely monitored by a college faculty supervisor and mentor teacher to facilitate the skills, knowledge, pedagogical practice and overall professional experience in the elementary/ special education class setting. Student teaching is arranged by the Esteves School of Education each semester. Candidates must have approval of their program advisor. Students planning to student teach in the Summer or Fall semesters must request placement in the first two weeks of the Spring semester. Students planning to student teach in the Spring semester must request placement in the first two weeks of the Fall semester. A fee of $250 is required for each placement. The fee is nonrefundable after August 1 for fall semester and after December 15 for spring semester.

# English

**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).

# Forensic Mental Health

**FMH/PSY 505 : Introduction to Forensic Mental Health**

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/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.

**Prerequisites**

CRM 599 or equivalent; FMH/PSY 505

**FMH/PSY 515 : Evaluation & Treatment 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.

**Prerequisites**

PSY 575, PSY/FMH 505

**FMH/PSY 520 : Evaluation & Treatment of Court Involved 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.

**Prerequisites**

PSY 575, FMH/PSY 505

**FMH 500 : FMH Independent Study**

**FMH 525 : Introduction to U.S. Law for FMH**

This course acts as an introduction to the contemporary legal system in the United States. Major areas of law as well as precedent-setting cases, developing trends, and legal terminology will be discussed.

**FMH 527 : Family and Juvenile Law**
This course examines state regulation of and intrusion into the family. Topics include the nature of marriage, definition of a family, courtship, rights and duties of husbands and wives, family breakdown, family after divore, and the legal relationship between parent and child.

**FMH 533 : Suicide Prevention, Intervention, Postvention**
This course examines sociological, psychological and legal aspects of suicide prevention, intervention, and postvention. In addition to lecture, students participate in a two day suicide intervention skills training, known as Applied Suicide Intervention Skills Training (ASIST). Upon completion of the training, students receive an ASIST certificate, which serves as a valuable resource in the professional world.

**FMH 535 : Mental Health Law**
This course examines constitutional provisions, statutes, regulations and case law relating to the interaction of mentally ill persons with the civil and criminal justice systems. In the civil realm, topics include the standards/procedures for commitment of civil patients to mental health facilities, the right to treatment, informed consent/ the refusal of medication and assisted outpatient treatment. Criminal law topics include standards for determining competency to stand trial, the insanity defense, the post-conviction civil management of sex offenders and sex offender registration requirements.
**Prerequisites**
FMH-505

**FMH 540 : Externship in FMH**
With the approval of the instructor, students in the Externship in Forensic Mental Health will select a field placement setting that is part of the extended local, county, state, or federal forensic mental health system. The student will work a minimum of 240 unpaid hours under site supervision and will also be supervised by a SGS faculty member. Performance in the placement is accompanied by reduced seat-time class sessions.
**Prerequisites**
Completion of all program courses except Victimology (FMH 510) & a law elective; good academic st,ing

**FMH 592 : Alcoholism/Drug Addiction: Vulnerabilities,Dynamics, and Problems**

The course explores the biopsychosocial vulnerabilities and motivations for substance abuse. Signs and symptoms of substance related disorders, as well as social, psychological and physiological consequences of substance dependence are explored. Prevention and treatment models are also presented.

# Gerontology

**NSG 520 : Palliative Care & Chronic Illness**
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.

# Health Services Administration

**HSA 520 : Marketing Health Care**

This course seeks to leverage and deepen knowledge from the marketing core by addressing how standard marketing techniques do, and do not, apply within the health sector. The course emphasizes health care consumption decisions which are subject to substantial ethical considerations and public policy scrutiny, and are made by multiple decision makers, often with competing economic interests.

**HSA 525 : Long-Term Care Administration**

This is a graduate level course that provides a comprehensive review of the activities and theory relating to the effective and ethical management of nursing homes and related long-term care facilities. Issues relating to organizational management, resident care, personnel management, financial management, environmental management, compliance, and governance are presented to prepare the student for the nursing home administrator licensure examination. Special attention is given to contemporary topics including enhancing quality of life, hospice care in nursing homes, stakeholder communication, board development, disaster planning, and transparency.

**HSA 530 : Health Economics**

This course examines economic models related to: the production of and demand for health; demand for medical care; uncertainty and health insurance; and physician and hospital behavior. In addition, economic issues related to Medicare and Medicaid; health disparities; and health care reform will be discussed. The course includes discussion of recent research on these topics as well as discussions of recent developments in health policy related to these topics.

**HSA 553 : Health Systems & Policy**

This course provides students with extensive knowledge of trends, issues, and systems of health care delivery in the United States. Topics to include: historical development, the structure and function of different health care facility types, utilization of health care services, new patterns and trends in the cost and financing of health care, governmental responsibility for health care services, health care policy analysis, ethical issues, and quality assessment methods.

**HSA 555 : Strategy in Healthcare**

This course begins with the key decision-making area of strategy development. The development of strategy is then connected to organizational performance. Key areas covered include system analysis, modern strategy, concepts, and best practices applications through case analysis.

**Prerequisites**

HSA 553 or permission of instructor

**HSA 557 : Legal Aspects of Health Service Administration**

This course introduces the student to the legal aspects of the U.S. health care system and the governmental structure responsible for administering health services. It also provides an understanding of how current health care reform laws will affect health care administration, health care reimbursement, regulation of health care, and government policy. This course focuses on evolving case law and its impact on the administration of health services in the United States.

**Prerequisites**

HSA-553 or permission of instructor

**HSA 558 : Budgeting and Finance for Government, Nonprofits, and Health Care**

This course explores the development and application of budget theories and principles, examines and evaluates the formats used to create and present budgets, and considers cost analysis in a budgeting and program context with attention to the relevant accounting process. Topics include planning, program design, taxation, health provider reimbursement, facilities and grants.

**HSA 565 : Health Care Finance and Management 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.
**Prerequisites**
HSA-558

**HSA 572 : Program Planning, Analysis, & Evaluation**
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
**Advising Note**
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
**Advising Note**
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
**Advising Note**
Take HSA-553 HSA-555 HSA-578 HSA-557 HSA-558;

**HSA 605 : Comparative Health Care Delivery Systems**
This course provides students with an in-depth understanding of global health issues through critical comparative analyses and discussion of international health delivery systems. Students study the attributes of effective and sustainable health care systems in addition to acquiring a greater knowledge of the decision-making processes for stakeholder service, accountability, coverage, payment methods, reimbursement, and pricing.

# HED

**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 Dependence Education & 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 Education**

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 558 , 2 of the following courses: HED-541, HED-542, HED-543, , HED-570

**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 : Counseling Culturally Diverse Populations**

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 traditionally 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.

**Prerequisites**

PSY 571 or permission of instructor

**HED 595 : Conflict Resolution in School Setting**

**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 Education Student Teaching K-8**

This course focuses on the application of health education teachign strategies and assessments that can be implemented in classroom settings in grades K-8. Student teaching is arranged by the Esteves School of Education each semester. Students planning to student teach in the Summer or Fall semesters must request placement in the first two weeks of the Spring semester. Students planning to student teach in the Spring semester must request placement in the first two weeks of the Fall semester. In addition to student teaching there is a required weekly seminar. A $250 fee is required for each placement.

**Prerequisites**

HED-564

**HED 650 : Health Education Student Teaching 9-12**

This course focuses on the application of health education teaching strategies and assessments that can be implemented in classroom settings in grades 9-12. Student teaching is arranged by the Esteves School of Education each semester. Students planning to studetn teach in the Summer or Fall semesters must request placement in the first two weeks of the Spring semester. Students planning to student teach in the Spring semester must request placement in the first two weeks of the Fall semester. In addition to student teaching there is a required weekly seminar. A $250 fee is required for each placement.

**Prerequisites**

HED-564

**HED 651 : Health Education Student Teaching for Certified Teachers (K-12)**

**HED 652 : Community Health Education Practicum & Portfolio**

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.

**Prerequisites**

completion of all other program requirements or prior written approval by the graduate program director

**Advising Note**

Take HED-640;

**HED 654 : Health Education Student Teaching for Certified Teachers**

Practice teaching for school teachers who have initial certification in another subject area is arranged by the college in each semester. Students planning to teach must request placement in the semester preceding the student teaching semester. Students will participate in a required weekly seminar. A $250 fee is required for each placement.

**Prerequisites**

Phase I , II courses

# HMN

**HMN 201 : Food, Culture and Nutrition**

Students will study the evolution of attitudes and behaviors concerning nutrition and eating within a particular culture, incorporating historical and geographic shaping of that culture. Students will undertake a nutritional evaluation of the diet particular to a culture, highlighting how nutritional needs are met. The laboratory component allows students to demonstrate/experience different foods, prepared and served as practiced by the cultural group(s) being studied.

# Marketing

**MGT 555 : Administrative Organization & Behavior**

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 course focuses on the theory of organizations and is geared toward the development of an understanding 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 considerations 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**

The course is a culminating experience in the master's program in Organization Management. Major issues of theory and practice of management in the context of contemporary organizations are discussed. Students identify and analyze aspects of management, administration, decision making and problem solving in a particular organization and design and implement a plan addressing the identified problem or issue.

**Prerequisites**

MGT-555, MGT-561, MGT-651, MGT-656 , completion of 24 credits

**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.

# Master of Business Administration

**MBA 520 : Systems Thinking**
Why do so many businesses fail? Why do so many others fail to produce lasting results? Why do many businesses suffer from periodic crises, fluctuating sales, earnings, and morale? Why do many social and governmental programs fail to achieve their desired objectives and some create results counter to their goals?

To address these questions, in this course the basic concepts of systems thinking will be introduced. In general, systems thinking is a school of thought that focuses on recognizing the interconnections among the parts of a whole entity (the system) and synthesizing the interconnections into a unified view of the whole entity (the system).

**MBA 525 : Conflict Management & Mediation**
This course addresses the issue of conflict from two positions: 1) through an examination of the causes, processes, costs, and benefits of social and work conflict and , 2) by offering methods for conflict resolution. Using management and sociological theory and research, this course will address the relationship of social issues - e.g., difference and inequality, power and corruption - to organizational and institutional conflict. Understanding that conflict can signal either a disruption in the operation of an organization or an opportunity for change and growth, this course will provide students with a broad-based perspective for making conflict an asset organizationally and interpersonally. The latter part of the semester will be devoted to methods for conflict resolution including interactive mediation role play with a variety of conflicts faced by managers and leaders.

**MBA 530 : Project Management Essentials**
This class prepares students for the rigorous Project Management Professional exam sponsored by the Project Management Institute. Topics explored are the five process groups and the nine knowledge areas.

**MBA 532 : Entrepreneurship**
This course offers a framework for understanding the entrepreneurial process and exposes students to challenges, problems, and issues faced by entrepreneurs who start new businesses. Major objectives are for students to learn how to identify and evaluate venture (e.g., business, non-profits, grassroots) opportunities, develop a venture concept, assess and obtain the required resources, and manage its growth.

**MBA 551 : Financial Accounting**
This course provides a comprehensive introduction to financial accounting principles including accounting information cycle, the analysis and recording of business transactions, the preparation of working papers, and the resulting creation of financial statement. The course introduces contemporary accounting theory and official pronouncements.
**Credits** 3

**MBA 552 : Economic Analysis**
This course provides an understanding of the basic theoretical concepts of economic theory. Examination of microeconomic and macroeconomic principles provides the basis for an explanation of how contemporary mixed capitalism systems function. Attention is directed toward the development of the economic perspective in problem solving and the use of tools of economic analysis.
**Credits** 3

**MBA 553 : Statistical Reasoning**
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.
**Credits** 3

**MBA 555 : Administration, Organization, & Behavior**
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 course focuses on the theory of organizations and is aimed toward the development of an understanding 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 considerations 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.
**Credits** 3
**Prerequisites**
MBA-551, MBA-552 , MBA-553

**MBA 563 : Legal Environment**
This course introduces the student to the U.S. legal system as it pertains to business and provides an understanding of how various aspects of the law influence and impact the role of a business manager and the decisions made by a business manager. The course focuses on those areas of law which affect virtually every business, highlighting the relationship between law, business and commerce. The rationale behind laws that affect business practice and the application of law to specific business situations are explored.
**Credits** 3

**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 Courses**
MBA 553
**Advising Note**
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 : Management of Change & Innovation**
This course focuses on the strategies and best practices required to create and sustain competitive advantage in the evolving global environment. Students explore the value chain product, process innovation methods, and other dynamic industry.
**Credits** 3

**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.
**Credits** 3
**Prerequisites**
MBA 551 , 553 or permission of program director

**MBA 576 : Marketing Systems**
This course addresses how to design and implement the best combination of marketing efforts to carry out a firm's strategy in its markets. Specifically, this course seeks to develop the student's understanding of how the firm can benefit by creating and delivering value to its customers and skills in applying the analytical concepts and tools of marketing.
**Credits** 3

**MBA 579 : Design Thinking Fundamentals**
As the challenges and opportunities facing businesses, organizations, and societies grow more complex, and as stakeholders grow more diverse, an approach known as design thinking is playing a greater role in finding meaningful paths forward. Design thinking is an action-oriented problem solving methodology that employs various design-based techniques to gain insight and yield creative solutions for complex challenges. At the heart of this approach is a deep sensitivity to the needs of people. In this course, students will unpack each fundamental step of the design thinking process and become familiar with the design thinker's mindset and toolkit.

**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.
**Advising Note**
Take MBA-576;

**MBA 583 : Digital Marketing Essentials**

Companies are increasingly shifting some of the marketing efforts to digital technologies such as
search engines, social media and mobile. These technologies influence customers and also have an impact on firm performance. It is important for business students to understand some
of these digital strategies and familiarize with some of the technologies underlying them. This
course is an introductory graduate level elective course designed to provide insights into some of
the marketing strategies using Internet-based (digital) technologies.

**MBA 584 : Business Strategy and Corporate Social Responsibility**

Increasingly, executives and managers are being asked to lead their organizations in ways that consider impacts outside of profit-generation and maximizing shareholder value.  Specifically, the Corporate Social Responsibility (CSR) movement in business is redefining the goals of business, and driving companies to operate in ways that enhance society and the natural environment, instead of contributing negatively to them. This course explores the ways the CSR movement is shaping business strategy and decisions at the executive levels.

**MBA 596 : Topics in Human Resources**

Current significant topics in the specialization will be presented.

**MBA 597 : Selected Topics in Finance**

Current significant topics in the speciailization will be presented by faculty

**MBA 598 : Selected Topics in Marketing**

Current significant topics in the speciailization will be presented by faculty

**MBA 599 : Selected Topics in Management**

Current significant topics in the speciailization will be presented by faculty

**MBA 615 : System Dynamics**

System dynamics is a modeling process to quantify problems that unfold through time in mathematical models that are simulated to investigate sources of undesirable dynamics and find successful improvement strategies. System dynamics embodies an iterative process in which a problem that is pervasive throughout a system is defined, the structure of the system that generates the problem will be studied, and policies or practices that can change the system structure and behavior and therefore alleviate/solve the problem will be reviewed and introduced.
The understanding of the system structure requires the determination of how critical variables affect other variables, even if the other variables are downstream from the critical variables under
consideration. To determine variable interrelationships, not only must the analyst establish the causal relationships among the elements of the system but also distinguish those among the physical, organizational, and decision-making relationships.
In this course, you will consider problems that manifest themselves in complex systems. Examples of these include but are not limited to: the performance degradation associated with the introduction of new technologies in organizations, the tragedy of the commons and other market failures that lead to rationales for government intervention; fluctuating sales, production and earnings; the diffusion of new technologies; and environmental challenges, and epidemics. You

will use one of several simulation software packages throughout the course to understand, evaluate, and improve upon complex problems and establish a relationship between the real world and a virtual simulation world by generating and evaluating corresponding system simulation models.

**MBA 620 : Employee Training and Development**
The major goals of human resources management are to acquire, develop and maintain an organization's human capital. Efficient and effective management of an organization's human capital is a source of competitiveness and sustainability. The dynamic and largely uncontrollable nature of global, political, social, economic, and technological external forces requires leadership commitment to the on-going strategic development of an employee's skill set. Therefore, focused outcomes-driven training and development is critically important and a strategic driver of organizational success.

**MBA 630 : Recruitment & Retention**
In this course, students will be introduced to two critical human resource functions: (1) talent acquisition and retention for staffing the organization, and; (2) the training and development processes for improving organizational performance and creating a learning organization.

The course presents the theoretical framework and practical tactics for acquisition and retention of talent necessary to achieve the business objectives of the organization. Topics will include: employment and staffing strategy, human resource planning, recruitment, assessment, selection and decision-making, negotiation and retention strategies. The importance of linking staffing and talent management to business strategies, objectives and competitive challenges will be emphasized. Students will learn the principles and techniques for competing in the war for talent.

The course will also provide an introduction to the concepts, processes and issues associated with workforce training and development. This includes strategy and assessment of training requirements and the planning, design, delivery and evaluation of training programs. In addition, we will discuss best practices in individual, management, leadership and organizational development.

**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.
**Credits** 3

**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 Courses**
MBA 651
**Advising Note**
Take MBA-651;

**MBA 654 : Labor and Industrial Relations Policy**

This course will build on fundamental management knowledge. It offers students a robust understanding of contemporary issues and will challenge students to examine labor relations from various lenses such as neoclassical economics, human resource management, and industrial relations. The course takes students through the importance of labor relations in the United States. This will include understanding the history of the labor movement, relevant labor law and policy, and economic forces that inform the labor-management relationship. Students will get hands-on experience with collective bargaining through exercises such as mock grievance hearings. This is a highly analytical course that is designed to allow students to not only understand their rights as labor but also how to navigate grievances, work stoppages, strikes and the like from a managerial perspective.

**Prerequisite Courses**

MBA 651

**MBA 656 : Leadership & Ethics**

Historical and contemporary leadership theories and concepts with an emphasis on the ethical dimensions of leadership are studied. Competencies and influences of leaders and followers are presented with a focus on personal leadership and character assessments.

**Credits** 3

**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 660 : Human Resource Strategy**

"People are our most important asset." This is a phrase that can be found, in one form or another, in most annual reports and CEO speeches. This course examines the development, execution and application of people strategy in the management of human capital and organizational performance. Emphasis is placed on vertically intergrating best practices in human resource management with the overall business strategy by providing practical understanding of Strategic Human Resource Management (SMRH) through contemporary case study, team presentations and exercises.

**MBA 664 : Investment Analysis**

This course introduces students to the types and kinds of investmnet instruments available in today's financial markets and the techniques for evaluating the attractiveness of any single investment or portfolio of investments in order to meet the objectives of investors. It will examine the theory of investments and offer a practical guide to analysis and decision making. The course is rigorous and demanding in terms of content, stressing risk, profitability, and portfolio construction.

**Prerequisites**

MBA 561 , MBA 574

**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 , 561

**Advising Note**

Take MBA-574 MBA-561;

**MBA 666 : Financial Markets and Institutions**

The course examines the functions, policies, organizations and regulations of financial institutions and markets. Topics include: commercial banking system and other depository institutions, regulation of financial system, market for interest bearing securities, derivative instruments and their application, futures, and options. In addition, the factors that determine the structure of interest rates are examined.

**Prerequisites**

MBA 561 , MBA 574

**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 , 574

**Advising Note**

Take MBA-561 MBA-574;

**MBA 671 : Management Information Systems**

This course covers the integration of computer-based technology into the modern organization. Topics include the use of software applications to solve organizational issues. An examination of E-Commerce, IT systems development and information security. Ethical and social issues related to the use of computer technology are considered.

**Credits** 3

**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 Courses**

MBA 576

**Advising Note**

Take MBA-576;

**MBA 679 : Small Business Development**

A practitioner-oriented course emphasizing the management of al aspects of the new or small firm. Considers techniques for both taking advantage of business opportunities and solving problems of developing businesses. key functional areas examined include marketing, financing, production, and human resources. Provides the student an opportunity to participate in problem-solving field projects for local small businesses.

**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 Courses**

MBA 576

**Advising Note**

Take MBA-576;

**MBA 684 : Professional Sales Management**

This course focuses on revenue development for an organization. The issues involved in sales management encompass a wide variety of activities. The intent of this course is to develop an awareness of how these varied activities channel into three interrelated processes: 1) The formulation of a strategic sales program; 2) The implementation of that program, from the selection of personnel to the specific policies; 3) The evaluation and control processes necessary to insure that the mission is accomplished.

**Prerequisite Courses**

MBA 576

**MBA 685 : Quality Management**

This course offers students a basis for a comprehensive understanding of management practices and concepts aimed at enhancing organizational quality and productivity. Literature in health and management is reviewed and analyzed for quality approaches, quality best practices, quality initiatives, and perspectives from selected organizations. Topics include statistical measurement techniques, system analysis, work design, and root cause analysis.

**MBA 695 : Strategy and Executive Decision Making**

The course explores the intersection of strategic decision-making, behavioral economics, and game theory to equip students with a comprehensive understanding of how individuals and organizations make choices in competitive and uncertain environments. Students will examine both rational and strategic frameworks and the psychological biases, heuristics, and risk preferences that shape decision-making. The course integrates concepts from behavioral economics--such as prospect theory, loss aversion, and bounded rationality--with game theoretic models of competition, cooperation, and negotiation. Through case studies, simulations, and decision-making exercises, students will learn to design strategies that account for both rational analysis and predictable irrationality. Topics include competitive dynamics, strategic interactions, incentive structures, and cognitive biases in business and policy decisions. By the end of the course, students will be able to develop more effective decision strategies by balancing logic, psychology, and strategic foresight.

**Credits** 3

**Prerequisite Courses**

MBA 571

**MBA 696 : Competitive Advantage**

This multi-disciplinary management capstone course examines how today's organizations identify, select, foster and implement their competitive strategies. Topics include: developing new corporate paradigms, screening of environmental opportunities, the role of human and technical innovation and building organizational excellence through transformational management. This course is open to MS Organization Management and Health Service Administration students by advisement only.

**Credits** 3

**Prerequisites**

It is expected that all students must have successfully completed a minimum of 90% of their course work This course is open to MS Organization Management & Health Service Administration students only by advisement

# Mathematics

**MAT 511 : Problem Solving, Communication & 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 : Educational Technology in the Math Classroom**

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 c,idates will have completed or currently be taking MAT 511, MAT 520 MAT 557 , EDU 656 & 657 or EDU 658 & 659

**MAT 557 : Selected Topics: Upper Level Mathematics**

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.

# MTA

**MTA 511 : Methods in Art Education**

This course helps students employ content specific pedagogical strategies to meet the New York State Learning Standards for Visual Art. Exploration and utilization of best practices in teaching content while addressing diversity in the classroom are included, such as student-centered activities, principle uses of technology, interdisciplinary problem solving and assessment strategies. 25 hours fieldwork.

**Credits** 3

**MTA 512 : Methods in English Education**

This course helps students employ content specific pedagogical strategies to meet the New York State Learning Standards for English. Exploration and utilization of best practices in teaching content while addressing diversity in the classroom are included, for example, student-centered activities, principle uses of technology, interdisciplinary problem solving and assessment strategies. 25 hours fieldwork.

**MTA 513 : Methods in Math Education**
This course helps students employ content specific pedagogical strategies to meet the New York State Learning Standards for Mathematics. Exploration and utilization of best practices in teaching content while addressing diversity in the classroom are included, for example, student-centered activities, principle uses of technology, interdisciplinary problem solving and assessment strategies. 25 hours fieldwork.

**MTA 514 : Methods in Social Studies**
This course helps students employ content specific pedagogical strategies to meet the New York State Learning Standards for Social Studies. Exploration and utilization of best practices in teaching content while addressing diveristy in the classroom are included, for example, student-centered activities, principle uses of technology, interdisciplinary problem-solving and assessment strategies. 25 hours fieldwork.

**MTA 578 : Effective Teaching for All Learners**
This course surveys the theories and practices of collaboration in secondary schools, with emphasis on autism, inclusive practices and instructional design. Methods for working with a range of team members as well as the goals for teaming are explored (e.g. co-teaching, designing activities for the diverse classroom, developing authentic partnerships with parents conducting effective meetings.) Fieldwork required.
**Prerequisites**
EDU-574

**MTA 594 : Culminating Project**
The Culminating Project provides students the opportunity to apply, analyze, synthesize, and evaluate knowledge and to demonstrate that knowledge in a project. It is a guided individual inquiry into an issue or question that has particular significance to the student's own pedagogical practice, designed and implemented (if possible) by the student. All topics must be reviewed and approved by the instructor. The inquiry project may be developed as an exhibit, a thesis, a portfolio, or another demonstration of proficiency related to the student's program.
**Credits** 3

**MTA 599 : Special Topics**

# Nursing

## Accreditation

Russell Sage College 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 Russell Sage College are accredited by the Commission of Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, D.C., 20036, (202) 887-6791. All nursing programs are registered with the New York State Education Department.

The Nursing program has been a participant in the John A. Hartford Foundation Baccalaureate Program Partner for dissemination of Best Nursing Practices in Care for Older Adults.

## Mission

The Mission Statement of the Department of Nursing is to provide and promote baccalaureate, graduate, and doctoral nursing education in an environment that 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. Russell Sage College strives to prepare graduates who are assertive and practice client advocacy, 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 both professionals and citizens

striving to influence health care delivery, nursing education, and the welfare of society.

# Program Characteristics

The program emphasizes faculty advisement and program planning. The nursing program leading to a Bachelor of Science Degree may be completed by full- or part-time study. Transfer students may complete the program in 5 semesters (minimum of 21 months), depending on the number of prerequisites that they have completed. Nursing student scholarships and loans are available. Professional courses start in the freshman or sophomore year and continue through the senior year. Clinical experiences are available at Capital District agencies such as Albany Medical Center; St. Peter's Health Care; Albany Stratton VA Health Center; Visiting Nurses Associations; Albany, Schenectady and Rensselaer County Health Departments; the Capital District Psychiatric Center; Bellevue Women's Center; Seton Health System; Ellis Hospital; Northeast Health; and a variety of other health agencies.

# Academic Standards

The Nursing Department requires the following academic standards:

- For all students, the overall cumulative gradepoint average (GPA) must meet the college standards.
- Admission to the Nursing program, either as a new student to the College or as a continuing student declaring Nursing as a new major, requires a cumulative GPA of 3.000 for all coursework required for the Nursing program.
- Students must maintain a major GPA of 3.000 to progress in the Nursing Program.*
  - * Nursing GPA includes all nursing and required support courses.
- Student progress in the Nursing program is reviewed at the end of each semester by the program's undergraduate Academic Standards Committee.
- A student whose nursing cumulative GPA is below a 3.000 may be put on probation in the Nursing major for the next semester and will not be permitted to progress in her Nursing course sequence.
- Students will not be permitted to begin any NSG courses without a major GPA of 3.000 in her required supporting courses.

Failure to meet academic standards and/or probation requirements may result in dismissal from the Nursing program (i.e., students will be required to select a different major if they wish to continue at Sage).

Students must receive a grade of "C" or higher (2.000) in all nursing courses.

Policies related to Academic Standards such as probation, dismissal, and readmission and the Code of Conduct can be found, in detail, in the Nursing Department Student Handbook. Appeals of decisions by the Academic Standards Committee may be made by submitting a written petition to the coordinator of the BS program.

# Clinical Laboratory Requirements

Students are responsible for providing their own transportation for clinical experiences. Students are required to carry liability insurance and have a current physical examination including immunizations and titers. Hepatitis B immunization is required prior to clinical experience. This health clearance is required for each clinical semester. Cardiopulmonary resuscitation (CPR) certification is required of all students before entering sophomore clinical courses and must be current for all clinical courses. Students may not attend clinical unless cleared and are responsible for costs incurred for clinical make-up related to not meeting these requirements. A $40.00 fine will be assessed to students whose health clearance information is not received in the Nursing Department in a timely manner. Students are financially responsible for costs associated with learning modules, standardized tests, and certain laboratory experiences/ equipment. ATI (Assessment Technology Institute) is a company that provides audio and

video remediation materials. Fees for ATI will be assessed on tuition bills at three levels; when registered for NSG 201, NSG 323, and NSG 405.

## Current Sage Students Who Wish to Request a Major Change to Nursing

Admission to the Nursing program as a continuing student declaring Nursing as a new major requires a cumulative GPA of 3.000 for all coursework required for the Nursing program. Requests for major changes to Nursing are only reviewed twice a year, at the end of the fall and spring terms. Sage students must contact the Offices of Academic Advising for more details on this process. Note: qualified candidates may be denied admission to the program if space is not available.

## Graduates of Baccalaureate or Associate Degree Programs or Transfer Students

A person with an earned baccalaureate or associate degree - in a discipline outside of nursing - may enroll in the Nursing program, transferring in up to a maximum total of 66 credits.

## Graduates of Registered Nurse Programs

A Registered Nurse (RN) who has matriculated at Russell Sage College prior to Spring 2003 may complete the Bachelor of Science degree, with advanced standing. Advanced standing is granted for the successful completion of examinations or by validation from approved courses taken at other colleges. Registered nurses earn a BS degree on a full-time or part-time basis. The program features scheduling so that the students may continue employment. Registered nurses interested in beginning baccalaureate coursework should apply to the Russell Sage College RN/BS program in Sage's School of Professional and Continuing Education (SPCE). A nursing student works closely with a nursing advisor to plan the program of study.

**NSG 508 : Research Methods**

The course focuses on the philosophical and theoretical based approaches to research methods and developing skill in utilization of the literature (reading, critiquing, and understanding for application). Research utilization, evidence-based practice, the development process of a research idea and supporting research strategies are integrated as the basis for the study of quantitative and qualitative methodology. Concepts of measurement and utilization of appropriate statistical methods and approaches are examined. The exploration of various forms of research methodology, research designs, sampling methodology, instrumentation and measurement, data collection, validity and reliability, ethical considerations, as well as the development of research questions and research proposals are explored. This course is required as a foundational course for the advanced practice nursing research role.

**NSG 545 : Improving Population Health**

Clinical prevention strategies and population health knowledge are critical for all professional nurses. The advanced practice nurse has an important role to play in improving population health locally, nationally, and globally. Students in this course will analyze population health using epidemiologic, biostatistical, environmental and sociologic data to determine the state of health in the aggregate and population level. Since population health cannot be separated from socioeconomic status and cultural environments, this analysis will include the sociopolitical environment of the healthcare system and the social determinants of health (SDOH). Through a synthesis of concepts from contemporary theory, macro system trends, emerging health care policy, and selected nursing issues, students will evaluate current health promotion and clinical prevention strategies; as well as develop strategies which integrate nursing theory, current nursing research, practice guidelines, interprofessional collaboration, and ethical standards into practice. Emphasis on the health of vulnerable and underserved populations will be threaded throughout this course, consistent with current ANA's Social Policy Statement and Code of Ethics. Students must be admitted to the DNP program to enroll in this course.

**NSG 547 : Knowledge for Advanced Nursing Practice**

This course provides the context for understanding nursing as a scientific discipline, based on theory and research-based knowledge from nursing, the arts, humanities, and other sciences. Designed for the advanced practice nurse, the student will investigate theoretical perspectives and concepts as they relate to nursing knowledge and theory development and the evolution of the discipline of nursing and advanced practice role. Student must be admitted to the DNP to enroll in this course.

**NSG 557 : Group Processes Across the Lifespan in Health Care**

Concepts of group dynamics, therapeutic group approaches, and facilitative leadership styles in working with clients across the lifespan 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.

**NSG 558 : Paradigms & Perspectives in Advanced Practice Nursing**

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.

**NSG 559 : Nursing in Sociopolitical Environment**

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.

**NSG 580 : Nurse Practitioner Role Preparation**

This course presents the nurse practitioner student with selected clinical diagnostic laboratory and imaging tests and selected procedures practiced by nurse practitioners across practice settings. Clinical decision making & differential diagnosis for selecting appropriate tests or procedures, and interpretation of diagnostic test results is addressed. Students will use evidence-based research to appropriately collect, assess, interpret, and manage objective diagnostic clinical data to diagnose common health problems across the lifespan. This course builds on previous knowledge of basic microbiology, pathophysiology, pharmacology, and clinical experience. Simulation including case studies provides opportunities for students to apply critical thinking skills and diagnostic reasoning and practice advanced clinical procedures.

**Prerequisites**

BIO 560, NSG 558, NSG 559, NSG 619, NSG 622

**NSG 599 : Special Topics**

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 606 : Advanced Clinical Prac Behavior Therapy**

This course is an analysis of multidisciplinary theories and evidence based practice models used in working with diverse clients across the lifespan with various mental disorders in a psychotherapeutic practice. This course includes theories that have applications in mental health promotion, mental illness prevention, and mental illness intervention and extend to other clients having experiences, such as, bereavement, palliative care, and coping with acute or chronic medical disorders. (Theory 37.5 hours)

**NSG 610 : Family Processes**

Analysis of major concepts of family dynamics and processes. Overview of assessment tools and intervention strategies with application to selected target populations.

**NSG 611 : Introduction to Data Analysis: Statistics/SPSS**

Designed to facilitate the student's degree completion, the purpose of this course is twofold: The first objective is to provide students with basic applied computing and statistical skills necessary for conducting nursing/health research and data analysis, via SPSS assignments. The second objective is for students to apply that knowledge to their research proposals for their final poster presentation.

**Prerequisite Courses**

NSG 508
NSG 558
NSG 559
BIO 560

**NSG 615 : Diagnostic Mental Health Assessment & 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.

**NSG 617 : Clinical Specialty/ Psychiatric Mental Health Nursing**

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.)

**Prerequisites**

NSG 606, NSG 615, and BIO 584

**NSG 619 : Diagnostic Health Assessment**

This course emphasizes the development of diagnostic health assessment skills and recording methods used by Advance Practice Nurse. This course includes critical thinking skills necessary for the interpretations of history and physical findings and basic laboratory data including diagnostic studies to formulate differential diagnoses. Students learn to effectively and efficiently translate new scientific knowledge into clinical practice in order to improve the quality of health care, increase patient safety and improve clinical outcomes. (Theory 19.5 hours; Clinical 40 hours)

**Prerequisite Courses**

BIO 560

**Prerequisites**

1 year RN experience (2000 Hrs), BIO 560

**Advising Note**

BIO 560

**NSG 621A : Adult & Geriatric Care - Theory**

Theoretical and practical basis of advanced family nursing practice in primary care with a focus on the mature and aging family is the focus of this course. Acute, episodic, and chronic health problems of this population are studied. Illness assessment and interventions are examined with ethical and legal implication within a multicultural population for individuals and aggregates. Research, collaboration and use of both medical and social resources are incorporated, with the focus on critical evaluation of the whole person within the family setting.

**Prerequisites**

NSG 619

**NSG 621B : Adult & Geriatric Care - Practicum**

Advanced nursing practice in primary care especially with the mature and aging family is the focus of this course. Acute and chronic health problems of the adult and geriatric population are studied in the clinical setting. Illness assessment and interventions are examined with ethical and legal implications within a multicultural population for individuals that are seen in the clinical setting. Research, collaboration, and use of both medical and social resources are incorporated, with the focus on critical evaluation of the whole person within the family setting. (Clinical Conference - 6 hours, Internship - 200 hours)

**Corequisites**

NSG-621A

**NSG 622 : Advanced Pharmacology**

This course is an in-depth study of pharmacodynamics and pharmacokinetics therapy of broad categories of drugs. This course focuses on the treatment and management of common conditions and diseases across the lifespan encountered by the advanced practice nurse in acute and chronic care. Students will develop skill in the use of pharmacotherapeutic agents in a safe, high quality, cost-effective manner, based on current evidence and guidelines. Legal, technical and ethical aspects of prescription preparation are included and meet the licensure requirement for NYS Prescription and Recordkeeping. (Theory 37.5 hours) Restricted to matriculated graduate nursing students or permission of program director.

**Prerequisite Courses**

BIO 560

**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. 240 hours of preceptored practicum (final practicum). (Theory 12.5 class hours; clinical practicum 200 clinical practice hours).

**Prerequisites**

NSG 621B, and either NSG 646 or NSG 661

**NSG 624 : Advanced Psychopharmacology**

This course is a comprehensive study of the pharmacodynamics and pharmacokinetics of pharmacologic agents used in treating diverse patients with mental illness throughout the lifespan. This course incorporates current evidence base practice in psychiatry and psychopharmacology and applies this knowledge to case studies. This course combines the physiological and pharmacological mechanisms of multifunctional agents and their impact on the central nervous system. (Theory-37.5 hours)

**Prerequisite Courses**

BIO 584

**NSG 625 : Chronic Care Theories and Frameworks**

This course uses a variety of nursing theories and chronic care frameworks focused on adult-geriatric populations' self-management of chronic illness. Students synthesize evidence for practice to determine appropriate application of interventions across these populations. Through analysis of clinical problems in both the classroom and individually planned clinical setting, students develop expertise in the care of persons who are living with chronic illness. (Theory 19 hours; Clinical 60 hours)

**Prerequisites**

NSG 558 and BIO 560

**NSG 626 : CRI: Care of Acutely Ill Client**

The focus of this course is on the analysis and use of critical thinking skills in the care of the acutely and critically ill adult-geriatric client and family in a complex, technological, acute care environment. Theories and research related to critical thinking, clinical decision making, reasoning and judgment, and experiential learning in acute and critical care are emphasized. (Theory 37.5 hours)

**Prerequisites**

NSG 558 and BIO 560

**NSG 627 : Advanced Qualitative Research**

The course focuses upon students' evaluation of healthcare quality, translational research and data driven system changes in the management of quality care of adult-geriatric populations. Organizational changes that promote patient safety, desirable clinical outcomes and attainment of national quality performance standards are also critiqued. (Theory 19 hours; Clinical 60 hours)

**Prerequisites**

NSG 558 and NSG 559

**NSG 636 : Health, Healing, & Self Care**

This course provides analyses and applications of models for healing, health promotion and protection, and self-care used in advanced nursing practice and evidence-based research. Design and implementation of nursing interventions and selected complimentary, alternative and integrative therapies (CAM) which facilitate lifestyle changes across the lifespan. The nurse-client role, including nurse as coach, is applied. The impact of social determinants of health (SDOH) and health literacy related to prevention, self-care, and health promotion are examined. (Theory 37.5 hours)

**Prerequisites**

NSG 558 and NSG 559

**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. (Theory - 12.5 hours; Clinical - 200 hours).

**Prerequisite Courses**

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.

**Prerequisites**

NSG 622, 636, 619,642

**Advising Note**

Take NSG-619 NSG-622 NSG-636 NSG-642;

**NSG 644 : Advanced Role Practicum II**

This course focuses on utilization of critical thinking skills in clinical decision making in a collaborative acute care practice environment with the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) as the principal manager of care. The theoretical content and clinical practicum focus on the diagnosis of problems encountered by Adult and Geriatric clients with complex acute, critical illness and/or acute exacerbation of chronic illness related to conditions and the impact on their quality of life with regard to the Social Determinants of Health (SDOH), Health Disparities (HD) and the role of the AGACNP based on the 2008 Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, and Education (LACE); AACN/NONPF Adult-Gerontology and Pediatric Acute Care NP Competencies (2021), and Nurse Practitioner Core Competencies Content (2017). A clinical practicum includes 250 hours with a nurse practitioner preceptor to develop and apply critical thinking and advanced AGACNP nurse practitioner skills in assessing and diagnosing, managing and evaluating care of the Adult and Geriatric clients with complex acute, critical and chronic illness. (Clinical - 250 hours with clinical seminars)

**Prerequisite Courses**

BIO 560
NSG 622
NSG 636
NSG 619
NSG 642
NSG 621A
NSG 645
NSG 646

**NSG 645 : Selected Geriatric Topics**

The focus of this course is the theoretical basis of geriatric nursing practice in primary care with a focus on young-old, old-old and frail medically complex populations. Acute, episodic, chronic health problems, as well health promoting activities, are studied. Illness assessment and interventions are examined with ethical and legal implications within multicultural populations for individuals and aggregates. Research, collaboration, and the use of both medical and social resources are incorporated, with the focus on critical evaluation of the geriatric patient within the family, community, and long-term setting. The goal of the adult/geriatric NP is to utilize evidence in practice designed to improve quality of care, patient safety, and health outcomes. Synchronous fully online delivered course theory.

**Prerequisite Courses**

NSG 619
NSG 622
BIO 560
NSG 558
NSG 559

**NSG 646 : Complex Case Studies in Care of the Older Adult**

The focus of this class is the practical basis of care of the older adult in primary care with emphasis on the aging patient (young old, old-old). Acute, episodic, and chronic health problems in primary care are practiced in a geriatric clinical setting. Illness assessments and interventions are examined with ethical and legal implications within a multicultural population for individuals and aggregates. Research, collaboration, and use of both medical and social resources are incorporated, with the focus on critical evaluation of the geriatric client within the family, community, and long-term care setting. The goal of the A/G NP is the utilization of evidence-based research in the geriatric practice designed to improve the quality of care, patient safety, and health outcomes. This course includes 150 faculty supervised clinically precepted clinical hours in a setting that provides care to the geriatric population. (2.0 Clinical, 1.0 Theory) Synchronous online delivered course.

**Prerequisite Courses**

NSG 619
NSG 622
NSG 645
BIO 560

**NSG 649 : Healthcare Leadership, Finance and Economics**

This course synthesizes the practice, leadership, management, research, and teaching knowledge into role application for functioning in the dynamic health care environment. The future trends in health care impact this role and the fulfillment of the role depth, competence, cohesiveness, and flexibility across the health care continuum. Theories from administration, management, economics, consultation, and teaching, with emphasis on initiation of change and delivery system trends will be explored. Students will work in groups across nursing specialties to develop evidence based collaborative projects.

**Prerequisite Courses**

NSG 619
NSG 622
BIO 560

**NSG 653 : Practicum I: Adult Geriatric Health Nursing**

Emphasis is on the development of the advanced practice role, skills, and leadership strategies for collaborative care management with specific adult-geriatric population groups. This course builds upon knowledge of the continuum of care for client groups in a managed care environment. Development of role specialization is presented through synthesis of knowledge, integration of research activities, advanced clinical practice, experience and application of management practices. (Theory 12.5 hours; Clinical 80 hours)

**Prerequisites**

One set of courses:  NSG 625, 626, and 627 or NSG 635, 636, and 637

**NSG 654 : Practicum II: Adult Geriatric Health Nursing**

This course provides practice and scholarly activities designed to develop the broad leadership role of the nurse functioning at the organizational level in an advanced practice role. Emphasis is on understanding social-cultural movements and their impact on the nurse leader. Adult-geriatric clinical experiences center around student interests and include designing and implementing system change strategies that improve the care environment both for patients and staff, or improving population clinical outcomes using evidenced-based care, information systems, and program development. Broad aspects of leadership theory, including application of chaos theory and complexity science will be examined. (Theory 12.5 hours; Clinical 80 hours)

**Prerequisites**

NSG 649 plus one of the following sets: NSG 625, 626, 627; or NSG 635, 636, 637; or NSG 557, 606, 610, 615.

**NSG 656 : Child/Adol Mental Health Theory**

This course includes both classroom and clinical practicum experience. The emphasis is on psychotherapeutic and prescriptive practice in working with children and adolescents with diverse cultures in the treatment modalities of individual, group, and family. Additionally, the interrelationships of ethical considerations and contemporary issues and trends regarding advanced practice, and inter-professional and patient outcomes relative to quality improvement and system changes are discussed.

**Credits** 3

**Prerequisites**

NSG 557, NSG 606, NSG 610, NSG 615, NSG 619, NSG 622, NSG 624

**NSG 657 : Adult/Geriatric Mental Health Theory**

This course includes both classroom and clinical practicum experience. The emphasis is on psychotherapeutic and prescriptive practice in working with adults and geriatric clients with diverse cultures in the treatment modalities of individual, group, and family. Additionally, the interrelationships of ethical considerations and contemporary issues and trends regarding advanced practice, and inter-professional and patient outcomes relative to quality improvement and system changes are discussed.

**Credits** 3

**Prerequisites**

NSG 557, NSG 606, NSG 610, NSG 615, NSG 619, NSG 622, NSG 624

**NSG 660 : Women & Children's Health: 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.

**Prerequisite Courses**

NSG 619
NSG 622

**NSG 661 : Women & Children's Health Clinical Practicum**

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 hours; Internship - 200 hours)

**Co-Requisite Courses**

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.

**Prerequisites**

NSG 662

**NSG 665 : Adult Gerontology I: Theory & Practice**

This course emphasizes the theoretical clinical management in the adult and aging individual in primary care. Both chronic and episodic medical problems will be explored with an emphasis on treatment and diagnostic modalities and the incorporation of research and clinical guidelines to provide quality evidence-based care. An incorporation of multicultural framework as well as discussion of health care disparities will be explored in terms of managing chronic disease.

**Prerequisites**

BIO 560, NSG 619 and NSG 622

**NSG 667 : Pediatric & Adolescent Theory & Practice**

This course focuses on Family Nurse Practitioner (FNP) care for children and families from birth through late adolescence. Theoretical and clinical experiences will include epidemiological selection of most commonly encountered health problems, advanced health assessment, and therapeutic interventions using advanced nursing models. Focus is on maintaining health and preventing illness, diagnosing and treating acute and chronic disease, teaching/counseling, healing and monitoring, and ensuring quality of care.

**Prerequisites**

BIO 560, NSG 619, NSG 622

**NSG 668 : Women & Gender Health: Theory & Practice**

This course focuses on Family Nurse Practitioners (FNPs) care for the reproductive and sexual health of individuals across the lifespan. Theoretical and clinical experiences will include epidemiological selection of most commonly encountered health problems, advanced health assessment, and therapeutic interventions using advanced nursing models. Focus is on maintaining health and preventing illness, diagnosing and treating acute and chronic disease, teaching/counseling, healing and monitoring, and ensuring the equality and equity of care.

**Prerequisites**

BIO 560, NSG 619, NSG 622

**NSG 669 : Nurse as Educator**

Nurse Practitioner students will explore education theory as it relates to curriculum development in nursing education. Additionally, students will also apply the different domains of learning styles to ht education of healthcare consumers and evaluate written materials for the appropriateness of health literacy levels. Students will be able to apply teaching strategies appropriate for the individual's health literacy level, cultural, socioeconomic, and educational factors.

**NSG 670 : Adult Gerontology II: Theory and Practice**

Advanced nursing practice in primary care with a focus on caring for the adult population from adolescents through older adults. In the clinical setting the nurse practitioner student will learn to assess, diagnose, treat, and manage both acute and chronic illness. Interventions will be examined within the context of ethical and legal considerations in a multicultural population. Research and collaboration with multidisciplinary resources are incorporated throughout with a concentration on a patient centered focused plan of care.

**Prerequisites**

BIO 560, NSG 619, NSG 622

**Co-Requisite Courses**

NSG 665

**NSG 671 : Advanced Skills Clinical Practice**

This course presents the nurse practitioner student with selected clinical diagnostic laboratory and imaging tests and selected procedures practiced by nurse practitioners across practice settings. Clinical decision making and differential diagnosis for selecting appropriate tests or procedures, and interpretations of diagnostic test results is address. Students will use evidence-based research to appropriately collect, assess, interpret, and manage objective diagnostic clinical data to diagnose common health problems across the lifespan. This course builds on previous knowledge of basic microbiology, pathophysiology, pharmacology, and clinical experience. Simulation including case studies provides, opportunities for students to apply critical thinking skills and diagnostic reasoning and practice advanced clinical procedures.

**Prerequisites**

BIO 560, NSG 545, NSG 547, NSG 619, NSG 622

**NSG 672 : Advanced Skills Group and Family Therapy**

Concepts of group and family dynamics utilizing therapeutic approaches and facilitative leadership styles in working with diverse clients throughout the lifespan and/or staff are integrated. Emphasis is on the utilization of the theoretical and research literature in clinical practice. Experiential learning related to task groups, self-actualization groups and therapy groups which facilitate self-growth, optimal group membership behaviors and leadership skills.

**Prerequisites**

BIO 560, NSG 547, NSG 606

**NSG 673 : Adv. Psychopharmacology**

This course is a comprehensive study of the advanced assessment/diagnosis of mental illness and advanced pharmacodynamics/ pharmacokinetics of pharmacologic agents used in treating this diverse patient population throughout the lifespan. This course incorporates current evidence-based practice in psychiatry/ psychopharmacology, and applies this knowledge to case studies. Critical thinking skills emphasizes in making differentials diagnosis and interventions including psychopharmacology. Experiential opportunities provided to assess and diagnose mental health disorders and apply pharmacologic principles to manage this patient population.

**Prerequisites**

BIO 560, BIO 584, NSG 619, NSG 622

**NSG 674 : Final Practicum/NP Role**

This final practicum includes precepted clinical experiences and scholarly activities which are designed to prepare nurse practitioner students for their advanced practice role as a member of the interprofessional healthcare team. Legal, ethical, and policy issues will be explored, as well as the role of the nurse practitioner as a direct care provider across the continuum of care.

**NSG 675 : Healthcare Informatics**

The purpose of this course is to provide students an overview of the role of information systems in health care organizations and a comprehensive understanding of fundamental health informatics principles so that they can function more effectively and more efficiently in the role of healthcare professionals. The overall structure of this course is designed to offer student both established principles as well as new and emerging trends in healthcare informatics and health information technology. Students will also acquire a working knowledge of the impact of information technology on health care practice and the utilization of knowledge and information in clinical decision making. Coursework emphasizes the discussion among students and with experts in the field of health care and health care informatics in order to come to some understanding of current issues. Using a combination of classroom-based seminars, group case studies, and online exercises, students will develop and exercise analytical skills for appraising health information systems, as well as acquire practical experience using clinical research databases, hospital information systems, and electronic medical records. Finally, the course will provide students with the opportunity to explore technical, organizational, clinical, and cost-benefit issues related to health care information systems, including clinical decision-support, electronic health records, telehealth, and other informatics solutions.

**NSG 701 : Advance 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.

**Prerequisites**

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.

**Prerequisites**

Master's degree in Nursing or equivalent.

**NSG 703 : Advanced 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.

**Prerequisites**

Undergraduate Statistics recommended and Master's in Nursing with research methods course.

**NSG 704 : Advanced 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.

**Prerequisites**

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.

**Prerequisites**

Undergraduate Statistics is recommended. Master's degree in Nursing including a research course.

**NSG 707 : Cognitive Science & Teaching Thinking**

The focus of this course is cognitive science and models including short-term, working, and long-term memory of adults within the context of higher education and professional practice. Topics include the mind/ brain as a complex system, neuro-anatomy and psychology, and the processes integral to knowledge acquisition and retrieval. Applications to foster high level cognitive growth to stimulate reflection and self-regulation, integration of learner beliefs about their ability, and subsequent achievement are analyzed. Theory and methods for understanding and working with a diverse population of learners are considered.

**NSG 710 : Statistics for Health Care**

This course provides an introduction to the theory and practice of quantitative data analysis techniques. The goals are to provide students with the skills that are necessary to: 1) initiate the design and carry out studies that employ these techniques for testing substantive theories, 2) create a foundation to learn about more advanced statistical procedures; and 3) read, understand, interpret and evaluate the professional literature. The primary focus of this course is to develop the tools to be used in future courses and research at the conceptual level.

**NSG 721 : Research Practicum I**

This course is the introduction to the research/dissertation sequence of the Doctor of Nursing Science program. It is the first of a series of three research practica designed to provide students with a developmental approach to their dissertation research within a cohort based community of learning. The purpose of this first course is to support students as they work to identify their phenomenon of interest for their dissertation, become familiar with the available research and consider broad frameworks/ concepts/ research traditions identified in the literature.

**Prerequisites**

Matriculation in the Doctor of Nursing Science Program

**NSG 722 : Research Practicum II**

This course is the second in the series of three one-credit research practica that are part of the research/dissertation sequence of the Doctor of Nursing Science program. The course provides students with a developmental approach to their dissertation research within a cohort based community of learning. The purpose of this second practicum is to support students as they work to further refine and develop the specific research topic/phenomenon of interest through an investigation of the peer reviewed research literature and other relevant resources.

**Prerequisites**

NSG 721

**NSG 723 : Research Practicum III**

This course is the third in the series of three one-credit Research Practica that are part of the research/dissertation sequence of the Doctor of Nursing Science program. The course provides students with a developmental approach to their dissertation within a cohort based community of learning. The purpose of this course is to support students as they work to finalize their choice of a specific research topic for their dissertation through conducting a comprehensive review of the literature.

**Prerequisites**

NSG 722

**NSG 725 : Advanced Quantitative Statistics**

This course will introduce students to intermediate and advanced data analytic and statistical techniques widely used in health research via nine separate course assignments. This course will also instruct students as to which statistical and data analytic techniques are appropriate to use for which specific types and levels of healthcare analyses.

**Prerequisites**

NSG 508, NSG 611

**NSG 726 : Data Management and Manipulation**

This course will provide students with basic applied computing and statistical skills necessary for conducting nursing/health research and data analysis. Students will develop an understanding of the specific conditions under which different data management and manipulation techniques are to be applied. The skills learned in this course will be used as the students develop and implement their DNP Project.

**Advising Note**

NSG 508, NSG 611

**NSG 727 : Advanced Qualitative Research**

This course will explore the use and significance of qualitative designs to investigate research questions relevant to nursing and the health sciences. Assumptions underlying qualitative approaches, qualitative designs and methodologies, strategies for managing and analyzing qualitative data, and critically analyzing the quality, rigor, credibility and trustworthiness of qualitative studies will be addressed.

**Prerequisites**

NSG 608, NSG 611

**Co-Requisite Courses**

NSG 726

**NSG 805 : DNP Clinical Residency I**

The focus of DNP Residency I is to begin to implement the approved DNP project that was proposed in Research Project I. DNP Residency I is designed to be taken concurrently with Research Project II. Students will have individualized higher clinical experiences to apply advanced clinical knowledge as well as current research into practice. Students will collect and analyze data for their approved DNP project in collaboration with clinical preceptors and faculty advisors. Additionally, students will gain experience with grant writing, an imperative tool in both program evaluation and academic settings.

**Prerequisites**

NSG 725 or NSG 727, and NSG 810

**Corequisites**

NSG 811

**NSG 806 : DNP Clinical Residency II**

**Prerequisites**

NSG 725 or NSG 727, and NSG 805

**Corequisites**

NSG 811

**NSG 810 : DNP Project I**

This course is the first of three sequential courses leading to the completion of the DNP Research Project. In this course, doctoral students will identify a clinical issue/problem that will be applicable as well as attainable for the APRN. Selected nursing theory/models will be utilized as the framework for project development. Using these frameworks, by the end of this course, students will formulate a proposal that will be the structure of the DNP Project.

**Prerequisites**

NSG 508, NSG 611, and NSG 726

**Corequisites**

NSG 725 or NSG 727

**NSG 811 : DNP Project II**

DNP Project II is the continuation from DNP Project I. Students will revise and resubmit their IRB applications in the beginning of this course. After IRB approval, students will begin implementation and data collection on their approved DNP project. Class time will be used to discuss issues that arise and potential solutions. Students will implement solutions or modifications as the project progresses.

**Prerequisites**

NSG 725 or NSG 727, and NSG 810

**NSG 815 : Policy, Social Justice & NP Role**

This course prepares the APRN/NP to examine the healthcare system through the lens of health policy and social justice. Students will focus on policy research analysis, development, and implementations of healthcare policy agendas. The course will address how to identify gaps in policy that have impact on health disparities and inequities at the institutional, local, state, regional, national, and/or international levels. The course will prepare the APRN/NP to analyze the policy process and advocate for equitable care for all patients.

**Prerequisites**

NSG 545

**NSG 901 : Educator/Admin Role Development**

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.

**Prerequisites**

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 DNP faculty member and other doctoral prepared health scientists. Completion of this course leads to admission to candidacy.

**Prerequisites**

Completion of 12 credits at NSG 700 level

**NSG 903 : Dissertation II**

Continuation of 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.

**Prerequisites**

NSG 902

**NSG 904 : Dissertation Continuation**

This course serves students who have the need for additional time to complete individual dissertation based research requirements of the DNP program. This is a repeatable course and is delivered to individual doctoral students on an as needed basis.

**Prerequisites**

Successful completion of 42 credits of required course work. Approval by Dissertation Committee Chair and Director of DNP program.

**NSG 910 : DNP Project III**

DNP Project III is the continuation from DNP Project II. Students will complete data analysis, discussion, implications, recommendations, conclusion of the DNP project, and a final abstract. After written DNP Project completion, students will prepare for their Project Defense. Students will present DNP Project findings for critique and suggestions with modifications made prior to final DNP Project Oral Defense. Strategies for DNP Project publication will also be reviewed.

**Prerequisites**

NSG 725 or NSG 727, and NSG 811

**NSG 915 : DNP Project Continuation**

DNP Project Continuation Course is the continuation from DNP Project III if additional time is needed to complete the written DNP Project, final abstract and/or Oral Defense. Students will complete data analysis, discussion, implications, recommendations, conclusion of the DNP project, and a final abstract. After written DNP Project completion, students will prepare for their Project Defense. Students will present DNP Project findings for critique and suggestions with modifications made prior to final DNP Project Oral Defense. Strategies for DNP Project publication will also be reviewed.

**Prerequisites**

NSG 725 or NSG 727, and NSG 910

**NSG 925 : Use of Inquiry Advanced Nursing Education**

The focus of this course is on the examination of the philosophy of education over the course of history and the development of educational philosophy in relation to the larger social and political and economic conditions. The course integrates perspectives from an array of notable philosophers.

# Nutrition

## Program Philosophy

The Nutrition Science program, because of its small size, encourages the exchange of ideas and information among students and between students and faculty to enhance the learning process. The faculty members recognize that students develop personally and professionally as they experience the scientific, management and liberal studies approaches to problem identification and solution. The faculty encourages students with diverse talents and backgrounds to enter the Nutrition Science program.

## Program Mission

The mission of the Nutrition Science program is to provide students with an opportunity to study the foundation knowledge of nutrition, food science, and food service management within a small, private, liberal arts college.

## Program General Goal

The goal of the Nutrition Science program is to present educational opportunities that will prepare students with knowledge of nutrition, food science, and food service management. Students will be provided with learning opportunities to develop the basic knowledge and skills necessary to support quality nutrition services for individuals, groups, and communities.

## Approval Status

The Didactic Program in Dietetics (DPD) at Sage is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND), a specialized accrediting body recognized by the Commission on Recognition of Post-Secondary Accreditation and the United States Department of Education. The address and phone number of ACEND are: 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, (800) 877-1600, ext. 5400.

An undergraduate major in Nutrition Science coupled with an ACEND-accredited Dietetic Internship (DI) and success on the Commission on Dietetic Registration (CDR) examination will lead to Registered Dietitian (R.D.) status. Graduates of Russell Sage College's Nutrition Science major have an above average pass rate on the CDR registration examination. For RD exam pass rates go to: http://www.sage.edu/academics/professional_exams/.

The Nutrition Science major also meets the educational requirements of the New York State Department of Education for certification in New York State as a Certified Dietitian, Certified Nutritionist or Certified Dietitian/Nutritionist (CDN). Additional experience and examination requirements are needed for this credential.

## An Accredited Dietetic Internship at Russell Sage College

Russell Sage College offers post-baccalaureate accredited dietetic internships in the Russell Sage College Graduate Schools. Matriculated students are eligible to apply for early admission (pre-select) to the post-baccalaureate Dietetic Internship offered at Russell Sage College Graduate Schools. Students chosen for this special program reserve a position in the internship class nearly one year in advance of regular admissions. They must maintain an overall GPA of 3.300

and a nutrition coursework GPA of 3.500. Students apply to this program at the end of the junior year. The DI can serve as the experience requirement for the CDN credential as well as the RD credential. Admission requirements and a description of the dietetic internship at Sage can be found in the Russell Sage College Graduate Schools catalog.

## Other

Graduates of the Nutrition Science major at Sage can find careers in dietetics, medicine, nutrition education and health promotion, the food industry, and sports nutrition. Graduate degrees received by Nutrition Science majors include MS/MA, M.B.A./M.P.H., M.D., and Ph.D. Graduates have received appointments at accredited Dietetic Internships throughout the country including Dallas, TX, Boston, MA, Baltimore, MD, and New York City.

The College's ACEND representative will verify completion of the DPD for all Sage's successful degree candidates who have earned a "C" or better in all nutrition science courses (including HUM 201), and who have an overall GPA of 2.800 or above.

## Program Notes

- Students are required to become members of the Academy of Nutrition and Dietetics (AND) during their junior year (Annual Dues = $58).
- Students are expected to complete 24 hours of nutrition-related community service at approved sites listed in the Nutrition Department's Student Handbook.
- To earn ACEND verification, students must have a major GPA of 2.800 or above and must earn a "C" or better (2.000) in HUM 201 and all NTR courses.

**NTR 201 : Nutrition Science**
This course is designed to help students evaluate eating habits in terms of quantity and distribution of nutrients. The sources and functions of six classes of nutrients will be discussed as well as energy requirements and balance. The special needs of pregnancy, infancy, and of the elderly are examined, and diet-health issues are explored. Lecture and experiential learning projects.

**NTR 210 : ServSafe Essentials**
In this course, students will gain knowledge from the industry standards in food safety training on all aspects of handling food, from receiving and storing to preparing and serving.

**NTR 211 : Introduction to Food Science**
The basic chemical, physical and biological principles of food production are examined with the objective of maintenance of optimal nutritional and aesthetic qualities. Laboratory and lecture.
**Prerequisites**
Food Service Safety Certification

**NTR 313 : Food Service Systems Management**
This course applies the managerial processes to the functions and operations of a food service system and provides an analysis of food service systems as unified complex organizations (menu planning, purchasing, facilities, and finance). Students will analyze personnel policy in food service systems with varying organizational structures and objectives.
**Prerequisites**
Food Service Safety Certification, NTR-211 recommended

**NTR 314 : Quantity Food Production**
This is a practical study of the preparation and management techniques required in large-scale feeding operations. Students will apply theories to planning, preparation, and execution in actual quantity food production situations, including menu planning.
**Prerequisites**
NTR-211 , NTR-313 are highly recommended

**NTR 325 : Community Nutrition**
Community nutrition is a discipline that strives to improve the nutrition and health of individuals and groups within communities. This course explores the role and responsibilities of the nutrition professional in the community. Community, state, and national food and nutrition programs and services will be discussed with emphasis on program goals, target audiences and policy formation. THe course also explores program development via assessing needs, developing objectives, implementing interventions and evaluating programs.
**Prerequisites**
SCI-120

**NTR 501 : Nutrition Metabolism I: Macronutrients**
The functions of the three categories of macronutrients in the human organism for normal nutrition are explored. Emphasis is placed on interactions and interrelationships of the nutrients at the organism and cellular levels. The rationale for dietary goals and determination of human nutrient needs are explained. Relevance of nutritional needs/problems will be discussed.

**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.

**NTR 503 : Nutrition Metabolism II: Micronutrients**
Continuation of Nutrition Metabolism I: Macronutrients. The functions of the micronutrients (vitamins and minerals) in the human organism for normal nutrition are explored. Emphasis is placed on interactions and interrelationships of the nutrients at the organism and cellular levels. The rationale for dietary goals and determination of human nutrient needs are explained. Relevance of nutritional needs/problems will be discussed.
**Prerequisites**
NTR-501

**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.

**NTR 505 : Introduction to the Dietetic Profession**
This course introduces the student to the profession of dietetics and the registered dietitian (RD) credential. The course explores such topics as the Standards of Practice & Professional Performance in different practice setting; professional behavior, legal and ethical issues; research and the ADA. Included in the course are self-study modules and on-line tutorials. Students also complete a pre-test. This course is only open to students enrolled in the Dietetic Internship Program.

**NTR 507 : Nutrition Counseling Across the Lifespan**
This course examines nutrition acros the lifespan from both a biological and psychosocial perspective. The impact of nutrition on preconception, pregnancy, lactation, infancy, childhood, adolescence, adulthood, and aging will be studied. For every phase of life, normal growth and development, nutrient needs, nutrition assessment, and counseling techniques will be discussed. The laboratory portion of the course provides students with the basics of interviewing and counseling methods and techniques. Intensive experience in applying nutrition counseling techniques will be incorporated.

**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 522 : Current Issues in Nutrition**

This course will examine current significant topics in the study of nutrition science and dietetics practice. Topics may include thrid party reimbursement issues, ethics in practice, food/ nutrition legislation, and alternative health care practices. The curriculum will vary with the currency of topics.

**Prerequisites**

Permission of instructor

**NTR 525 : Advanced Medical Nutrition Therapy**

This is an advanced course focusing on the nutrition care process and model for management of persons with conditions requiring medical nutrition therapy in geneal medicine (gastrointestinal), critical care (surgery, renal oncology, enteral and paternal nutrition), and long term care. Pathophysiology, specialized nutritional needs and principles of nutrition management are covered. Students must be enrolled in the Dietetic Internship Program or have approval of the instructor.

**NTR 530 : Dietetic Internship - Fall Practicum**

This course is one of three practicum courses designed for full-time and part-time dietetic interns. The fall semester practicum provides one of the three supervised practice opportunities: 1) Food Service Management, 2) Acute Clinical supervised practice, or 3) Community Nutrition & Long Term Care or Outpatient supervised practice. Lectures and learning activities that reinforce the supervised practice are provided online via Moodle, Russell Sage College's learning management system. Attendance at orientation days, class days, and professional meetings/seminars will be required.

**Prerequisites**

Enrollment in the Dietetic Internship

**NTR 531 : Dietetic Internship Practicum II**

This course is one of three practicum courses designed for full-time and part-time dietetic interns. The spring semester practicum provides one of the three supervised practice opportunities: 1) Food Service Management, 2) Acute Clinical supervised practice, 3) Community Nutrition & Long Term Care or Outpatient supervised practice. Lectures and learning activities that reinforce the supervised practice are provided online via Moodle, Russell Sage Colleges' learning management system. Attendance at orientation days, class days, and professional meetings/ seminars will be required.

**Prerequisites**

Enrollment in the Dietetic Internship

**NTR 532 : Dietetic Internship Practicum - Summer Practicum**

This course is one of three practicum courses designed for full-time and part-time dietetic interns. The summer semester practicum provides one of the three supervised practice opportunities described below: 1) Food Service Management, 2) Acute Clinical supervised practice, 3) Community Nutrition & Long Term Care or Outpatient supervised practice. Lectures and learning activities that reinforce the supervised practice are provided online via Moodle, Russell Sage College's learning management system. Attendance at orientation days, class days, and professional meetings/ seminars will be required.

**Prerequisites**

Enrollment in the Dietetic Internship

**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

**Prerequisites**

Concurrent enrollment in the Dietetic Internship or by special approval of the instructor

**NTR 535 : Leadership Development**

This hands-on course addresses the practice of leadership not as a science but as skills that can be developed. Topics cover skills that are foundational for effective leadership including self-assessment, personal development, goal-setting, collaboration, communication, and negotiation.

**NTR 549 : Nutrition & Disease Management for Pediatrics**

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.

**Prerequisites**

Enrolled in Dietetic Internship or Approval by Instructor

**NTR 551 : Research Methods for the Health Sciences**

The purpose of this course is to examine the steps of the research process. Topics include experimental design, assessment tools, sampling theory, statistical methods, and research ethics. Students develop and test their own research hypothesis, analyze the data, and report on their findings.

**NTR 553 : Epidemiology for the Health Sciences**

This course introduces the student to the basic principles and methods of epidemiology with a focus on nutrition. These include types of epidemiologic studies, choices in study design, measures of disease frequency and association and application to public health.

**NTR 555 : Nutrition Research: Interpretation and Communication**

This course is designed to provide students with a comprehensive, practical working knowledge of nutrition research, as well as to develop students' ability to understand and interpret scientific research and to communicate professionally in both written and spoken formats. The class will include lectures, class discussions in which relevant scholarly articles will be reviewed, and individual presentations. Students will explore a variety of writing forms commonly used in the fields of nutrition and public health. They will develop and enhance their research interpretation and writing skills in order to communicate written messages effectively with various audiences. They will also practice professional oral presentation skills.

**NTR 560 : Sports Nutrition**
This course explores the integration of nutrition and exercise, and its impact on optimal exercise performance and training responsiveness. Topics include digestion, absorption and assimilation of nutrients; extraction of energy from food and how training effect nutrient metabolism; nutrition for optimizing performance and training responsiveness; thermal regulation and heat stress; and ergogenic aids.
**Prerequisites**
Enrollment in the MS in Applied Nutrition

**NTR 561 : Nutrition Programs and Interventions: Theory & Practice**
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 563 : Nutrition Support**
Nutrition plays a major role in the management of critical illness. This course presents an in-depth review of enteral and parenteral nutrition in critical care. Topics include assessment and nutritional needs, enteral formulations, enteral device access, calculation of enteral feeding regimens, enteral feeding complications, drug-nutrient interactions, and standards of care for enterally fed patients. Parenteral nutrition topics will include a general overview, parenteral formulations, parenteral access devices, complications of parenteral nutrition, fluid balance, electrolyte balance, and acid-base balance. Home nutrition support will also be reviewed.

**NTR 564 : Psychology of Eating & Eating Disorders**
This class focuses on understanding the physical and psychological impact of eating behaviors. Topics include the biological and environmental etiology of eating disorders, symptom presentation, and evidence-based treatments. Additional topics include intuitive eating and the role of the Dietitian in eating disorder treatment.
**Prerequisites**
Enrollment in MS Applied Nutrition, MS Nutrition , Dietetics or Dietetic Internship programs

**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**
This course is one of the culminating courses of the MS in nutrition program research sequence. Students complete a faculty mentored year-long research project. The course involves preparing a literature review, designing the methods for a research project, developing data collection tools, submitting an IRB form, and collecting data. Prerequisites: statistics and research methods. The course must be taken during the last year of the MS program.

**NTR 691 : Directed Research II**
This course is one of the culminating courses of the MS in Nutrition program research sequence. Students will complete a faculty mentored year-long research project. The course involves analyzing data, interpreting results, creating a research poster, and preparing the final manuscript. This course must be taken during the last year of the MS program.
**Prerequisite Courses**
NTR 690

# Occupational Therapy (M.S.)

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 accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association. Qualified students 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 72-credit program in just over two years, with one initial online course followed by face-to-face coursework 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 administered by the National Board for Certification in Occupational Therapy (NBCOT) that leads to national certification and eligibility for state licensure.

MSOT Program Accreditation

Russell Sage College's 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, 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. You may contact ACOTE by phone at (301)

652-6611 and by visiting www.acoteonline.org. The most recent reaccreditation was granted in December 2016. Upon graduation, students are eligible to sit for the national certification exam that is 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

**MIssion** - The Sage Occupational Therapy Program encourages students to be self-directed and engaged actively in their learning. The program provides opportunities for reflective practice and critical inquiry with vibrant problem solving. We emphasize experiential learning that builds occupation-based clinical reasoning practices explicitly linking the person, environment and occupation. Our graduates will occupy diverse workforce roles and contribute to the health and well-being of individuals, populations and society.

**Philosophy** - In occupational therapy, we believe in the positive relationship between occupation and health. Occupations refer to the everyday activities that people do as individuals, in families and with communities to occupy time and bring meaning and purpose to life (WFOT, 2012). Occupations carry both practical and symbolic significance, and include things people need to, want to and are expected to do.

Occupations can be observed by others, occur over time, have purpose and meaning, occur in context, and are influenced by a person's performance patterns, performance skills, and underlying client factors (AOTA, 2020).

The Russell Sage College Occupational Therapy Program recognizes engagement in occupations as the core of individual, community, and societal well-being.

Occupational engagement occurs within complex relational systems that provide connection to other persons and environments. The curriculum design of the program emphasizes the contextualized lived experiences of individuals and the intricate nature of occupational engagement. The Person-Environment-Occupation model serves as the theoretical framework for the program.

In accord with the Russell Sage College mission, "To be, to know, to do," occupations are vehicles for doing, becoming, and knowing in the world.

## References

Occupational Therapy Practice Framework: Domain and Process—Fourth Edition. (2020). *American Journal Occupational Therapy 2020;74* (Supplement_2):7412410010. https://doi.org/10.5014/ajot.2020.74S2001

American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy, 72*(Suppl. 2), 7212410070. https://doi.org/10.5014/ajot.2018.72S201

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy, 71*(Suppl. 2), 7112410045. https://doi.org/10.5014/ajot.2017.716S06

World Federation of Occupational Therapists. (2012). *Definition of Occupational Therapy*. Retrieved from https://www.wfot.org/about-occupational-therapy.

## Occupational Therapy Curriculum Design

The occupational therapy curriculum emphasizes the person, environment and occupation relationship and incorporates an experiential approach that focuses on students engaging as active learners. Foundation and upper level clinical courses promote an understanding of the dynamic relationship between health, well-being and occupational engagement for 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 service delivery system. The curriculum model is organized around three elements: *Foundations and Professional Identity, Evaluation and Intervention in Practice Settings,* and *Professional*

*Responsibility and Research*. It is further supported by three major themes that are infused throughout coursework: *Person-Environment-Occupation Relationship, Therapeutic Use of Self,* and *Entry Level Practice*.

**Foundations & Professional Identity**

Foundational courses provide students with a basis for understanding the distinct occupational perspective and how the profession contributes to health promotion and participation in society. The *Occupational Therapy Practice Framework* is introduced along with the major practice models and theoretical frameworks that define the language and philosophy of occupational therapy. Students explore the intersection of the areas of occupation, client factors, performance skills and patterns as well as context and environment.

**Evaluation & Intervention in Practice Settings**

Evaluation and intervention courses focus on a variety of service delivery models and provide a framework for developing client-centered intervention. The application of practice models within this content guides the development of critical thinking. Students engage in case driven labs and fieldwork experiences to apply knowledge gained in the classroom to clinical settings, in order to hone clinical reasoning skills, and achieve entry level competence.

**Professional Responsibility & Research**

Students learn about the roles and associated responsibilities of the OT profession through coursework that addresses occupational therapy service delivery, advocacy, ethics and health policy administration. A multi-course research sequence prepares students for scholarly inquiry guiding them to become evidence-based practitioners. Working collaboratively with faculty, and clinic and community-based sites, student teams develop and implement research studies whose outcomes augment current literature and meet the information needs of research partners. The culminating requirement is a presentation at the annual Graduate Research Symposium. Through these experiences, students develop the broad perspective required for promoting and providing best practice.

## Supporting Themes

**Person-Environment-Occupation Relationship**

Students explore how factors related to the person, environment and occupation impact health, well-being and participation in society. Throughout the curriculum students engage in scholarly inquiry, case-based learning, and field experiences with persons, groups and organizations. Together these learning activities assist students to analyze the elements that promote occupational performance.

**Therapeutic Use of Self**

Students develop skills in forming therapeutic relationships through experiences that foster self-awareness, personal maturity, and effective communication. Emphasis on client-centered practice supports the student's ability to engage in a collaborative intervention process.

**Entry Level Practice**

Entry level practice 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 maintains a working relationship with 500 clinical sites located throughout the country.

## Faculty

Students enjoy an excellent student-to-faculty ratio of 15:1 that facilitates personal attention and close working relationships. The Russell 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, chronic illness, expressive arts, education, ethics, maternal health and pediatrics. 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 Outcome Statements

At the conclusion of the occupational therapy educational program, students will:

Foundations & Professional Identity

- Demonstrate knowledge of the history of the profession, the scope and role of occupational therapy within the health delivery system, and its contributions to health promotion, wellness and participation in society.
- Establish and sustain client centered therapeutic relationships and support intergenerational and cultural sensitivity in client interaction.
- Function in the generalist role and assume a commitment to lifelong learning.
- Develop professional behaviors, attitudes and actions reflective of ethical standards and values.
- Demonstrate a strong command of the Occupational Therapy Practice Framework language when communicating effectively in writing or 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.

Evaluation & Intervention in Practice Settings

- Value culture and other person-environment factors in developing meaningful interventions across clinical and community settings.
- Apply knowledge of the relationship of theory to practice using theoretical models and frames of reference to guide clinical reasoning.
- Distinguish and use appropriate screening and assessment methods to determine client goals and document the need to refer to other disciplines as indicated.
- Develop and implement occupation-based intervention plans that support the client's ability to return to desired habits, routines, roles, and rituals within their environment.
- Document services to ensure accountability and meet standards for reimbursement.
- Work cooperatively with members of interprofessional teams and other stakeholders within the health delivery system.
- Demonstrate ability to analyze and adapt environments to promote occupational health and wellness.

Professional Responsibility & Research

- Integrate 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 supervision and an understanding of the health care team, budgeting and reimbursement and leadership.

- Demonstrate an understanding of the occupational therapy scope of practice through legislative advocacy, consumer education and knowledge of trends and opportunities.
- Critically analyze research literature to make evidence-based decisions and engage in scholarly activities that contribute to best practice
- Apply current research methods to design and execute a novel research study.

## OT Program Curricular Objectives

Foundations and Professional Identity

1. Demonstrates consistent personal and professional ethical behavior
2. Demonstrates positive interpersonal and interprofessional skills
3. Communicates the values and beliefs of OT to clients, staff and family
4. Demonstrates beginning use of professional OT language
5. Seeks and responds constructively to feedback
6. Takes responsibility for own learning

Evaluation and Intervention in Practice Settings

1. Adheres to safety regulations in regard to safety of self and others
2. Demonstrates ability to establish rapport with clients and team members
3. Demonstrates respect for diversity factors and lifestyle choices of others
4. Analyzes impact of person-environment factors on OT evaluation and intervention
5. Selects appropriate screening and assessment tools based on client need, context and environment
6. Refers to specialists for consultation and intervention
7. Uses standardized and non-standardized screening and assessment tools appropriately
8. Uses theories, practice models, and frames of reference to guide and inform evaluation and intervention
9. Makes informed practice decisions based on critical analyses of the evidence
10. Develops and implements occupational based interventions based on appropriate theoretical approach and client needs
11. Demonstrates skills in supervising and collaborating with OTAs
12. Documents services and maintains records to ensure accountability and meet reimbursement and facility standards
13. Demonstrates knowledge and compliance with reimbursement mechanisms
14. Monitors and reassesses the effect of OT intervention and need for continued or modified services
15. Develops discharge plans and terminates OT services as appropriate
16. Report evaluation results and modify practice as needed to improve outcomes
17. Provides client and family education to support occupational participation

Professional Responsibility and Research

1. Manages time, schedules and prioritizes workload appropriately
2. Develops strategies for effective use of OT and non-OT staff
3. Understands trends in models of service delivery and their effect on OT practice
4. Considers the impact of contextual factors on management and delivery of OT services
5. Demonstrates ability to design processes to manage quality and develop program changes
6. Understands factors that promote policy development and provision of OT services
7. Demonstrates knowledge of state, federal and professional standards that shape practice
8. Demonstrates knowledge of advocacy to benefit consumers and the profession
9. Identifies opportunities to address societal needs by participating in the development and marketing of OT services
10. Understands and critiques research studies
11. Uses research/professional literature to make evidence-based decisions

12. Designs and implements novice research studies relevant to occupational therapy
13. Identifies strategies for ongoing professional development
14. Participates in professional activities to advance the profession.

## Program Academic Standards

The M.S. in Occupational Therapy is a professional education program. Students enrolled in the program must demonstrate achievement in academic and clinical competencies necessary for professional practice, and meet academic standards consistent with graduate school criteria. Students must also demonstrate effective professional behavior as detailed in the *Standards of Professional Behavior.*

1. Grade Point Average (GPA)
    - A minimum overall grade point average of 3.0 must be maintained in Occupational Therapy coursework each semester. 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, the student will be subject to suspension from the full-time program.
    - A student must attain a minimum overall 3.0 GPA prior to enrolling in fieldwork courses.
    - A student must achieve a minimum overall 3.0 GPA to be eligible to graduate. A grade of "C" or lower will not be rounded up.
2. Passing Course Grades
    - If a grade of “F” is obtained in a 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 of “B-” (“P” is pass/fail course) on the second attempt. If a student receives a grade of “F” in two OT Program courses, the student will be dismissed from the program. A grade lower than "C" will not be rounded up.
3. Lab Practical/Proficiency Exam Grades
    - After the first semester of the program, 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. 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 probation. On the third occasion, the student will be suspended from the program.
    - Each student is expected to demonstrate competency in all safety items in order to successfully pass the lab practical exam or proficiency.
    - Repeat of a lab practical is at discretion of an instructor to meet minimum standards. The redo of a lab practical will earn a maximum of 80%.
4. Professional Behaviors
    - Professional behavior feedback is provided by one course instructor each semester.
    - Professional behaviors require mastery learning in time management, safety, ethics, professional behaviors, and verbal and written communication. Students must "Meet Standards" in order to go to fieldwork.
    - A student receiving "needs improvement" on time management, engagement, ethics, or safety, and/or has greater than 6 total areas of "needs

improvement" will be reviewed by every course instructor the following semester.

5. Retention and Dismissal
    1. Probation
        - A student who receives a grade of “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 three semesters will result in dismissal.
        - Violations of the OT Program’s *Standards of Professional Behavior* or *AOTA Code of Ethics* are also grounds for being placed on probation.
    2. 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.
        - A second suspension results in dismissal.
        - Repeated violations of the OT Program’s *Standards of Professional Behavior* or *AOTA Code of Ethics* are also grounds for suspension.
    3. Dismissal
        - A student is subject to dismissal from the OT Program for any of the following:
            - Student receives a grade of “F” in two courses;
            - Student has to retake a lab practical/ proficiency exam in three courses;
            - Student has two suspensions;
            - Student has three probations;
            - Student does not achieve a minimum grade of “B-” (“P” in pass/ fail course) when repeating a course;
            - Egregious conduct that violates professional and/or legal standards.
        - A student who is academically dismissed from the OT Program may apply for readmission after a period of 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.
        - Students who withdraw or who are dismissed for reasons other than GPA will have their records reviewed for possible readmission by Occupational Therapy program faculty. Readmission will be determined by the faculty based on this review and any additional criteria required at the discretion of the faculty.
6. Fieldwork
    - By the terms of the College’s contractual agreement with fieldwork sites, only students who have satisfactorily completed the requisite professional courses and demonstrate safety and competence in all lab proficiency exams/ check-offs will be placed in fieldwork.

- Students must have demonstrated the ability to meet the academic and program standards of the OT Program outlined in the *OT Student Handbook*, demonstrate effective interpersonal communication, professional behavior, and judgment necessary for the field setting, and be recommended by faculty for fieldwork education.
- Faculty will formally review all students' progress at the end of the spring semester of the second year of professional coursework (or equivalent) to ensure that students are demonstrating mastery of material and are ready for Level II fieldwork. This appraisal includes a review of students' grades and professional behavior. Faculty retains the final decision to approve students for fieldwork placements.
- Students who frequently display unprofessional behavior and/or judgment, or who are unable to address professional behavior concerns that have been identified by faculty, will be required to appear before a sub-group of the OT Program faculty that includes at a minimum the fieldwork coordinator, program director, and faculty advisor. This faculty group may impose sanctions which can include probation, suspension, or dismissal from the program, and/or delay the student from engaging in the fieldwork portion of the curriculum.
- 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 must obtain permission of faculty prior to repeating a failed fieldwork experience. 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.

7. Academic Leave
   - All students are required to maintain continuous matriculation in the program. In the event a leave of absence is required, this must be requested and approved by Occupational Therapy Program faculty in order for the student to maintain a place in the program and eventually be eligible to graduate. Students who have requested and obtained a leave of absence from the program will need to complete program requirements in the time frame indicated in the letter from the program approving the leave. In most cases a leave will not be approved for a period in excess of one calendar year. Students who have been inactive in coursework or who are two or more years beyond the date of completion of their last Level II Fieldwork placement will need to request permission of the faculty to be readmitted to the program. 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 allowed to complete the program and be

eligible to take the certification examination.

## Admission Requirements for M.S. in Occupational Therapy

Applicants may wish to visit the college and meet with a representative of the Occupational Therapy program. Candidates should call the OT program office at (518) 244-2266 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 Schools 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 Schools. In addition to meeting the general requirements for admission to Sage Graduate Schools, 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 3.25 GPA in overall undergraduate study and OT Program prerequisite courses with a science prerequisite GPA of 3.0.
- 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. After the February 1st deadline, applicants are reviewed on a rolling basis and admitted as space permits.

### Entry through RSC 3+2 Accelerated Program to M.S. in Occupational Therapy Program

Students 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 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 3.25 in undergraduate study;
- Achieve a minimum 3.0 in science 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;
- Transfer students must complete a minimum of 45 undergraduate credits at Sage prior to entering the graduate program.

## OT Prerequisite Courses for all Programs

The following prerequisite courses must be completed prior to entry to any graduate OT Program:

- Anatomy & Physiology I and II (with labs);
- Medical Terminology
- Introduction to Psychology (General Psychology)
- Human Development (Lifespan Development)
- Abnormal Psychology
- Statistics
- 3 credits in Sociology or Anthropology
- Recommended: Physics with Lab

**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.
**Credits** 4

**OTH 503 : Models & Theories in Occupational Therapy Practice**

This course emphasizes the occupational therapy theoretical frameworks to guide the clinical reasoning process using case-based discussion and critical analysis of literature.
**Credits** 2

**OTH 504 : Foundations of Occupational Therapy**

The profession's historical roots, and the guiding documents that outline constructs and terminology of the profession, scope of practice, code of ethics, and guidelines for supervision related to occupational therapy practice are investigated. In addition, the profession's relation to the concept of disability, wellness, patient rights, and environmental modifications are explored.
**Credits** 3

**OTH 507 : Functional Anatomy & Applied Kinesiology/Labs A and B**

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.
**Credits** 6
**Prerequisites**
Matriculated student in the OT program

**OTH 512 : Technology & Adaptations**

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.

**Credits** 1

**OTH 515 : Occupational Engagement in Adulthood with Lab**

Engagement in meaningful roles, relationships, and occupation patterns to promote health, well-being, and recovery across the adult lifespan are explored. Topics include the occupational therapist's role in health promotion and lifestyle redesign, mental health and addiction management, community-based integration through engagement in occupation, recovery-oriented methods for self-management of chronic conditions, and palliative and end-of-life care. The person's view as a biopsychosocial and spiritual being in relationship with others and the environment is examined. Developing client-centered, therapeutic relationships and occupational storytelling, group process and facilitation skills, mindfulness-based stress reduction skills, and methods for personal lifestyle redesign that are transferable to various persons and populations are essential. Students identify personal attitudes about illness, disability, spirituality, and aging.

**Credits** 4

**OTH 601 : Evaluation and Intervention of Occupations in Early Childhood with Lab**

This course presents an integrated view of development with a holistic focus on occupations in childhood. Students will apply principles of occupational therapy practice and child development to support babies and families throughout the evaluation and intervention process. Course topics include typical development (including motor control and motor learning, sensory processing and feeding and eating), performance concerns, disease/disabilities, and treatment in home and community settings. Students will be encouraged to consider evidence in practice, the role of the interdisciplinary team, professional preparation, the role of the OTA and supervision as well as the impact of culture and environment on occupational therapy practice.

**Credits** 4

**OTH 602 : Evaluation and Intervention of Preschool and School-based Occupational Therapy**

This course offers a comprehensive exploration of occupational therapy's critical role in supporting preschool and school-age children within the diverse landscape of public and private school environments. It aims to equip students with both theoretical knowledge and practical expertise. Throughout the course, students will gain an understanding of the legislative framework that guides practice in an educational setting. Students will practice skills needed for identifying individual students' unique needs and crafting interventions and explore diverse models of service delivery to document progress and outcomes. Students will gain insights into how diseases and disabilities impact students' educational experiences and develop strategies to facilitate smooth transitions from school to adult services. Upon completing this course, students will be able to provide highly customized and educationally relevant services to school-age children.

**Credits** 4

**OTH 606 : Evaluation & Intervention of the Upper Extremity/Lab**

This course explores the occupational therapist's role with clients with difficulty performing everyday occupations due to common musculoskeletal problems, emphasizing the upper extremity and hand. Issues discussed include the impact of disabling events on occupational performance and the occupational therapist's role in assisting the client in adapting their home, work, and leisure activities and environments. The course explores the role of the Occupational Therapy Assistant in evaluation and intervention, focusing on the collaborative nature of the supervisory relationship. 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 through evaluations, SOAP Notes, and intervention plans. 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.

**Credits** 4

**OTH 608 : Foundations of Physical Rehabilitation**

In this course, common practices and preparatory methods are examined in relation to the client's occupational performance. Topics include special care units, functional mobility (transfers, ambulation, and wheelchairs), assistive dressing, and physical agent modalities. Application to case studies examines the need for common assistive technology and environmental modifications. In physical rehabilitation skills, lab experiences include the practice of safe patient handling techniques related to basic mobility and dressing skills, including use of common adaptive equipment and techniques. In the physical agent modality lab, experiences include demonstration of safe application of thermal and electrical modalities as preparatory methods for occupational therapy treatment.

**Credits** 4

**Prerequisites**

OTH 507 and OTH 515

**OTH 609 : Evaluation and Intervention: Mental Health Occupational Performance with Lab**

This course focuses on psychosocial evaluation and intervention in various settings. Individuals and families are viewed within a framework considering how biological, psychological, and sociocultural issues influence occupational behavior. A client-centered approach is emphasized, with a corresponding interest in the client's subjective experience of meaning through activity. Though this course focuses on occupational therapy in mental health settings, implications for psychosocial practice in other contexts are discussed. Course content is intended to broaden the student's psychosocial perspective, applicable theoretical base, and professional reasoning skills in working with individuals and families in various practice settings.

**Credits** 4

**Prerequisites**

OTH 515

**OTH 611 : Evaluation/ Intervention: Adult Physical Rehabilitation I**

This course explores how movement-related issues impact occupational performance in adults. Current theories of central nervous system (CNS) dysfunction, motor control, and motor learning are examined. Theoretical frames of reference that guide OT evaluation and intervention of CNS dysfunction are presented. Evidence-based practice as it applies to neurorehabilitation is explored. Assessment and Intervention of neuromotor, cognitive, and perceptual problems are explored using a client-centered approach. The focus is on neurotechnologies, relevant adjunctive therapies, movement, handling skills, and occupation-based intervention for movement-related dysfunction. Laboratory sessions focus on developing observation, clinical reasoning, and intervention planning skills for working with adults with CNS dysfunction.

**Credits** 4

**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.

**Credits** 3

**Prerequisites**

OTH 624 or 623 or 626

**OTH 618 : Evaluation and Intervention: Adult Physical Rehabilitation II with Lab**

This course explores the evaluation and intervention of adults with chronic and co-morbid conditions across a variety of physical rehabilitation treatment settings. Students engage in client centered and evidence based evaluation, intervention and documentation of a variety of conditions impacting occupational performance including but not limited to cardiovascular, respiratory, and musculoskeletal in preparation for Level II fieldwork. Therapeutic interventions for individuals, populations and groups that consider health promotion, prevention and wellness are discussed and developed. The laboratory sessions focus on the development of therapeutic use of self and clinical reasoning to apply evaluation and intervention planning skills to enhance occupational performance. Clinical documentation skills are applied to case based learning with the use of the EHR.

**Credits** 4

**OTH 622 : Fieldwork Seminar and Professional Identity**

The fieldwork seminar and professional identify exploration course is a foundational course that is designed to assist students in the development of their professional identify in preparation for their fieldwork experiences and future careers. This seminar-style course will introduce students to the fieldwork process and student expectations. Throughout the course, students will engage in group processes to facilitate personal growth, to develop and apply effective communication skills, and facilitate professional development. Through discussion and a series of active learning activities 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: professional behaviors; values as determinants of behavior; personal and professional ethics; effective communication; group leadership and dynamics; teaching tools and strategies; advocacy and professional development.

**Credits** 2

**OTH 623 : Fieldwork I: Community Mental Health**

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 help students to develop an understanding of how occupational therapists can address the needs of underserved populations. The focus of the learning experience is 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.

**Credits** 1

**Prerequisites**

OTH-503, OTH-504, OTH-515, OTH-622

**OTH 624 : Level I Fieldwork: Physical Rehabilitation**

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.

**Credits** 1

**Prerequisites**

OTH 606, OTH 608, and OTH 622

**OTH 626 : Fieldwork I: 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.

**Credits** 1

**Prerequisites**

OTH 501 and OTH 514

**OTH 627 : Fieldwork IIa**

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.

**Credits** 5

**Prerequisites**

Take 55 credits from the department of OTH

**OTH 628 : Fieldwork IIb**
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.
**Credits** 5
**Prerequisites**
Take 55 credits from the department of OTH

**OTH 669 : Professional Research I**
This seminar is the first of a curricular sequence designed to allow students the opportunity to conduct research. Prerequisites for this seminar include successful completion of the online research certification course. Throughout the seminar, students will perform critical reading exercises and facilitate in-class discussions to develop new research understandings. Students will work in research teams and participate in various 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.
**Credits** 3

**OTH 670 : Professional Research II**
Professional Research II is designed to be the culminating experience of the research series 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 and the community. The class meetings will involve data entry using computer software programs, peer debriefings, and other analytic discussions related to formulating the research findings. Students will interpret results and identify impact in professional application to OT practice. Each student will be required to write a final manuscript following the required library format outlined by the college. As a final requirement, students will present their research experiences at the end of the semester in a professional public forum.
**Credits** 3
**Prerequisites**
OTH 669

# Occupational Therapy (O.T.D.)

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 Doctorate in Occupational Therapy (OTD) at Russell Sage College** is the only doctoral-level Occupational Therapy Program in New York's Capital Region. The entry-level occupational therapy doctoral degree program at Russell Sage College is registered with the New York State Education Department and is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Qualified individuals 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 94-credit program in three years, including a research project, six months of full time fieldwork and the Doctoral Capstone Experience. While most of our coursework is face-to-face, part of our coursework is online with one initial online course (OTH 504) and the 700-level courses (701, 702, 703, and 704) embedded throughout the program online. The capstone course, OTH 705, has the ability to be online, hybrid, or face-to-face. Upon successful completion of academic, fieldwork courses, and the Capstone Experience, students are awarded an entry-level Doctoral degree (OTD) in Occupational Therapy and are eligible to sit for the certification exam administered by the National Board for Certification in Occupational Therapy (NBCOT) that leads to national certification and eligibility for state licensure.

OTD Program Accreditation

The Russell Sage College entry-level occupational therapy doctoral degree program is registered with the New York State Education Department and is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6611 and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

## Mission and Philosophy

**MIssion** - The Russell Sage Occupational Therapy Program encourages students to be self-directed and engaged actively in their learning. The program provides opportunities for reflective practice and critical inquiry with vibrant problem solving. We emphasize experiential learning that builds occupation-based clinical reasoning practices explicitly linking the person, environment and occupation. Our graduates will occupy diverse workforce roles and contribute to the health and well-being of individuals, populations and society.

**Philosophy** - In occupational therapy, we believe in the positive relationship between occupation and health. Occupations refer to the everyday activities that people do as individuals, in families and with communities to occupy time and bring meaning and purpose to life (WFOT, 2012). Occupations carry both practical and symbolic

significance, and include things people need to, want to and are expected to do.

Occupations can be observed by others, occur over time, have purpose and meaning, occur in context, and are influenced by a person's performance patterns, performance skills, and underlying client factors (AOTA, 2020).

The Russell Sage College Occupational Therapy Program recognizes engagement in occupations as the core of individual, community, and societal well-being.

Occupational engagement occurs within complex relational systems that provide connection to other persons and environments. The curriculum design of the program emphasizes the contextualized lived experiences of individuals and the intricate nature of occupational engagement. The Person-Environment-Occupation model serves as the theoretical framework for the program.

In accord with the Russell Sage College mission, "To be, to know, to do," occupations are vehicles for doing, becoming, and knowing in the world.

## References


Occupational Therapy Practice Framework: Domain and Process—Fourth Edition. (2020). *American Journal Occupational Therapy 2020;74* (Supplement_2):7412410010. https://doi.org/10.5014/ajot.2020.74S2001

American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy, 72*(Suppl. 2), 7212410070. https://doi.org/10.5014/ajot.2018.72S201

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy, 71*(Suppl. 2), 7112410045. https://doi.org/10.5014/ajot.2017.716S06

World Federation of Occupational Therapists. (2012). *Definition of Occupational Therapy*. Retrieved from https://www.wfot.org/about-occupational-therapy.


## Occupational Therapy Curriculum Design

The occupational therapy curriculum emphasizes the person, environment and occupation relationship and incorporates an experiential approach that focuses on students engaging as active learners. Foundation and upper level clinical courses promote an understanding of the dynamic relationship between health, well-being and occupational engagement for 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 service delivery system. The curriculum model is organized around three elements: *Foundations and Professional Identity, Evaluation and Intervention in Practice Settings,* and *Professional Responsibility and Research*. It is further supported by three major themes that are infused throughout coursework: *Person-Environment-Occupation Relationship, Therapeutic Use of Self,* and *Entry Level Practice*.

**Foundations & Professional Identity**

Foundational courses provide students with a basis for understanding the distinct occupational perspective and how the profession contributes to health promotion and participation in society. The *Occupational Therapy Practice Framework* is introduced along with the major practice models and theoretical frameworks that define the language and philosophy of occupational therapy. Students explore the intersection of the areas of occupation, client factors, performance skills and patterns as well as context and environment.

**Evaluation & Intervention in Practice Settings**

Evaluation and intervention courses focus on a variety of service delivery models and provide a framework for developing client-centered intervention. The application of practice models within this content guides the development of critical thinking. Students engage in case driven labs and fieldwork experiences to apply knowledge gained in the classroom to clinical settings, in order to hone clinical reasoning skills, and achieve entry level competence.

**Professional Responsibility & Research**

Students learn about the roles and associated responsibilities of the OT profession through coursework that addresses occupational therapy service delivery, advocacy, ethics and health policy administration. A multi-course research sequence prepares students for scholarly inquiry guiding them to become evidence-based practitioners. Working collaboratively with faculty, and clinic and community-based sites, student teams develop and implement research studies whose outcomes augment current literature and meet the information needs of research partners. The culminating requirement is a presentation at the annual Graduate Research Symposium. Through these experiences, students develop the broad perspective required for promoting and providing best practice.

## Supporting Themes

**Person-Environment-Occupation Relationship**

Students explore how factors related to the person, environment and occupation impact health, well-being and participation in society. Throughout the curriculum students engage in scholarly inquiry, case-based learning, and field experiences with persons, groups and organizations. Together these learning activities assist students to analyze the elements that promote occupational performance.

**Therapeutic Use of Self**

Students develop skills in forming therapeutic relationships through experiences that foster self-awareness, personal maturity, and effective communication. Emphasis on client-centered practice supports the student's ability to engage in a collaborative intervention process.

**Entry Level Practice**

Entry level practice 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 maintains a working relationship with 600 clinical sites located throughout the country.

## Doctoral Capstone Experience

The Doctoral Capstone Experience (DCE) is an individually designed, thorough, student experience in a practice setting in one or more of the following areas of study: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education or theory development. It requires students to construct an individualized learning plan with specific objectives designed to meet planned outcomes. Practice settings will be consistent with the program's curriculum design. Each setting will provide supervision for the student appropriate to the setting and as agreed upon in collaboration with the student's Faculty Mentor and the Capstone Coordinator. The student will be mentored by an individual with expertise consistent with the student's area of focus (this supervising individual may or may not be physically located within the practice setting and may or may not be provided by an occupational therapist).

The DCE must be completed on a full-time basis. It may be completed within the Capital District or elsewhere as opportunities present themselves that meet the goals and objectives identified in the student's individualized learning plan. Final determination for

Capstone site will be completed through advisement with the Doctoral Capstone Coordinator.

## Faculty

Students enjoy an excellent student-to-faculty ratio of 8:1 that facilitates personal attention and close working relationships. The Russell 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, chronic illness, expressive arts, education, ethics, maternal health and pediatrics. 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 Outcome Statements

At the conclusion of the occupational therapy educational program, students will:

Foundations & Professional Identity

- Demonstrate knowledge of the history of the profession, the scope and role of occupational therapy within the health delivery system, and its contributions to health promotion, wellness and participation in society.
- Establish and sustain client centered therapeutic relationships and support intergenerational and cultural sensitivity in client interaction.
- Function in the generalist role and assume a commitment to lifelong learning.
- Develop professional behaviors, attitudes and actions reflective of ethical standards and values.
- Demonstrate a strong command of the Occupational Therapy Practice Framework language when communicating effectively in writing or 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.

Evaluation & Intervention in Practice Settings

- Value culture and other person-environment factors in developing meaningful interventions across clinical and community settings.
- Apply knowledge of the relationship of theory to practice using theoretical models and frames of reference to guide clinical reasoning.
- Distinguish and use appropriate screening and assessment methods to determine client goals and document the need to refer to other disciplines as indicated.
- Develop and implement occupation-based intervention plans that support the client's ability to return to desired habits, routines, roles, and rituals within their environment.
- Document services to ensure accountability and meet standards for reimbursement.
- Work cooperatively with members of interprofessional teams and other stakeholders within the health delivery system.
- Demonstrate ability to analyze and adapt environments to promote occupational health and wellness.

Professional Responsibility & Research

- Integrate 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 supervision and an understanding of the health care team, budgeting and reimbursement and leadership.

- Demonstrate an understanding of the occupational therapy scope of practice through legislative advocacy, consumer education and knowledge of trends and opportunities.
- Critically analyze research literature to make evidence-based decisions and engage in scholarly activities that contribute to best practice
- Apply current research methods to design and execute a novel research study.
- Demonstrate ability to analyze and adapt environments to promote occupational health and wellness.
- Develop an understanding of healthcare policy's impact on occupational therapy scope of practice, in relation to trends as well as state, federal and professional standards
- Develop understanding of reimbursement regulations and the role legislative advocacy to or for the profession.
- Reflect and develop leadership style in relation to management of occupational therapy services including an understanding of healthcare teams, supervision and evaluation of occupational therapy services.
- Establish a professional development plan that articulates professional leadership and scholarship goals, including exploration of diverse roles such as lifelong learner, collaborator, entrepreneur, innovator and advocate.
- Reflectively integrate research evidence into occupation-based practice with clients and communities, through critical analysis of current literature, execution of a novel research study and engagement in scholarly activities that contribute to best practice.

## OT Program Curricular Objectives

Foundations and Professional Identity

1. Demonstrates consistent personal and professional ethical behavior
2. Demonstrates positive interpersonal and interprofessional skills
3. Communicates the values and beliefs of OT to clients, staff and family
4. Demonstrates beginning use of professional OT language
5. Seeks and responds constructively to feedback
6. Takes responsibility for own learning

Evaluation and Intervention in Practice Settings

1. Adheres to safety regulations in regard to safety of self and others
2. Demonstrates ability to establish rapport with clients and team members
3. Demonstrates respect for diversity factors and lifestyle choices of others
4. Analyzes impact of person-environment factors on OT evaluation and intervention
5. Selects appropriate screening and assessment tools based on client need, context and environment
6. Refers to specialists for consultation and intervention
7. Uses standardized and non-standardized screening and assessment tools appropriately
8. Uses theories, practice models, and frames of reference to guide and inform evaluation and intervention
9. Makes informed practice decisions based on critical analyses of the evidence
10. Develops and implements occupational based interventions based on appropriate theoretical approach and client needs
11. Demonstrates skills in supervising and collaborating with OTAs
12. Documents services and maintains records to ensure accountability and meet reimbursement and facility standards
13. Demonstrates knowledge and compliance with reimbursement mechanisms
14. Monitors and reassesses the effect of OT intervention and need for continued or modified services
15. Develops discharge plans and terminates OT services as appropriate
16. Report evaluation results and modify practice as needed to improve outcomes

17. Provides client and family education to support occupational participation

Professional Responsibility and Research

1. Manages time, schedules and prioritizes workload appropriately
2. Develops strategies for effective use of OT and non-OT staff
3. Understands trends in models of service delivery and their effect on OT practice
4. Considers the impact of contextual factors on management and delivery of OT services
5. Demonstrates ability to design processes to manage quality and develop program changes
6. Understands factors that promote policy development and provision of OT services
7. Demonstrates knowledge of state, federal and professional standards that shape practice
8. Demonstrates knowledge of advocacy to benefit consumers and the profession
9. Identifies opportunities to address societal needs by participating in the development and marketing of OT services
10. Understands and critiques research studies
11. Uses research/professional literature to make evidence-based decisions
12. Designs and implements novice research studies relevant to occupational therapy
13. Identifies strategies for ongoing professional development
14. Participates in professional activities to advance the profession.

## Program Academic Standards

The Occupational Therapy Doctorate is a professional education program. Students enrolled in the program must demonstrate achievement in academic and clinical competencies necessary for professional practice, and meet academic standards consistent with graduate school criteria. Students must also demonstrate effective professional behavior as detailed in the *Standards of Professional Behavior.*

1. Grade Point Average (GPA)
    - A minimum overall grade point average of 3.0 must be maintained in Occupational Therapy coursework each semester. 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, the student will be subject to suspension from the full-time program.
    - A student must attain a minimum overall 3.0 GPA prior to enrolling in fieldwork courses.
    - A student must achieve a minimum overall 3.0 GPA to be eligible to graduate. A grade of "C" or lower will not be rounded up.
2. Passing Course Grades
    - If a grade of “F” is obtained in a 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 of “B-” (“P” is pass/fail course) on the second attempt. If a student receives a grade of “F” in two OT Program courses, the student will be dismissed from the program. A grade lower than "C" will not be rounded up.
3. Lab Practical/Proficiency Exam Grades
    - After the first semester of the program, 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. 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 probation. On the third occasion, the student will be suspended from the program.
    - Each student is expected to demonstrate competency in all safety items in order to successfully pass the lab practical exam or proficiency.
    - Repeat of a lab practical is at discretion of an instructor to meet minimum standards. The redo of a lab practical will earn a maximum of 80%.
4. Professional Behaviors
    - Professional behavior feedback is provided by one course instructor each semester.
    - Professional behaviors require mastery learning in time management, safety, ethics, professional behaviors, and verbal and written communication. Students must "Meet Standards" in order to go to fieldwork.
    - A student receiving "needs improvement" on time management, engagement, ethics, or safety, and/or has greater than 6 total areas of "needs improvement" will be reviewed by every course instructor the following semester.
5. Retention and Dismissal
    1. Probation
        - A student who receives a grade of "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 three semesters will result in dismissal.
        - Violations of the OT Program's *Standards of Professional Behavior* or *AOTA Code of Ethics* are also grounds for being placed on probation.
    2. 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.
        - A second suspension results in dismissal.
        - Repeated violations of the OT Program's *Standards of Professional Behavior* or *AOTA Code of Ethics* are also grounds for suspension.
    3. Dismissal
        - A student is subject to dismissal from the OT Program for any of the following:
            - Student receives a grade of "F" in two courses;
            - Student has to retake a lab practical/ proficiency exam in three courses;
            - Student has two suspensions;
            - Student has three probations;
            - Student does not achieve a minimum grade of "B-" ("P" in pass/ fail course) when repeating a course;
            - Egregious conduct that violates professional and/or legal standards.
        - A student who is academically dismissed from the OT Program may apply for readmission after a period of 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.
        - Students who withdraw or who are dismissed for reasons other than GPA will have their records reviewed for possible readmission by Occupational Therapy program faculty. Readmission will be determined by the faculty based on this review and any additional criteria required at the discretion of the faculty.
6. Fieldwork
    - By the terms of the College's contractual agreement with fieldwork sites, only students who have satisfactorily completed the requisite professional courses and demonstrate safety and competence in all lab proficiency exams/ check-offs will be placed in fieldwork.
    - Students must have demonstrated the ability to meet the academic and program standards of the OT Program outlined in the *OT Student Handbook*, demonstrate effective interpersonal communication, professional behavior, and judgment necessary for the field setting, and be recommended by faculty for fieldwork education.
    - Faculty will formally review all students' progress at the end of the spring semester of the second year of professional coursework (or equivalent) to ensure that students are demonstrating mastery of material and are ready for Level II fieldwork. This appraisal includes a review of students' grades and professional behavior. Faculty retains the final decision to approve students for fieldwork placements.
    - Students who frequently display unprofessional behavior and/or judgment, or who are unable to address professional behavior concerns that have been identified by faculty, will be required to appear before a sub-group of the OT Program faculty that includes at a minimum the fieldwork coordinator, program director, and faculty advisor. This faculty group may impose sanctions which can include probation, suspension, or dismissal from the program, and/or delay the student from engaging in the fieldwork portion of the curriculum.
    - 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 must obtain permission of faculty prior to repeating a failed fieldwork experience. 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.
7. Capstone Experience
    - The Doctoral Capstone Experience (DCE) is an individually designed, thorough, student experience in a practice setting in one or more of the following areas of study: clinical practice skills, research

skills, administration, leadership, program and policy development, advocacy, education or theory development. It requires students to construct an individualized learning plan with specific objectives designed to meet planned outcomes. Practice settings will be consistent with the program's curriculum design. Each setting will provide supervision for the student appropriate to the setting and as agreed upon in collaboration with the student's Faculty Mentor and the Capstone Coordinator. The student will be mentored by an individual with expertise consistent with the student's area of focus (this supervising individual may or may not be physically located within the practice setting and may or may not be provided by an occupational therapist).
    - The DCE may be completed within the Capital District or elsewhere as opportunities present themselves that meet the goals and objectives identified in the student's individualized learning plan. Final determination for Capstone site will be completed through advisement with the Doctoral Capstone Coordinator. Students wishing to utilize their current work setting to satisfy the 14-week requirement must seek approval from the Doctoral Capstone Coordinator and/or Department Chair, and distinct additional experiential activities and learning objectives must be established. The Capstone Experience must be completed full-time.
8. Academic Leave
    - All students are required to maintain continuous matriculation in the program. In the event a leave of absence is required, this must be requested and approved by Occupational Therapy Program faculty in order for the student to maintain a place in the program and eventually be eligible to graduate. Students who have requested and obtained a leave of absence from the program will need to complete program requirements in the time frame indicated in the letter from the program approving the leave. In most cases a leave will not be approved for a period in excess of one calendar year. Students who have been inactive in coursework or who are two or more years beyond the date of completion of their last Level II Fieldwork placement will need to request permission of the faculty to be readmitted to the program. Students will be required to repeat all of the evaluation and intervention courses or demonstrate academic and clincial competency in each of these courses, via examination, to be allowed to complete the program and be eligible to take the certification examination.

## Admission Requirements for O.T.D.

Applicants may wish to visit the college and meet with a representative of the Occupational Therapy program. Candidates should call the OT program office at (518) 244-2266 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 Schools or application as a Master’s student to progress to the OTD Program.

The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at

6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 18 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2023 ACOTE OTD Standard D.1.3.

**Admissions Criteria:**

1. Direct Admission to the OTD (Rolling Admissions)

Qualified students who possess a baccalaureate degree and who have fulfilled the prerequisite courses for the graduate Program in Occupational Therapy may apply directly to the Doctorate 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 OTD Program will demonstrate evidence of the following:

- Submit official transcripts of all previous undergraduate or graduate study.
- Earn a minimum 3.25 grade point average (GPA) in undergraduate study, including OT Program prerequisite courses. Note: courses and grades from all schools attended are used to calculate GPA for admission.
- OT Prerequisite courses: Anatomy & Physiology I and II (with labs), Introduction to Psychology (General Psychology), Human Development (Lifespan Development), Abnormal Psychology, Statistics, 3 credits of Sociology or Anthropology, and Medical Terminology
- Earn a Science GPA of 3.0 in OT Program prerequisite courses (Anatomy & Physiology I & II).
- Provide two letters of reference
- Provide current resume
- *Submit a career goals statement (your relationship to OT/what brought you to OT?)/personal essay to include information pertaining to the desire to complete the Doctoral Degree (~1-2 pages). This essay may address OT background, choice or history of desire for Major and the course of action towards an OTD (a capstone idea)*.
- Provide documentation of at least 40 hours of clinical observation (can be a combination of alternate activities including searching capstone ideas and listed alternate activities) under the supervision of an occupational therapist before beginning the professional program with forms from packet listed below.
- Submit complete application by February 1 priority deadline with supplemental forms.
- Interview with Program Director and at least one other core faculty

2. Internal Master OT students may apply to the OTD Program:

- Submit official transcripts of all previous undergraduate or graduate study.
- Earn a minimum 3.25 grade point average (GPA) in undergraduate study, including OT Program prerequisite courses. Note: courses and grades from all schools attended are used to calculate GPA for admission.
- OT Prerequisite courses: Anatomy & Physiology I and II (with labs), Introduction to Psychology (General Psychology), Human Development (Lifespan Development), Abnormal Psychology, Statistics, 3 credits of Sociology or Anthropology, and Medical Terminology

- Earn a Science GPA of 3.0 in OT Program prerequisite courses (Anatomy & Physiology I & II).
- Provide two letters of reference
- Provide current resume
- *Submit a career goals statement (your relationship to OT/what brought you to OT?)/personal essay to include information pertaining to the desire to complete the Doctoral Degree (~1-2 pages). This essay may address OT background, choice or history of desire for Major and the course of action towards an OTD (a capstone idea)*.
- Provide documentation of at least 40 hours of clinical observation (can be a combination of alternate activities including searching capstone ideas and listed alternate activities) under the supervision of an occupational therapist before beginning the professional program with forms from packet listed below.
- Submit complete application by February 1 priority deadline with supplemental forms.
- Interview with Program Director and at least one other core faculty
- **AND** following the first or second semester completion of Program of Study, the graduate student requesting transition to the OTD must demonstrate a minimum GPA in coursework of 3.25 within the first semester of the Program.

*OTD Essay: Please complete a clear and concise personal essay supporting the applicant's rationale to pursue the OTD as a degree **with careful attention to your ideas toward a desired doctoral capstone experience**. The doctoral capstone is a 14-week practicum experience in an advanced area of learning that occurs separate from your level II fieldwork experiences. Consider a topic area you may be interested in in any of the following areas of occupational therapy: *clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education or theory development*.

# OT Prerequisite Courses for all Programs

The following prerequisite courses must be completed prior to entry to any graduate OT Program:

- Anatomy & Physiology I and II (with labs);
- Medical Terminology
- Introduction to Psychology (General Psychology)
- Human Development (Lifespan Development)
- Abnormal Psychology
- Statistics
- 3 credits in Sociology or Anthropology
- Recommended: Physics with Lab

**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.
**Credits** 4

**OTH 503 : Models & Theories in Occupational Therapy Practice**
This course emphasizes the occupational therapy theoretical frameworks to guide the clinical reasoning process using case-based discussion and critical analysis of literature.
**Credits** 2

**OTH 504 : Foundations of Occupational Therapy**
The profession's historical roots, and the guiding documents that outline constructs and terminology of the profession, scope of practice, code of ethics, and guidelines for supervision related to occupational therapy practice are investigated. In addition, the profession's relation to the concept of disability, wellness, patient rights, and environmental modifications are explored.
**Credits** 3

**OTH 507 : Functional Anatomy & Applied Kinesiology/Labs A and B**

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.

**Credits** 6

**Prerequisites**

Matriculated student in the OT program

**OTH 512 : Technology & Adaptations**

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.

**Credits** 1

**OTH 515 : Occupational Engagement in Adulthood with Lab**

Engagement in meaningful roles, relationships, and occupation patterns to promote health, well-being, and recovery across the adult lifespan are explored. Topics include the occupational therapist's role in health promotion and lifestyle redesign, mental health and addiction management, community-based integration through engagement in occupation, recovery-oriented methods for self-management of chronic conditions, and palliative and end-of-life care. The person's view as a biopsychosocial and spiritual being in relationship with others and the environment is examined. Developing client-centered, therapeutic relationships and occupational storytelling, group process and facilitation skills, mindfulness-based stress reduction skills, and methods for personal lifestyle redesign that are transferable to various persons and populations are essential. Students identify personal attitudes about illness, disability, spirituality, and aging.

**Credits** 4

**OTH 601 : Evaluation and Intervention of Occupations in Early Childhood with Lab**

This course presents an integrated view of development with a holistic focus on occupations in childhood. Students will apply principles of occupational therapy practice and child development to support babies and families throughout the evaluation and intervention process. Course topics include typical development (including motor control and motor learning, sensory processing and feeding and eating), performance concerns, disease/disabilities, and treatment in home and community settings. Students will be encouraged to consider evidence in practice, the role of the interdisciplinary team, professional preparation, the role of the OTA and supervision as well as the impact of culture and environment on occupational therapy practice.

**Credits** 4

**OTH 602 : Evaluation and Intervention of Preschool and School-based Occupational Therapy**

This course offers a comprehensive exploration of occupational therapy's critical role in supporting preschool and school-age children within the diverse landscape of public and private school environments. It aims to equip students with both theoretical knowledge and practical expertise. Throughout the course, students will gain an understanding of the legislative framework that guides practice in an educational setting. Students will practice skills needed for identifying individual students' unique needs and crafting interventions and explore diverse models of service delivery to document progress and outcomes. Students will gain insights into how diseases and disabilities impact students' educational experiences and develop strategies to facilitate smooth transitions from school to adult services. Upon completing this course, students will be able to provide highly customized and educationally relevant services to school-age children.

**Credits** 4

**OTH 606 : Evaluation & Intervention of the Upper Extremity/Lab**

This course explores the occupational therapist's role with clients with difficulty performing everyday occupations due to common musculoskeletal problems, emphasizing the upper extremity and hand. Issues discussed include the impact of disabling events on occupational performance and the occupational therapist's role in assisting the client in adapting their home, work, and leisure activities and environments. The course explores the role of the Occupational Therapy Assistant in evaluation and intervention, focusing on the collaborative nature of the supervisory relationship. 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 through evaluations, SOAP Notes, and intervention plans. 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.

**Credits** 4

**OTH 608 : Foundations of Physical Rehabilitation**

In this course, common practices and preparatory methods are examined in relation to the client's occupational performance. Topics include special care units, functional mobility (transfers, ambulation, and wheelchairs), assistive dressing, and physical agent modalities. Application to case studies examines the need for common assistive technology and environmental modifications. In physical rehabilitation skills, lab experiences include the practice of safe patient handling techniques related to basic mobility and dressing skills, including use of common adaptive equipment and techniques. In the physical agent modality lab, experiences include demonstration of safe application of thermal and electrical modalities as preparatory methods for occupational therapy treatment.

**Credits** 4
**Prerequisites**
OTH 507 and OTH 515

**OTH 609 : Evaluation and Intervention: Mental Health Occupational Performance with Lab**

This course focuses on psychosocial evaluation and intervention in various settings. Individuals and families are viewed within a framework considering how biological, psychological, and sociocultural issues influence occupational behavior. A client-centered approach is emphasized, with a corresponding interest in the client's subjective experience of meaning through activity. Though this course focuses on occupational therapy in mental health settings, implications for psychosocial practice in other contexts are discussed. Course content is intended to broaden the student's psychosocial perspective, applicable theoretical base, and professional reasoning skills in working with individuals and families in various practice settings.
**Credits** 4
**Prerequisites**
OTH 515

**OTH 611 : Evaluation/ Intervention: Adult Physical Rehabilitation I**

This course explores how movement-related issues impact occupational performance in adults. Current theories of central nervous system (CNS) dysfunction, motor control, and motor learning are examined. Theoretical frames of reference that guide OT evaluation and intervention of CNS dysfunction are presented. Evidence-based practice as it applies to neurorehabilitation is explored. Assessment and Intervention of neuromotor, cognitive, and perceptual problems are explored using a client-centered approach. The focus is on neurotechnologies, relevant adjunctive therapies, movement, handling skills, and occupation-based intervention for movement-related dysfunction. Laboratory sessions focus on developing observation, clinical reasoning, and intervention planning skills for working with adults with CNS dysfunction.
**Credits** 4

**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.

**Credits** 3

**Prerequisites**

OTH 624 or 623 or 626

**OTH 618 : Evaluation and Intervention: Adult Physical Rehabilitation II with Lab**

This course explores the evaluation and intervention of adults with chronic and co-morbid conditions across a variety of physical rehabilitation treatment settings. Students engage in client centered and evidence based evaluation, intervention and documentation of a variety of conditions impacting occupational performance including but not limited to cardiovascular, respiratory, and musculoskeletal in preparation for Level II fieldwork. Therapeutic interventions for individuals, populations and groups that consider health promotion, prevention and wellness are discussed and developed. The laboratory sessions focus on the development of therapeutic use of self and clinical reasoning to apply evaluation and intervention planning skills to enhance occupational performance. Clinical documentation skills are applied to case based learning with the use of the EHR.

**Credits** 4

**OTH 622 : Fieldwork Seminar and Professional Identity**

The fieldwork seminar and professional identify exploration course is a foundational course that is designed to assist students in the development of their professional identify in preparation for their fieldwork experiences and future careers. This seminar-style course will introduce students to the fieldwork process and student expectations. Throughout the course, students will engage in group processes to facilitate personal growth, to develop and apply effective communication skills, and facilitate professional development. Through discussion and a series of active learning activities 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: professional behaviors; values as determinants of behavior; personal and professional ethics; effective communication; group leadership and dynamics; teaching tools and strategies; advocacy and professional development.

**Credits** 2

**OTH 623 : Fieldwork I: Community Mental Health**

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 help students to develop an understanding of how occupational therapists can address the needs of underserved populations. The focus of the learning experience is 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.

**Credits** 1

**Prerequisites**

OTH-503, OTH-504, OTH-515, OTH-622

**OTH 624 : Level I Fieldwork: Physical Rehabilitation**

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.

**Credits** 1

**Prerequisites**

OTH 606, OTH 608, and OTH 622

**OTH 626 : Fieldwork I: 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.

**Credits** 1

**Prerequisites**

OTH 501 and OTH 514

**OTH 627 : Fieldwork IIa**
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.
**Credits** 5
**Prerequisites**
Take 55 credits from the department of OTH

**OTH 628 : Fieldwork IIb**
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.
**Credits** 5
**Prerequisites**
Take 55 credits from the department of OTH

**OTH 669 : Professional Research I**
This seminar is the first of a curricular sequence designed to allow students the opportunity to conduct research. Prerequisites for this seminar include successful completion of the online research certification course. Throughout the seminar, students will perform critical reading exercises and facilitate in-class discussions to develop new research understandings. Students will work in research teams and participate in various 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.
**Credits** 3

**OTH 670 : Professional Research II**

Professional Research II is designed to be the culminating experience of the research series 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 and the community. The class meetings will involve data entry using computer software programs, peer debriefings, and other analytic discussions related to formulating the research findings. Students will interpret results and identify impact in professional application to OT practice. Each student will be required to write a final manuscript following the required library format outlined by the college. As a final requirement, students will present their research experiences at the end of the semester in a professional public forum.

**Credits** 3

**Prerequisites**

OTH 669

**OTH 701 : Capstone Project Planning**

OTD students will use scholarly trends in Occupational Therapy to design the culminating experience of the entry-level doctorate in occupational therapy (OTD). This course moves from personal and professional transformation toward the transformation of practice. During this experience, students will reason beyond the competencies of entry-level therapists by applying clinical practice, research, administration, leadership, program and policy development, advocacy, education, and/or theory development to plan and initiate the Doctoral Capstone (DC). This course will engage the student to seek and connect with the fieldwork site and a mentor for this professional experience in combination with developing their personal learning objectives. OTD students only. Course content delivered as lecture, reduced seat time or online.

**Credits** 2

**OTH 702 : Advocacy, Leadership and Education (Online)**

OTD Graduate students will develop an understanding of advocacy, philosophical foundations of leadership and educational theory.
Students examine current trends and shifts in healthcare and world climates, using professional resources to relate evolving leadership philosophies and characteristics. Students will develop their own leadership and teaching philosophies in relation to professional practice, and in preparation for work in administrative roles and academic settings. Students will apply leadership skills as they examine program/service implementation and evaluation, and advocacy for, and education of, people, populations and the community in a variety of settings (i.e. clinical, administrative, academic, or policy making setting, etc.). OTD students only. Course content delivered online.

**Credits** 3

**OTH 703 : Capstone Project Evaluation (Online)**
OTD Graduate students develop reflective practices to assess self, the environment, the program and client outcomes through knowledge of learning outcomes and program evaluation. Students will design an evaluation plan to assess the process of program design and implementation, program efficacy and client outcomes. Students will apply leadership and management abilities effectively evaluate one's Doctoral Capstone through reflection and outcome measure of oneself, mentor, site and program. OTD students only. Course content delivered online.
**Credits** 2

**OTH 704 : Funding in OT Practice Capstone Planning (Online)**
Doctoral students will expand on Community OT Practice through self-directed application of occupational therapy to community practice to explore how community-oriented policies, theories, and models can be funded through grant application. Students carry over concepts from capstone planning to fund their Doctoral Capstone, while substantiating the contribution of an occupational therapy in that practice area. Students submit a grant for funding mechanisms to meet the needs of the agency and its consumers. OTD students only. Course content delivered online.
**Credits** 3

**OTH 705 : Doctoral Capstone**
The Doctoral Capstone is the culminating experience of the Entry-level Doctorate in Occupational Therapy (OTD). The experiential component is an individually designed, in-depth, student experience in a practice setting in one or more of the following areas of study: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education or theory development. Students implement an individualized learning and reflection plan with specific objectives designed to meet set goals. The experiential component crafts diverse meaningful opportunities that impact our local community. Students present their research experiences at the Graduate School Research Symposium. OTD students only.
**Credits** 9

**OTH 710 : Capstone Project Planning II**
This seminar course prepares doctoral capstone students to finalize their capstone project proposal, and secure a content mentor through faculty direction and support. Completion of the course results in a signed Memoranda of Understanding (MOU), content mentor CV, developed
project goals and complete 14-week draft plan proposal for the Doctoral Capstone Experience (DCE).
**Credits** 1

**OTH 720 : Capstone Project Planning III**
Systematic preparation is essential in preparing for research in occupational therapy. This course
allows for individualized scholarly preparation in an area of inquiry related to clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education or theory development. Completion of this course leads to a completed literature review and Institutional Review Board approval to begin their Capstone Project and Experience in the subsequent semester.
**Credits** 2

# Physical Therapy

The three year Doctor of Physical Therapy Program is offered through the Russell Sage College School of 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

Our program prepares exemplary, autonomous Physical Therapists committed to improving the health and wellness of diverse individuals, communities and society. Graduates demonstrate integrity and professionalism in a dynamic and changing health care environment. They are adaptable and innovative in the delivery of inclusive person-centered care.

The mission, vision, and philosophy of the Physical Therapy Department are aligned with:

- Russell Sage College's mission of "To Be, To Know, To Do"
- The APTA's mission of "Building a community that advances the profession of physical therapy to improve the health of society"
- The APTA's vision of "Transforming society of optimizing movement to improve the human experience."

## DPT Strategic Vision

In response to the current state of healthcare, changes in higher education, and contemporary physical therapy practice, it is important that faculty and students invest in their communities. Physical therapists, with their movement expertise, play a critical role in the health and well-being of individuals. Building on the department's historical commitment to community engagement, we fully recognize addressing population health and societal needs is a complex enterprise. Our vision is to collaborate with community groups to improve population health outcomes and address disparities associated with the social determinants of health.

## DPT Value Statement

The depth and breadth of our professional curriculum are enriched by the intellectual community found at our comprehensive college system dedicated to liberal, professional, and specialized programs of study.

The physical therapy program values 1) active/lifelong learning, 2) engagement in service to the local, national, and global communities, 3) community partnerships designed to improve the health and wellness of people, 4) interprofessional collaboration, 5) continuing clinical competence that sustains clinical excellence, 6) advocacy for strategies to improve the health and wellness of individuals and communities, and 7) effective healthcare delivery that is affordable, accessible, and sensitive to the needs of individuals and communities.

## Diversity, Equity and Inclusion Vision Statement

In alignment with Russell Sage College’s Diversity, Equity, and Inclusion Strategic Plan, the RSC DPT program is committed to the vision statement that: Russell Sage College embraces diversity, equity, and inclusion as essential components of a rich intellectual and cultural environment in which all members are given the opportunity to reach their full potential as active participants in our local and global society. We realize that the work of diversity, equity, and inclusion is an evolution that moves us towards our aspirations of a culturally inclusive community. The understanding we gain, as we continually assess our institution, will create informed and intentional transformation.

Russell Sage College DPT program is committed to developing policies and procedures to create optimal learning and working environments for all students, alumnae/i, faculty, administrators, and staff.

## 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. Quality of life for all members of society is facilitated by an accessible environment and optimal movement to enhance function. Physical therapists are autonomous practitioners with the expertise to maximize the movement abilities of all individuals across the life span.
3. Physical therapists are autonomous professionals who are lifelong learners and engage in knowledge translation. They are prepared to meet the demands of current and evolving practice.
4. The pursuit of clinical excellence involves embracing the highest possible professional, ethical, legal, and scientific standards that are consistent with the physical therapy core values.
5. Physical therapists need a broad base of preparation in liberal arts, professional theory, and critical inquiry integrated with practical and applied experiences.
6. Interactive learning experiences that are delivered in small class formats emphasizing hands-on learning are essential throughout the curriculum to assist students in gaining cognitive, psychomotor, and affective skills to prepare them for critical thinking in professional practice.
7. The integration of mind, body, and spirit for self and others is essential to the delivery of safe, comprehensive, and effective physical therapy services. Physical Therapists emulate lifestyle choices that focus on lifelong health promotion and wellness.
8. Meeting the needs of individuals and communities in a dynamic and changing health care environment requires innovation and effective skills in communication, collaboration, and advocacy.
9. Effective healthcare delivery is sensitive to the cultural and financial needs of all individuals and communities in order to empower them to be active in their own care.
10. Faculty members are models in their roles as educators, scholars, administrators, clinicians, consultants, and providers of professional and community service. Faculty and students have a responsibility to make positive contributions to the profession 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, with one summer 8 week clinical educational experience, one 12 week fall-spring clinical educational experience , and one 12 week spring clinical educational experience. Students graduate in May following completion of the third year of the DPT program.

### Curriculum Model

The curriculum has been developed along three organizing elements with six transcurricular themes, which are consistent with our mission, value, and philosophy statement. The organizing elements and trans curricular themes are also consistent with APTA statement/ philosophy regarding movement system and *Professionalism in Physical Therapy: Core Values.*

| 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 |

Each of the DPT courses is linked to at least one, if not more than one organizing element. The organizing elements are based on the four preferred practice patterns in The *Guide to Physical Therapist Practice* with the additions of Clinical Decision Making/Critical Inquiry and Human Interaction. The first organizing element "Movement System" represents the collection of systems (musculoskeletal, neurological, cardiovascular and pulmonary and integumentary) that interact to move the body or its component parts. The

coursework provides knowledge of the movement system and helps the students develop expertise in function and mobility. Throughout the curriculum the coursework students receive allows them to gain comprehensive knowledge on examining and evaluating the movement system. The students learn the foundational didactic material which enables them to apply concepts/theory to examination and evaluation of various patient populations. The students are able to perform patient examination using common outcome measures, synthesize findings to write evaluation and prognosis statements, establish goals that are objective and measurable, and develop an appropriate plan of care that includes discharge planning. Coursework associated with each of these elements progresses in-depth and specificity throughout the curriculum. The element of Human Interaction is found throughout the curriculum in the interactions between student and the department faculty, institutional faculty, administration, staff, allied health professionals, peers, outside professionals and patients/ clients.

The curricular content is inclusive of all skills required for entry level physical therapy practice. The foundational and behavioral sciences coursework builds on the undergraduate prerequisite courses and provide the basis for the clinical sciences, patient/ client management, and practice management content in the DPT program. The curriculum is structured to foster the development of students in the cognitive, psychomotor, and affective domains and a variety of teaching methods are used to accommodate individual learning styles. Multiple courses within the curriculum allow the students to have exposure to patients and clients throughout the lifespan. This enables the student to apply the didactic material disseminated within the course and practice newly acquired skills. Concurrent with the corresponding patient/client management courses, the integrated clinical educational experiences of the curriculum provides students with a part-time clinical education opportunity to interact with patients who have movement system disorders. Included within the curriculum there is an 8 week full-time clinical education experience that allows the students to begin to independently apply their knowledge base. At the end of the didactic coursework there are two 12 week full-time terminal clinical education experiences that allow the students to be best prepared to apply their clinical reasoning skills. The student is expected to achieve entry level practice by the end of the program. The expectations of entry level performance are to manage all levels of patient/client presentations without supervision; including proficiency in examination, intervention and clinical reasoning.

The six trans curricular themes are evident throughout the courses and co-curricular activities and help prepare students to function in an increasingly complex social and health care culture. The trans curricular themes are consistent with APTA's document on *Professionalism in Physical Therapy: Core Values* and reflect the mission of Russell Sage College. The emphasis is on preparing students to become professional practitioners who are responsive to, and show concern for the needs of the individual, community, and society. The trans curricular themes are evident across the curriculum which enables students to contextualize the core values and professional responsibility associated with patient/client care and the health needs of society. Basic values and ethics are presented early in the curriculum in the Introduction to the Physical Therapy Profession course. The students have a learning experience in which they assess the core values and behavioral examples and set individual goals pertaining to the core values within the Physical Therapy program and profession. The core values are then refined and reinforced in the later courses in the same element.

Core values such as Compassion and Caring are embedded throughout the curriculum. The values enable the students to self-identify their role in demonstrating concern, empathy and valuing the needs of others when interacting with peers, allied health professionals, patients and clients. Students learn to embrace Integrity and Accountability by adhering to high ethical principles and work towards taking on the responsibility for their own learning. Throughout the three-

year program, all students maintain an active APTA membership. The professions core values of Duty, Social Responsibility, Collaboration, Inclusion, and Altruism integrate throughout the coursework with an emphasis in preparing students to provide effective physical therapy services, and to serve the patient's/client's needs above their own. The students learn the value of providing pro-bono services which assists the profession in building a stronger community. The core value of Excellence is emphasized and integrated within the curriculum through knowledge translation, best practice standards and transitioning into a profession that embodies lifelong learning.

Coursework includes evidence gathering, critical review of literature, to answer a question or make a decision related to practice. The coursework progresses the students from being proficient in accessing the professional literature to being critical consumers of literature. In order to prepare students to become excellent consumers of research and beginning clinical researchers, the curriculum includes a four-course research sequence. This sequence culminates in a capstone project under the supervision of a faculty member. The Capstone projects are presented at the RSC Graduate Research Symposium held in the spring semester at the end of their second year. Students are also encouraged to present/disseminate the research at state and national conferences as well.

## Course Sequences

- Physical Therapy: 3-Year Professional Course Sequence

## 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. Each state's licensing board has rules and regulations concerning the requirements for licensure application. All states require that candidates apply for licensure prior to becoming employed. Students are responsible to obtain and complete licensure applications. When a physical therapist moves from state to state, licensure by endorsement is exercised. Students should be aware that a felony conviction prior to or during the DPT Program may prevent them from being eligible for licensure.

## 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

Enrolled students must meet the following technical requirements for progression and graduation from the Russell Sage College Doctor of Physical Therapy program. If you believe you may need accommodations or support to achieve these standards, we encourage you to contact the Russell Sage College

Office of Accessibility Services at accessibility_services@sage.edu, Phone/Fax: 518-244-6874, to establish a reasonable accommodation.

Requested accommodations will be given due consideration and reasonable accommodations will be made where consistent with curriculum objectives and legal requirements applicable to the Physical Therapy Department and Russell Sage College.

Professional Attitudes and Behaviors

Enrolled Doctor of Physical Therapy students at Russell Sage College are expected to embrace diversity, equity, and inclusion as essential components of a rich intellectual and cultural environment in which all members are given the opportunity to reach their full potential as active participants in our local and global society. Students must be able to relate successfully to patients, families, and colleagues with honesty, integrity, and dedication in a non-discriminatory manner. Students must gain awareness of their personal reactions and responses, recognize multiple points of view, and integrate these appropriately into clinical decision-making.

Students must demonstrate the following ethical, legal, and interpersonal standards, including but not limited to:

**Ethic and Legal Standards**

- Follow policy and procedures related to the profession, state/national laws, and institution/agency/organization.
- Recognize and uphold individuals' rights for safety, dignity, privacy, modesty, confidentiality, and autonomy.
- Report violations of ethical and legal policies to appropriate governing authorities/organizations.

**Interpersonal Standards**

**Teamwork:**

- Demonstrate flexibility and adaptability for team and personal success.
- Exhibit appreciation for others' contributions by recognizing them and responding positively and appropriately.
- Demonstrate mutual respect and offer supportive behaviors to assist team members, clients/patients, and families.
- Be kind, patient and personable.
- Demonstrate effective conflict resolution skills.
- Establish and maintain therapeutic rapport in order to effectively collaborate with members of the community, interdisciplinary team, colleagues/peers, families, and patients/clients.
- Firmly establish effective, cooperative, productive, and sensitive relationships within organizational systems' hierarchical continuums.

**Accountability:**

- Mindfully solicit and accept constructive criticism.
- Learn from previous mistakes.
- Follow through on commitments and meet established deadlines.
- Actively seek solutions to problems and feedback from others while problem solving.
- Accept responsibility for your actions and their effects on others.

**Integrity:**

- Correctly judge the limits of one's own competence and to seek help from an appropriate source when necessary.
- Recognize the need for assistance (and ask for help) to overcome obstacles that interfere with scholastic and/or professional performance.
- Be honest. Do the right thing.
- Demonstrate independent dedication, motivation, and determination for autonomous success.

**Excellence:**

- Demonstrate resourcefulness.
- Be accurate and attentive to detail.
- Remain open-minded and accepting of new ideas and situations.
- Actively seek new knowledge and skill set acquisition.
- Be thorough and demonstrate quality workmanship and effort.

- Set exceptional standards for personal performance and goals.
- Remain current in contemporary Physical Therapy practice and take pride in your work.

**Communication Skills**

Effective communication involves the timely exchange of information in a way that it is received and understood in regards to its clarity, intent, emotion and meaning. It involves the ability to listen, use and interpret verbal, written, and nonverbal communication, and the ability to adjust communication for situational needs.

Specific requirements for students include but not limited to the ability to:

- Demonstrate appropriate professional communication during personal interactions, written, recorded and verbal communication.
- Communicate effectively and efficiently in a timely manner with faculty, students, and guests in RSC classes and activities.
- Interpret verbal and nonverbal communication (facial expressions and body language, gestures, vocalizations etc.), and clearly/accurately record information.
- Communicate effectively and efficiently with patients, their families and other members of the health care team.
- Develop effective and appropriate relationships with patients, clients and their families that conveys compassion and empathy.
- Provide patient-centered and client-centered education and consultation.
- Impart information or skills, and educate peers or other health care providers, in activities related to physical therapy.
- Demonstrate competency in verbal and written communications, and spoken English language.

**Physical (Sensorimotor) Skills**

Students must possess the fine and gross motor abilities and equilibrium necessary to perform physical therapy assessments and interventions for patients of all ages and sizes in a safe and effective manner. Students must possess the physical ability to sufficiently move patients and themselves about in varying work environments, on various surfaces, and to and from different levels while maintaining the safety of both patients and themselves. In addition, students must possess adequate motor ability to respond efficiently and effectively in an emergency situation. Students must also possess sufficient visual, auditory, and tactile abilities to allow them to gather data from written reference material, oral presentations, observed demonstrations, and in order to respond efficiently and effectively in an emergency situation.

Examples of specific functional tasks may include but are not limited to the ability to:

- Record information in electronic format.
- Assist individuals who have movement disorders with various transfers or transitions using equipment or furniture (e.g., moving from a bed to standing and then turn to sit in a wheelchair, moving from the floor to standing and from standing to the floor).
- Negotiate a variety of environmental obstacles.
- Provide manual resistance sufficient for maximal manual muscle test (MMT) of large muscle groups.
- Maintain safety of individuals in various positions, with or without equipment, during examination and treatment.
- Effectively manage and perform wound care via a variety of techniques (such as sharp debridement, bandage application).
- Occasionally move and support objects weighing up to 50 pounds.
- Access transportation to and from classroom/lab, clinical, and community events.
- Safely assume and maintain a variety of body postures in order to perform individual examination and intervention.
- Maintain sufficient physical endurance to effectively manage care in a timely manner.
- Follow standard precautions (such as handwashing and use of alcohol-based hand sanitizer) and utilize appropriate personal protective equipment.
- Conduct routine physical examinations and diagnostic maneuvers to form an

accurate and comprehensive assessment of relevant individual health, behavioral, and medical information (such as blood pressure, goniometry, orthopedic and neurological special tests).
- Effectively perform CPR and emergency first aid.

Students must maintain sufficient Visual, Auditory, and Tactile abilities to perform various parts of the patient examination and intervention, including but not limited to the ability to:

- **Tactile**
  - Palpate body landmarks
  - Detect tissue/joint irregularities
  - Detect muscle activity sufficient to distinguish trace contractions
  - Detect temperature
- **Auditory**
  - Auscultate the heart and lungs
  - Hear medical alarms in case of an emergency
  - Hear patient cries for help in order to respond quickly and efficiently in case of emergency
- **Visual**
  - Visually examine patient movement patterns in order to adjust treatment
  - Assess the environment for safety hazards
  - Examine skin integrity and skin wounds in order to make clinical judgments

**Intellectual, Conceptual, Integrative, and Quantitative Analysis Abilities**

Learning is a complex, multifactorial process requiring active student participation and motivation, focused engagement, and critical thinking. Learning can be the acquisition of new behavior, the reorganization of material, and/or the search for new meaning. Learning involves acquisition of knowledge, retention of knowledge, application of knowledge, and is a never ending, always changing process.

- Knowledge acquisition in a DPT program requires student readiness, independent learning, and openness to learn from multiple sources; such as lectures, lab experiences, case based simulations, demonstrations, use of computer-based technology and applications, electronic documents, images from paper, videos, and powerpoint slides, group work/collaboration, concept maps, reflective thinking, problem solving, mentoring, role modeling, interprofessional education (IPE), community involvement, individual readings and research.
- Knowledge retention requires analysis and synthesis of information through persistent engagement with the material.
- Knowledge application requires the critical and timely employment of learned material, recognizing the complexities and subtle nuances of information, in ever changing contexts.

**Reasoning Skills**

Students must be able to analyze and integrate didactic content, evidence-based research into the clinical practice setting. Students must participate in the ongoing process of developing clinical reasoning skills in order to evaluate, make physical therapy diagnoses, predict prognosis, and select appropriate interventions in an efficient manner.

- Develop clinical judgments based on the data obtained in a comprehensive examination and evaluation of the patient/client to determine a physical therapy diagnosis and prognosis.
- 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.
- Recognize, gather, and synthesize critical pieces of information for clinical reasoning and decision-making during individual assessment activities to formulate and modify a plan of care in class or in the clinical setting.
- Use scholarly evidence to inform decision-making in the classroom and clinical environment.

# Admission

**ADMISSIONS MISSION STATEMENT:**

The goal of the admissions process is to recruit and admit adult learners from diverse backgrounds who reflect the Mission, Vision, and Values of the Russell Sage College Doctor of Physical Therapy Program. The ideal candidate demonstrates academic excellence, resilience, outstanding communication skills and professional interpersonal behaviors, and a commitment to service to the community.

**DEI STATEMENT:**

RSC embraces diversity, equity, and inclusion as essential components of a rich intellectual and

cultural environment in which all members are given the opportunity to reach their full potential as active participants in our local and global society. We realize that the work of diversity, equity, and inclusion is an evolution that moves us towards our aspirations of a culturally inclusive community. The understanding we gain, as we continually assess our institution, will create informed and intentional transformation. Russell Sage College is committed to developing policies and programs to create a campus that supports an optimal learning and working environment for all students, alumnae/i, faculty, administrators, and staff.

**RSC DPT ADMISSIONS COMMITTEE MEMBERSHIP**

The RSC DPT Admissions committee is comprised of the Program Director and the DPT Director of Admissions. The Office Coordinator will be responsible for administrative tasks but will not hold admissions decision-making power. Final admissions decisions will be at the discretion of the Program Director.

**PREREQUISITES FOR ADMISSION INTO THE RSC DPT PROGRAM:**

All prospective students are expected to meet the following prerequisites for admission:

Students must possess at least a 3.00 cumulative GPA and a grade of “C” or greater in the following coursework:

- 2 Courses in A & P with lab
  - One course in Anatomy with lab and one course in physiology with lab OR
  - Two course sequence in anatomy and physiology, each with lab
- 2 Courses in Biology (not botany) with Lab
  - May include Cell Bio, Microbiology, Genetics, Biochemistry
- 2 Course in General Chemistry with Lab
- 2 Courses in General Physics with Lab
- 1 Course in Psychology
- 1 Course in Statistics

Prospective students are also expected to meet the technical standards outlined in department policy #8 Technical Standards for Physical Therapy Practice. Prospective students are NOT expected to disclose any needs for accommodations at the time of application to the Program.

**RECRUITMENT POLICY:**

Recruitment occurs through the Russell Sage College Office of Graduate Admissions. The Russell Sage College Office of Graduate Admissions organizes 2-3 Graduate Open Houses per academic year and holds department-specific webinars 1-2 times per year, pending prospective student interest.

**PROCEDURE for EXTERNAL APPLICANTS (Non-RSC 3+3 or 4+3 students):**

INQUIRIES:

To ensure nondiscriminatory practices and equal opportunity in the recruitment and admissions processes, there are three paths an inquiry can be received (via telephone or email):

1. DPT Office Coordinator
2. DPT Program Director
3. Russell Sage College Admissions Office

In all three paths, the individual who receives the inquiry will instruct the student to submit an application through the Physical Therapy Centralized Application Service (PTCAS).

APPLICATION:

- All applications occur through the PTCAS. PTCAS opens June 15$^{th}$ and closes in June the following calendar year (subject to change per PTCAS).

- Prospective students complete an application and upload transcripts, clinical hours, essays, and recommendations.
- Once all required documents are submitted, the student's application status becomes "Verified" in PTCAS.
- The Russell Sage College DPT Admissions Committee will begin reviewing "Verified" applications after September 1st. Applicants may be offered an interview.
- Admissions decisions are made on a rolling basis. Students can expect to hear from the program within 4 weeks of application.
- The RSC DPT program aims to enroll a cohort size of 40-44 students annually.

ADMISSIONS PROCESS:

1. Once an application status is "Verified" in PTCAS, the Office Coordinator downloads all application materials and logs student grades in a spreadsheet. The student's cumulative and prerequisite GPAs are recalculated using their most recent or highest grade achieved in a course.
2. The Program Director and DPT Director of Admissions will review the application.
3. The Program Director may invite student applicants to campus for an interview and tour with both the Program Director and DPT Director of Admissions.
4. The Program Director and DPT Director of Admissions will make an admissions decision. The ultimate decision is at the discretion of the Program Director.
5. The Program Director will notify the applicant of the admission decision via email.
6. If the student is accepted, the Program Director will create a Program of Study for the student and forward that information to the RSC Graduate Admissions staff.
7. The Graduate Admissions staff will send the student an official acceptance letter and information about securing a seat with a deposit. Russell Sage College will not require a deposit before January 15, in accordance with the traffic rules established by the American Council of Academic Physical Therapy (ACAPT).

**NOTE: Students must remain enrolled in the cohort to which they are admitted.**

**PROCEDURE FOR INTERNAL APPLICANTS (RSC 3+3 or 4+3 students)**

1. Prospective undergraduate students apply to the 3+3 or 4+3 Physical Therapy track at time of the initial application to Russell Sage College. This process occurs through the Office of Admissions.
2. Once admitted as 3+3 or 4+3 undergraduates, prospective students work with their undergraduate academic advisors to ensure they meet prerequisite requirements for the graduate DPT program.
3. In December of their third undergraduate year, the DPT Undergraduate Admissions Advisor (a designated DPT faculty member) meetis with 3+3 and 4+3 prospective students to provide a formal connection to the graduate DPT program.
4. Undergraduate 3+3 and 4+3 students submit an internal RSC application to the Office of Admissions.
5. The Office of Admissions sends the undergraduate 3+3 and 4+3 students' grades and demographic information to the Program Director.
6. The Program Director accepts 3+3 and 4+3 undergraduate RSC students if they have met all prerequisites and maintain a satisfactory GPA of at least 3.00.
7. The Program Director emails all admitted RSC 3+3 and 4+3 students with a provisional acceptance.
8. Undergraduate 3+3 and 4+3 students then complete their remaining bachelor's degree requirements.

**TRANSFER STUDENTS**

Transfer students seeking admission to the RSC DPT Program must contact the Program Director directly. Students may transfer up to 28 graduate credits from another CAPTE-accredited Doctor of Physical Therapy Program to the RSC DPT Program if accepted. Students must achieve a grade of B (83.00%) or better to be eligible for transfer credit. Clinical

Education credits and non-credit coursework are not eligible for transfer.

**HOLISTIC REVIEW**

The RSC DPT Program employs holistic review in the admissions decision making process. Per the June 2023 APTA's Quick Start Guide to Holistic Admissions for Physical Therapy Education Programs, the RSC DPT Admissions Committee will consider any of the following in a student's application:

- Essays
- Transcripts
- Extracurricular activities
- Recommendation letters
- Test Scores
- Interview
- Personal information
- Economic, education, and environmental factors
- Academic record statement

The RSC DPT Admissions Committee will also consider the following noncognitive factors:

- Special circumstances such as disabilities, illnesses, and financial situations
- Sustained interest that shows personal development or leadership skills
- Trends over the course of the academic year
- Personal essays
- Community service
- Special talents and/or passions

The APTA's Quick Start Guide to Holistic Admissions for Physical Therapy Education Programs is available at: https://www.apta.org/contentassets/65530af7099c4d67bb5de7a13b49c0ac/quick_start_guide_holistic_admissions.pdf

Additionally, the RSC DPT Admissions Committee will set the following priority when making admissions decisions:

1. Internal RSC 3+3 or 4+3 candidates
2. External candidates from institutions with articulation agreements
3. Other external candidates

## Academic and Program Standards

The Doctor of Physical Therapy Program at Russell Sage College is a professional education program at the clinical doctorate degree level. Students enrolled in the program must meet Russell Sage Graduate School and Doctor of Physical Therapy Program academic standards and demonstrate clinical competencies necessary for the professional practice of physical therapy. Students are expected to demonstrate Professional Behavior in accordance with the Program's *Standards of Professional Behavior, APTA Code of Ethics and Guide to Professional Conduct*, and the *Russell Sage College Student Code of Conduct*.

***1. Grade Point Average (GPA)***

Students are expected to maintain a semester and cumulative grade point average of at least 3.00. A student must attain an overall GPA of 3.00 or better **prior** to enrolling in the full-time clinical education courses.

2. ***Course Grades***

Students are expected to achieve a minimum grade of B- (80.00%), or P in a Pass/Fail course in all coursework.

3. ***Professional Behavior***

Students are expected to demonstrate Professional Behavior in accordance with the Program's Standards of Professional Behavior, APTA Code of Ethics and Guide to Professional Conduct, and the Russell Sage College Student Code of Conduct.

4. ***Oral/Lab Practical/Proficiency Exam Grades***

Definition: Lab Practical/ Proficiency Exam: Culminating, summative assessment of professional behavior and the student's ability to successfully apply cognitive and psychomotor skills.

Students are expected to pass every oral/practical/proficiency exam* on the first attempt with a minimum grade of 80.00%. If **unsuccessful**, the student will be allowed one retake of the exam and the Chair and Academic Program Standards Committee and Program Director will be notified.

To demonstrate competency, the student must **successfully pass** the retake with an 80%. 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 subsequently be dismissed from the program.

*This policy does not apply to lab skills checks or check-offs.

## ACADEMIC INFRACTIONS

Students who fail to meet the Program Academic Standards may be subject to the following disciplinary actions:

**1. Probation**

*Students may be placed on probation for the **remaining duration** of their academic program of study following **any one (1)** of the infractions listed below:*

1. Receiving a final course grade lower than B- (80.00%)*
2. Accumulating a Semester GPA of less than 3.00
3. Maintaining a Cumulative GPA of less than 3.00
4. Receiving a Professional Behavior Citation from Professional Behavior and Student Responsibilities Addendum
5. Receiving an Academic misconduct charge based on the institutional policy for RSC Academic Misconduct

*A grade in a lecture/lab course in which the same grade is given for both components of the course counts as one (1) grade.

**2. Suspension**

*Students may be suspended from the Program for up to a one-year period following **any two (2) cumulative** infractions over the duration of the program:*

1. Receiving any final course grade lower than B- (80.00%)*
2. Accumulating a Semester GPA of less than 3.00
3. Maintaining a Cumulative GPA of less than 3.00
4. Receiving a Professional Behavior Citation from Professional Behavior and Student Responsibilities Addendum
5. Receiving an Academic misconduct charge based on the institutional policy for RSC Academic Misconduct

*A grade in a lecture/lab course in which the same grade is given for both components of the course counts as one (1) grade.

**3. Dismissal**

*Students may be permanently dismissed from the Program following **any three (3) cumulative** infractions over the duration of the program*:

1. Receiving any final course grade lower than B- (80.00%)*
2. Accumulating a Semester GPA of less than 3.00
3. Maintaining a Cumulative GPA of less than 3.00
4. Receiving a Professional Behavior Citation from Professional Behavior and Student Responsibilities Addendum
5. Receiving an Academic misconduct charge based on the institutional policy for RSC Academic Misconduct

**d. Additional Grounds for Dismissal**

*Students may also be permanently dismissed from the Program following **any one (1)** of the below infractions over the duration of the program:*

1. Receiving a grade of C- (70.00-73.00%) or below in any course*
2. Receiving a grade of F in a Pass/Fail course*
3. Receiving a final course grade below a B- (80.00%) in any course retake*
4. Exhibiting egregious violations of the Program's *Standards of Professional Behavior, APTA Code of Ethics and Guide to Professional Conduct,* and the *Russell Sage College Student Code of Conduct.*

*A grade in a lecture/lab course in which the same grade is given for both components of the course counts as one (1) grade.

## Appeal/Grievance Processes

**1. Appeal Of Grade**

Students may appeal any decision regarding their grade in a DPT course by following the procedures specified in the *Russell Sage College DPT Graduate Student Handbook* and *Code of Conduct 2022-2023*:

*In the event that a student has a complaint involving a faculty member or wishes to question a grade (during the course or the final course grade), the student should follow the sequential procedures listed below:*

1. Meet with the faculty member involved. In the best interests of both parties, resolution ideally should be reached at this stage.
2. Meet with the faculty member's department program director, if resolution is not reached between the student and the faculty member.

3. Ultimate resolution; the Provost is the final decision-making authority.

Please refer to the DPT Graduate Student Handbook for the full policy, procedure, and details of the appeals process.

**2. Appeal of Suspension or Dismissal**

Students may appeal suspensions and dismissals from the program to the Academic and Program Standards Committee, the Program Director, and to the Graduate School Curriculum Committee ad hoc group. Please refer to the DPT Graduate Student Handbook for the full policy, procedure, and details of the DPT program appeals process.

## 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.

**PTY 501 : Neuroscience**

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. 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.

**Credits** 4.5

**PTY 502 : Gross and Functional Human Anatomy with lab**

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. 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.

**Credits** 4

**PTY 503 : Physical Therapy Interventions with lab**

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.

**Credits** 4

**Prerequisites**

PTY 502, PTY 506

**PTY 504 : Introduction to the Physical Therapy 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.
**Credits** 3

**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.
**Credits** 0.5

**PTY 506 : Human Biomechanics with lab**
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.
**Credits** 5

**PTY 507 : Patient/Client Management: Musculoskeletal 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. This course is open only to students enrolled in the entry level DPT program.

**Credits** 7

**PTY 509 : Patient/Client Management: Integumentary System with lab**

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 in PTY-509 Lab while taking this course.

**Credits** 4

**Prerequisites**

PTY-521

**PTY 520 : Clinical Applications I**

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.

**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.
**Credits** 2

**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.
**Credits** 2

**PTY 523 : Physiological Principles of Exercise and Fitness Assessment**
Physiologic response and adaptation to physical activity across the lifespan is explored. Topics for study include physiological response of humans to aerobic, anaerobic, muscle strengthening, muscle endurance exercise, and the effects of thermal conditions and altitude on human performance. Nutrition and its effects on fitness/activity across the lifespan and the principles and procedures of fitness assessment are presented. Application of strengthening and cardiovascular training programs to physical therapy patients and clients is introduced. This course is only open to students in the DPT program.
**Credits** 3.5
**Prerequisites**
PTY 502, PTY 505, PTY 506

**PTY 600 : Independent Study**
to be arranged with faculty

**PTY 605 : Neuropathology for Physical Therapists**
Neuropathology across the lifespan provides an overview of pathological conditions affecting the central and peripheral neurological system from birth through aging. Emphasis is placed on knowledge of pathology, medical management, recognition of clinical signs and symptoms as well as disease/disability relation to neuro-dysfunction. This course prepares students for their coursework in examination and intervention of adults and pediatric populations.
**Credits** 2

**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.
**Credits** 5
**Prerequisites**
PTY 503, PTY 507, PTY 509, PTY 611

**PTY 610 : Health, Culture and Society**
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.
**Credits** 2

**PTY 611 : Motor Control Across the Lifespan: Theory & Application**
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.
**Credits** 3.5
**Prerequisite Courses**
PTY 501

**PTY 612 : Patient/Client Management: Musculoskeletal System with lab**
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.
**Credits** 4
**Prerequisites**
PTY 503, PTY 507

**PTY 613 : Patient/Client Management: Musculoskeletal System III with lab**

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.

**Credits** 4

**Prerequisites**

PTY-612

**PTY 614 : Psychosocial Aspects of Physical Therapist Practice**

This seminar assists students to develop and practice effective therapeutic relationship skills useful in today's challenging health care environment. Students synthesize their part-time clinical education and personal experience with course content to strengthen existing styles 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 personal characteristics, experiences and mindsets influence the professional therapeutic interaction. These may affect the professional/ clinician 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, providing compassionate care for people dealing with chronic conditions, changes in sexual functioning, multiple losses, death, and the grief process. The class contains opportunities for students to apply seminar concepts through case scenarios, guided small group and whole class discussion, video analysis, in class writing, role-plays and interviews with faculty and patients/guests.

**Credits** 2

**PTY 615 : Clinical Research Methods for Physical Therapists**

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 DPT program.

**Credits** 3

**PTY 616 : Patient/Client Management: Adult Neuromuscular System with lab**

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-616 Lab while taking this course.

**Credits** 4

**Prerequisites**

PTY-611

**PTY 617 : Patient/Client Management: Pediatric Neuromuscular System with lab**

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 open only to students enrolled in the entry level DPT program. Students must be enrolled in PTY-617 Lab while taking this course.

**Credits** 4

**Prerequisites**

PTY 611 lecture and lab

**PTY 620 : Integrated Clinical Education I**

This part-time clinical education component provides 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 licensed physical therapists. 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.

**Credits** 0.5

**PTY 623 : Foundations of Physical Therapist Clinical Examinations**

This course develops the skills of interviewing and clinical screening as the basis of physical therapist examinations. The fundamental examination skills as they apply to all practice settings and patient or client populations are introduced. The course is only open to students enrolled in the DPT program.

**Credits** 1

**PTY 625 : Integrated Clinical Education II**

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.

**Credits** 1

**PTY 627 : Patient/Client Management: Cardiovascular and Pulmonary Systems with lab**

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-627 Lab while taking this course.

**Credits** 4

**Prerequisites**

PTY 521, PTY 522

**PTY 647 : Analysis of Professional Literature in Physical Therapy**

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 DPT program.

**Credits** 2

**Prerequisites**

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.

**Credits** 8

**Prerequisites**

PTY-608

**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.
**Credits** 8
**Advising Note**
Students register for PTY-718 and PTY-719 together. PTY-718 begins in the Fall semester and carries into the Spring. PTY-719 begins in the Spring semester after the completion of PTY-718. In order to take PTY-718 and PTY-719, students must have completed all didactic course work and the first clinical experience (PTY-608).

**PTY 720 : Administration, Leadership, & Business Management for Physical Therapists**
This course enhances the students' knowledge and critical thinking skills in leadership, administration, management, and professionalism (LAMP) for autonomous physical therapy practice by providing 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. The course is only open to students enrolled in the DPT program.
**Credits** 3

**PTY 721 : Health Promotion and Wellness**
This course focuses on the role of the physical therapist and other health professionals in the design of health promotion and community wellness programs for healthy, at risk and special populations across the lifespan. Theories of community health assessment, prevention, and health promotion are addressed. Students will apply principles of health promotion and community wellness to case studies and will develop a culminating original health promotion program on a selected topic. Emphasis will be placed on recognizing health disparities, involving other members of the health care team, providing client-centered education, and engaging with national and global public health initiatives.
**Credits** 2

**PTY 723 : Medical Imaging for Physical Therapists**
In a doctoring profession a critical understanding of medical imaging and its use in differential diagnosis is necessary. This course will focus on: developing an understanding of the basic physics of medical imaging modalities, the medical indications of the particular medical imaging modalities, the specific imaging techniques, developing basic skills in the interpretation of medical images, the implications for physical therapy practice. Specific imaging techniques will include: Radiography, Fluoroscopy, CT Scan, MRI, Nuclear Medicine, and Sonography. This course will be divided into four areas and center around extensive film review. The four areas are Basic Physics of Medical Imaging, Imaging and the Musculoskeletal System, Imaging and the Neurological System, and Imaging of the Cardiac and Pulmonary Systems. This course will be image intensive, i.e., the student will be expected to spend a significant amount of time viewing images.
**Credits** 2

**PTY 724 : Pharmacotherapeutics for Physical Therapists**

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.

**Credits** 1.5

**PTY 725 : Differential Diagnosis for Physical Therapists**

This course is designed to enhance the student's knowledge and critical thinking skills in the process of differential diagnosis and medical screening in the physical therapy profession. Students will develop and enhance their ability to integrate findings from medical screenings, medical tests, and images in the physical therapy patient/client management model. This course is also 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.

Students will be exposed to a variety of case studies to determine which medical screens are appropriate and at which patient visit the medical screens should be administered. The course will include presentation and discussion of circumstances that support consulting with or referring a patient to another healthcare provider as well as medical conditions that warrant urgent or immediate communication with the physician. Effective communication strategies with other healthcare providers will be discussed. Selected disease processes that mimic impairments encountered by a physical therapist will be explored. Students will also explore the impact of socioeconomic, cultural, and psychological factors as they relate to the differential diagnosis process for physical therapists.

**Credits** 4

**PTY 768 : Capstone Experience I: Introduction and Methodology**

This course is the first of two (2) culminating courses of the physical therapy research sequence. Under faculty supervision students will continue to use the principles of knowledge translation to: 1) create clinical question(s), 2) introduction, 3) literature review, then 4) establish the project's methodology. Depending on the project type, students may have to submit their research proposal to the Russell Sage College's IRB and gain approval prior to data collection. Once all projects have met approval by the IRB and/or the faculty mentor, data collection will begin prior to the end of the Fall semester and may need to continue into the winter break.

**Credits** 2

**Prerequisite Courses**

PTY 647

**PTY 769 : Capstone Experience II: Analysis and Culminating Dissemination**

This course is the second of two (2) culminating courses in the physical therapy research sequence. Under faculty supervision, students will work in groups to continue to use the principles of Knowledge translation to: 1) complete their project's data collection, 2) Data Analysis and interpretation, 3) Discussion, and 4) prepare a written manuscript. Students must disseminate their research findings at the Russell Sage College Graduate School Research Symposium.

**Credits** 2

**Prerequisite Courses**

PTY 647

# Professional School Counseling

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

**National Accreditation Advantage**

The Esteves School of Education has held continuous accreditation from the National Council for the Accreditation of Teacher Education (NCATE/CAEP) since October 2001. NCATE/CAEP 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/CAEP accreditation on their resumes and be prepared to talk about its significance.

Conceptual Framework

The mission of the Esteves School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, who value diversity, who are reflective, and who are knowledgeable about best practices. Therefore, we ask Sage educators, counselors, and leaders 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 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 Esteves School of Education, this motto is extended to form the basis of our programs.

Conceptual Framework: the underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

T-BIRDS - the key concepts for the conceptual framework:

- **T**echnology: a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.
- **B**est Practices: the pedagogical knowledge, skills, and practices that have been shown through research and evaluation to be effective and/or efficient and that candidates use to teach all learners.
- **I**nclusion and Diversity: the ability to collaborate and team with other professionals in developing and implementing strategies to accommodate diverse learners; the ability to develop solutions that will enhance the learning experiences of all children; and, the ability of candidates to be aware of and sensitive to diversity issues and to use culturally and socially responsible pedagogy.
- **R**eflection: the ability to reflect and assess one's own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.
- **D**ispositions: the demonstration of respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.
- **S**ervice Learning: the strategies that integrate meaningful community service with instruction and reflection to enrich

children's learning experience, teach civic responsibility, and strengthen communities.

These elements are interrelated and integrated to prepare candidates to assume roles as reflective facilitators of learning, combining knowledge and skills to exemplify those qualities and dispositions that characterize effective educators.

## 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:

- provide individual and small group counseling interventions to help remove barriers to student learning;
- help elementary and secondary pupils gain understanding of their social, intellectual, and emotional development;
- be knowledgeable about educational, occupational, and social opportunities;
- develop leadership and advocacy skills;
- communicate effectively with school personnel, parents, and particularly with students, about issues that facilitate or inhibit personal planning, self-esteem, achievement, and choice;
- collaborate with faculty and administration in creating and implementing programs that are aligned with student needs.

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

1. Undergraduate GPA of 3.0
2. For students admitted with provisions, an interview may be required.

**SCP 502 : Critical Thinking: Research Into Practice**

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 535 : Conflict Resolution in School Settings**

This course will provide a history, philosophy and theory of conflict resolution as it applies in educational settings. A definition, description in process for integration in core curricula will be considered. Utilizing peer mediation as a specific technique for handling conflict resolution among students will be emphasized. Classroom teachers and guidance counselors will be prepared to help organize programs in schools where such programs are not currently in place and to assume an effective leadership role in conflict resolution techniques and in the safe schools effort.

**SCP 540 : Knowledge/Skills/ School 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 of Professional 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 Processes in School Counseling**

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-Practicum 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.

**SCP 571 : Working with Parents in Education**

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 educational 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 Educational 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 : Counseling Culturally Diverse Populations**

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 Courses**

PSY 571

**SCP 586 : Practicum in Professional School Counseling**

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 Courses**

SCP 560

**SCP 587 : Internship in Professional School Counseling**

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.

Candidates must complete a minimum of 240 clock hours of direct student contact and a minimum of 360 hours in developing, implementing, and evaluating key school counseling program elements. A minimum of 300 clock hours of the internship must be completed in grades K-8 and a minimum of300 hours must be completed in grades 9-12.

**Prerequisite Courses**

SCP 560
SCP 586

**SCP 589 : Issues in School Counseling**

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.

**Prerequisites**

GDC 587

**Advising Note**

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 Courses**

SCP 587

**SCP 594 : Implementing 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 into Professional Practices**

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. The course will familiarize students with mindfulness and contemplative practices and their relevance in professional settings. This course explores research supported mindfulness techniques.

**SCP 599 : Topics in Professional School Counseling**

**SCP 601 : Trauma Informed Practices**

This course emphasizes the school counselor's role in understanding, identifying, and developing trauma informed and trauma responsive practices in the field of professional school counseling. Special emphasis is placed on understanding traumas impact on learning and how to mitigate the effects of adverse childhood experiences in the school setting to assist students with achieving personal, academic, and social emotional success. This course will have a particular focus on prioritizing relationships, creating a positive environment and school culture, trauma sensitive discipline techniques, trauma informed RTI, and educator self-care.
Prerequisite: PSY 571, SCP 585 & SCP 540

# Psychology

**FMH/PSY 505 : Introduction to Forensic Mental Health**

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/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.

**Prerequisites**

CRM 599 or equivalent; FMH/PSY 505

**FMH/PSY 515 : Evaluation & Treatment 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.

**Prerequisites**

PSY 575, PSY/FMH 505

**FMH/PSY 520 : Evaluation & Treatment of Court Involved 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.

**Prerequisites**

PSY 575, FMH/PSY 505

**PSY 500 : Independent Study**

To be arranged with faculty

**PSY 519 : Couples Counseling**

Students examine the two predominant theories of couples counseling: the Gottman marital therapy approach and Emotion-focused Therapy (EFT) for couples. Students will learn about the stages of couples counseling presented by both approaches and be able to compare and contrast their unique therapeutic elements. Integration of these approaches will be discussed. Special topics with regard to
couples will also be examined, including but not limited to sex, co-parenting, and domestic violence.

**PSY 525 : Professional Issues: Mental Health Counseling, Ethics & Multicultural Competence**

This class is designed for first semester Counseling & Community Psychology students. This course provides an introduction to professional issues related to mental health counseling. Specifically, the course acculturates the student to the profession of counseling, acquaints the student with professional codes of ethics and ethical decision-making in counseling, and lays the foundation for multicultural competence in counseling practice and research.

**Prerequisites**

Matriculated in MA in Counseling , Community Psychology program

**PSY 527 : Health Psychology**

This is an interdisciplinary course exploring biopsychosocial factors in health, illness and related physiological dysfunction. Topics include prevention, stress, psychological responses to medical diagnosis and treatment, chronic illness and adjustment, and psychological interventions with health populations, psychoneuroimmunology, and cardiovascular disease.

**Prerequisites**

Matriculation in School of Health Sciences OR School Health Education Program, , ONE of the following courses: PSY 570, PSY 551, OTH 504, NSG 505, PTY 504, NTR 553 or HED 558

**PSY 539 : Neuropsychology**
The course will examine the neurological systems that process information and mediate behavior, taking a psychological perspective to explore the anatomical, physiological, developmental, psychiatric aspects of brain function and behavior. Neurophysiology and brain anatomy will be covered along with specialized topics such as neuroplasticity, neurohormones, sleep, memory, emotion, stress, addiction, brain trauma and psychological disorders, and consciousness. Chemical, pharmacological and behavioral interventions that impact or improve mental health will be discussed. Students will acquire a foundation for understanding of how the nervous system functions, in order to understand how the brain might malfunction. Discussion topics and assignments will challenge students to use the concepts within their scope of practice. Students will use and refine research evaluation skills and writing skills.

**PSY 540 : Psychopharmacology for Therapists**
This course provides an introduction to psychopharmacology, the biological basis, classes of drugs, and introductory terminology related to psychotropic medication. This course is designed for graduate students in the Counseling and Community Psychology program.

**PSY 541 : Trauma Informed Counseling**
This course broadly addresses the history, etiology, risk factors and the psychological impact of various types of trauma. Theories of trauma, post-traumatic growth, resilience and a variety of treatment modalities will be discussed. Culturally sensitive assessment and treatment of trauma-related disorders will also be addressed.
**Credits** 3
**Prerequisites**
PSY 542 and PSY 571 recommended

**PSY 542 : Psychopathology**
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 throughout to the DSMV. The evidence from various paradigms for conceptualizing psychopathology is critically examined, and a biopsychosocial model is adopted as an organizing frame, with an exploration of the bridge between clinical and community psychology. In keeping with the scientist-practitioner model of graduate training, students will focus on clinical assessment, diagnosis, and treatment planning.

**PSY 543 : Career Counseling**
This course serves as an introduction to working with clients presenting with career-related issues. Topics includes career development, theory, assessment, exploratory activities, and ethical dilemmas in counseling. The ranges of roles and practice settings unique to career counselors will be explored in addition to how career issues can be addressed within the context of other mental health or developmental concerns. Students will have the opportunity to review case studies and apply techniques through practice sessions in class.
**Prerequisites**
PSY-571

**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.
**Prerequisites**
PSY 570 & 571 OR PAL 522
**Advising Note**
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 Courses**

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

**Advising Note**

Take PSY-570 PSY-571 PSY-575;

**PSY 551 : Foundations of Community Psychology**

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 562 : Community-Based Health and Well-Being**

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.

**Prerequisites**

PSY-551

**Advising Note**

Take PSY-551;

**PSY 563 : Behavioral Research: Methods & Analysis**

This course is designed to acquaint the graduate student with the process of research in the behavioral sciences from start to finish. The course will explore the materials and techniques of behavioral research including research design, the protection of human subjects, and the reporting and dissemination of research results. Undergraduate statistics course is required.

**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.

**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 571C : 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. Students must be matriculated in the Professional School Counseling Program to be eligible for this course

**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 Courses**
PSY 542

**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.

**PSY 575C : Abnormal Psychology for FMH**
An examination of the research and theories surrounding the psychopathology of the human personality and the interactions with the community.
**Prerequisites**
Matriculation in MS in Forensic Mental Health

**PSY 585 : Risk & Resilience**
This course examines risk and resilience using an ecological framework to better understand these processes. The course analyzes how people appraise personal and environmental stressors and how they cope with them, using a conceptualization of stress in terms of dynamic systems and
complex interaction. We examine these processes across the lifespan with special emphasis on children, adolescents, and their families . The focus of the course is on strengths as well as constraints that shape decisions and behaviors, in order to design and implement effective interventions.
**Prerequisites**
18 psychology graduate credits

**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.
**Prerequisites**
PSY-525 , PSY-571

**PSY 588 : Counseling Skills**
This course is designed to enable students to utilize transtheoretical counseling skills and apply them to the counseling process. The multicultural implications of each skill are discussed.
**Prerequisites**
PSY-572

**PSY 599 : Selected Topics/Psych**

**PSY 606 : Counseling Practicum**
Students will be provided the opportunity (1) to work therapeutically with a variety of clients from diverse backgrounds; (2) learn new and refine existing skills in counseling assessment, intervention and conceptualization; and, (3) to further your assimilation as a practitioner-scientist into the counseling profession. Students will be engaged in group and individual counseling, peer supervision, case conceptualization and presentation, monitoring and maintaining client files with partner agencies.
**Prerequisites**
PSY-588

**PSY 610 : Internship in Counseling I**
A supervised field experience in counseling in an individual or group setting designed to develop and increase competency in assessment and counseling skills and community applications.
**Prerequisites**
PSY 606 , Program Director permission required

**PSY 611 : Internship in Counseling II**
A continuation of the field experience in PSY 610.
**Prerequisite Courses**
PSY 610
**Advising Note**
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.
**Prerequisites**
PSY-549
**Advising Note**
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.
**Prerequisite Courses**
PSY 549
**Advising Note**
Take PSY-549;

**PSY 615 : Advanced Assessment**
This course is designed as an experiential class with hands-on training. It addresses the techniques related to the administration and scoring of intellectual ability, and neuropsychological assessment through the practice of observation, test administration and scoring of the appropriate psychological assessments. Included are an understanding of test selection rationale, test administration, scoring, and client observation in order to obtain a mastery and skill level to administer and score advanced psychological tests.
**Prerequisites**
PSY-572 , PSY-575

**PSY 620 : Community Based Prevention & Intervention**

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.

**Prerequisite Courses**

PSY 551

**PSY 625 : Program Monitoring and 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.

**Prerequisites**

PSY-563, PSY-620 or acceptance into Guidance Postmaster's certificate

**PSY 687 : Thesis Development**

This course is designed to help students assess the feasibility of and develop the foundation for a thesis in their area of interest. To ensure timely progress with their research, students will develop their research question(s), literature review, and methods with their thesis advisor. Most work will be completed independently. Meetings will be scheduled at the discretion of the thesis chair.

**Prerequisites**

Completion of 33 credits

**PSY 689 : Thesis**

This course guides students through the completion of a master's thesis providing students with an opportunity to engage in original research. Students will recruit a faculty member willing to supervise thesis research. Under faculty supervision, students will investigate a research topic of special interest, develop the necessary skills to conduct research, analyze data, complete a manuscript and perhaps publish an article.

**Prerequisites**

PSY-687

**PSY 690 : 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.

**Advising Note**

Take 33 credits

**PSY 999 : Grad Continuation Fee**

# Public Administration

**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 573 : Management Information Systems**

This course covers the integration of computer-based technology into the modern organization. Topics include the use of software applications to solve organizational issues and an examination of E-Commerce, IT systems development and information security. Ethical and social issues related to the use of computer technology are considered.

**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

**Advising Note**

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

**Advising Note**

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 , three courses from PAD 554 570 586 588 581 HSA 557 556 555 573

**Advising Note**

# 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;

# Reading, Writing, and Literacy

**RWL 502 : Critical Thinking: Research Into Practice**

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 512 : Critical Media Literacy**

This course examines concepts and skills needed for teaching critical media literacy to students in grades 4-12. Critical literacy is one of the national standards in reading and it is particularly important for children and adolescents who have mastered decoding and are moving deeply into comprehension. Critical media literacy consists of the ability to access, analyze, evaluate, and produce communications in a wide variety of forms; these forms include those found in print and the graphic arts as seen in newspapers, books, and billboards, and the new technologies of digital photography, movies, television, and the Internet. Critical media literacy uses the skills of reading, writing, speaking, and listening with the new technologies. It crosses the curriculum and is essential for being literate in today's information age. The interactive components of critical media literacy are exploring, reflecting, and analyzing. Students in this course will critically analyze and produce critical media projects.

**RWL 513 : Literacy and Technology in K-12 Classrooms**

This one credit hour on-line course expands and supports teachers' use of technology for literacy instruction in grades K-12 and is framed in the context of the balanced literacy model. Candidates will be expected to sue course information to design instruction that effectively integrates technology as a tool for supporting literacy instruction across the curriculum. Candidates will become knowledgeable about sound principles of technology that facilitate interdisciplinary learning, supplement instructional strategies, and enhance hands-on experience inquiry. Topics will include defining digital literacy in an ever-changing world, cyber safety, basic digital literacy skills (podcast and PPt with narration), digital collaboration and advanced digital literacies (video and webquests).

**RWL 514 : Engaging Middle School & Secondary School Writers**

This course explores theories and practices for the teaching of writing in grades 4-12. Best practices for teaching writing are examined with emphasis for integrating new technologies into lessons and units to better engage and motivate student writers. Teaching practices embracing the social and cultural aspects of composing will be examined. Additional emphasis is placed on strategies for teaching writing across the curriculum and ways to assess tudent writing to inform teacher practice. Candidates will focus on creating language-rich writing experiences that are based on their students' interests and stages of writing development.

**RWL 572 : Literacy Assessments**

This course addresses the theoretical underpinnings and the realities of assessment in the age of educational accountability. General assessment concepts including psychometrics, distinguishing formative and summative assessment as well as specific literacy assessments including standardized—group and individual, performance, and informal are explored in this course. Candidates will learn strategies to assess learners' literacy abilities enabling them to link assessment data to their instructional planning. Using case studies and conducting assessments with students, candidates will explore the relationships between authentic assessments and standardized tests in hands-on and simulated literacy assessment environments.

**RWL 599 : Special Topics**

**RWL 601 : Advanced Emergent Language & Literacy**

**Prerequisites**
RWL-502 , EDU-574

**RWL 602 : Diagnosis of Reading & Writing Difficulties**
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.

**Prerequisites**
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 , EDU/ SED 602

**Advising Note**
Take RWL-572 RWL-602;

**RWL 620 : Diagnosing Literacy Difficulties**
This course is a combination of content pedagogy and instructional practice with at-risk students in elementary/middle schools that focuses on teaching phonemic awareness, word analysis, sight vocabulary, vocabulary development, fluency, oral/silent reading and comprehension of narrative materials for striving learners. Similarly, spelling, word work and writing associated with fiction materials are emphasized. Attention is paid to formal and informal assessment measures, competency in interpreting performance-based data for instruction, and teaching narrative and fictional texts. A minimum of 25 hours of fieldwork is required.

**Prerequisites**
EDU-507, , either EDU-576 or EDU-545

**RWL 621 : Teaching Striving Learners**
This course addresses literacy challenges encountered when teaching at-risk youth in elementary and middle schools. This content pedagogy and instructional practice course focuses on teaching non-fiction/ informational text to at-risk students, with emphasis on graphic novels, rigorous text choices as well as Common Core State Standards. Content literacy skills and digital literacy skills are addressed. The course also prepares candidates to teach research projects that are age-grade appropriate. In preparation for becoming literacy specialists, collaboration skills development of candidates is central within the course wherein candidates coach, co-teach, co-develop curricular webquest, co-present in-services of colleagues, and interpret data for host school representative(s). Candidates continue to use data and professional literature to inform instruction, to administer formal and informal assessments, and to document striving learners' literacy growth. A minimum of 25 hours of fieldwork is required.

**Prerequisites**
RWL-620

**RWL 621P : Practicum: Diagnosis and Remediation of Reading/Writing Difficulties**

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-572, EDU-602, , EDU-604

# SCI

**SCI 310 : Exercise Physiology**

Physiologic adjustments and adaptations to varying conditions of physical activity are explored. Topics for study include physiological apsects of humans in sports and exercise, environmental effects on human performance, the role nutrition plays in fitness and activity, and application of physiological principles to the training and conditioning process. The course is presented in a systems approach. Students must also register for the two-hour Exercise Physiology lab.

**Prerequisites**

BIO-201 & BiO-201 or BIO-117

# Sociology

**SOC 350 : Research for the Professions**

Students learn about the research process. Topics include surveys, experiments, interviews, observations and research ethics. Course includes a computer lab using SPSS. Students read and analyze research articles.

**SOC 550 : Research Methods in the Social Sciences**

This course 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 St,ing; undergraduate social science research course

# Special Education

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

**National Accreditation Advantage**

The Esteves School of Education has held continuous accreditation from the National Council for the Accreditation of Teacher Education (NCATE/CAEP) since October 2001. NCATE/CAEP 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/CAEP accreditation on their resumes and be prepared to talk about its significance.

**Conceptual Framework**

The mission of the Esteves School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, who value diversity, who are reflective, and who are knowledgeable about best practices. Therefore, we ask Sage educators, counselors, and leaders 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 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 Esteves School of Education, this motto is extended to form the basis for our programs.

**Conceptual Framework**: the underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

## T-BIRDS - the key concepts of the conceptual framework:

- **T**echnology: a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.
- **B**est Practices: the pedagogical knowledge, skills, and practices that have been shown through research and evaluation to be effective and/or efficient and that candidates use to teach all learners.
- **I**nclusion and Diversity: the ability to collaborate and team with other professionals in developing and implementing strategies to accommodate diverse learners; the ability to develop solutions that will enhance the learning experiences of all children; and, the ability of candidates to be aware of and sensitive to diversity issues and to use culturally and socially responsible pedagogy.
- **R**eflection: the ability to reflect and assess one's own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.
- **D**ispositions: the demonstration of respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.
- **S**ervice Learning: the strategies that integrate meaningful community service with instruction and reflection to enrich children's learning experience, teach civic responsibility, and strengthen communities.

These elements are interrelated and integrated to prepare teacher candidates to assume roles as reflective facilitators of learning, combining knowledge and skills to exemplify those qualities and dispositions that characterize effective teachers.

**SED 511 : School Residency I Gr 1-3**
In School Residency I, residents are placed in a special education setting in grades 1-3 with an attending teacher and assume up to 20% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

**SED 514 : School Residency I Gr 4-6**
In School Residency I, residents are placed in a special education classroom in grades 4-6 with an attending teacher and assume up to 20% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

**SED 521 : School Residency II Gr 1-3**
In School Residency II, residents are placed in a special education classroom in grades 1-3 with an attending teacher and assume up to 40% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.
**Prerequisites**
SED-511

**SED 524 : School Residency II Gr 4-6**

In School Residency II, residents are placed in a special education classroom in grades 4-6 with an attending teacher and assume up to 40% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

**Prerequisites**

SED-514

**SED 525 : Professional, Family, and Community Collaboration**

This course provides students with the knowledge and skills required for working collaboratively as part of a multidisciplinary team to deliver comprehensive wrap-around services for students with special needs. This course explores different consultation and collaboration skills such as effective team-building, understanding leadership styles, improving communication, formulate training resources, problem-solving, advocacy, and decision-making that when utilized ensures that the needs of individuals with special needs are addressed throughout their PK-12 education. 25 fieldwork hours are required.

**SED 531 : High/Low Incidence Disabilities**

This course introduces teacher candidates to the knowledge and skills needed to teach students who are gifted and/or talented and students with disabilities across educational settings, following the special education continuum. Furthermore, this course examines effective teaching practices for whole class instruction and the adaptations and modifications of curriculum necessary to meet the needs of students with high and low incidence disabilities across all grade levels. This course also explores the acquisition and application of core curriculum competencies as well as different evidence-based strategies necessary for decision-making process for students with diverse learning needs. 15 hours of practicum/fieldwork.

**SED 532 : Severe and Multiple Disabilities**

This course introduces teacher candidates to the knowledge and skills needed to teach students who have severe and multiple disabilities in special classes, inclusive settings, or general education settings. Furthermore, this course examines effective teaching practices for whole class instruction, small group instruction, and explicit instruction, across grade levels. Adaptations and modifications of curriculum in a manner to meet the needs of students with severe and multiple disabilities is taught across grade levels. This course also explores the acquisition and application of core curriculum competencies as well as various evidence-based strategies necessary for the decision-making process for teaching students with diverse learning needs. This class introduces and reviews the qualifications and required assessments for students who are alternatively assessed across all grade levels. This course includes the implementation of assistive technology to support students with multiple and severe disabilities.

15 hours of practicum.

**Prerequisites**

SED-531

**SED 533 : Strategies for Mathematics: Students with Disabilities**

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. 15 hours of fieldwork are required.

**SED 554 : Diagnosis and Assessment**

This course focuses on the role of formal and informal assessment in individual level educational decision-making within the context of federal, state, district, school practices and accountability policies. Topics include: strategies for appropriate selection and use of assessment in the pre-referral, identification, and evaluation process for special education; principles of measurement; assessment in Early Intervention Services (EIS); Response to Intervention (RTI) models and progress monitoring; assessments in the inclusive classroom; and role of the teacher as a member of the multidisciplinary team. Factors that influence methods of accommodating and modifying assessments, instruction, and materials to meet individual student needs are explored.

**SED 555 : Diagnosis and Assessment of Students with Disabilities**

This course focuses on the principles necessary to assess and manage appropriate and inappropriate behaviors in the classroom. In addition, this course explores models of inclusion and the educational roles to support student success in inclusive settings. Topics include: defining and monitoring behaviors, understanding the functions of behaviors; implementing and evaluating behavior change plans; differentiated staffing patterns; strategies for facilitating successful inclusion practices; strategies for working effectively with students; and effective communication. 25 hours of fieldwork are required.

**SED 567 : Introduction to Special Education**

This course provides an overview of current knowledge on individuals with exceptional needs within the context of human growth and development. This course content provides students with a firm foundation of special education as it explores historical factors, legislation, legal definitions, etiology, characteristics, prevalence, educational strategies, and support services of/for individuals with exceptionalities.

**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. Fieldwork hours required.

**Prerequisites**

Matriculation required , completion of EDU 520 or other graduate reading course, or provisional certification in elemenary or special education

**SED 579 : Social Justice Read-Children's Literature**

Designed for elementary classroom and reading teachers, the course requires students to critically analyze children's literature for its 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 : Strategies for Literary Development: Students with Disabilities**

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. 25 hours of fieldwork are required.

**SED 595 : Student Teaching in Special Education**

This course provides the clinical component for the teacher candidate seeking advanced credentials in Special Education. Student teaching provides a carefully mentored experience with emphasis placed on developing and enhancing the knowledge, skills, and dispositions necessary to positively impact students with disabilities learning and development in grades 1-6. Further, this experience is directed by college faculty supervisor and mentor teacher who provide intense, supportive guidance to help teacher candidates learn and enhance their professional role. Other school personnel, such as principals and department heads, can also play a critical role in the mentoring process. The student teaching placement is for a minimum of 7 weeks. Advisor approval is needed to enroll in student teaching. A $250 fee is required for each placement. This is non-refundable after August 1. Students planning to student teach in the Summer or Fall semesters must request placement in the first two weeks of the Spring semester. Students planning to student teach in the Spring semester must request placement in the first two weeks of the Fall semester.

**SED 611 : School Residency III Gr 1-3**

In School Residency III, residents are placed in a special education classroom in grades 1-3 with an attending teacher and assume up to 50-100% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

**Prerequisites**

SED-521

**SED 614 : School Residency III Gr 4-6**

In School Residency III, residents are placed in a special education classroom in grades 4-6 with an attending teacher and assume up to 50-100% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

**Prerequisites**

SED-524

**SED 621 : School Residency IV Gr 1-3**

In School Residency IV, residents are placed in sister school situation in an alternate general/ special education classroom in grades 1-3 with a cooperating teacher for six weeks and assume all classroom duties. They return to their host school classroom with their initial attending teacher and subsequently substitute in a number of elementary general/ special education grade levels to expand their experiences. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

**Prerequisites**

SED-611

**SED 624 : School Residency IV Gr 4-6**

In School Residency IV, residents are placed in sister school situation in an alternate general/ special education classroom in grades 4-6 with a cooperating teacher for six weeks and assume all classroom duties. They return to their host school classroom with their initial attending teacher and subsequently substitute in a number of elementary general/ special education grade levels to expand their experiences. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

**Corequisites**

SED-614

**SED 670 : Special Education Student Teaching (Gr 1-3)**

This course provides the clinical component for the teacher candidate seeking advanced credentials in dual Childhood Education/Special Education, and provides a carefully mentored experience with emphasis placed on developing and enhancing the knowledge, skills, and dispositions necessary to positively impact students with disabilities in grades 1-3. Further, this experience is directed by a college faculty supervisor and mentor teacher who provide intense, supportive guidance to help teacher candidates learn and enhance their professional role. Other school personnel, such as principals and department heads, can also play a critical role in the mentoring process. The student teaching placement is for a minimum of 7 weeks. Advisor approval is needed to enroll in student teaching. A $250 fee is required for each placement. This is non-refundable after August 1. Students planning to student teach in the Summer or Fall semesters must request placement in the first two weeks of the Spring semester. Students planning to student teach in the Spring semester must request placement in the first two weeks of the Fall semester.

**SED 671 : Special Education Student Teaching (Gr 4-6)**

This course provides the clinical component for the teacher candidate seeking advanced credentials in dual Childhood Education/Special Education, and provides a carefully mentored experience with emphasis placed on developing and enhancing the knowledge, skills, and dispositions necessary to positively impact students with disabilities in grades 4-6. Further, this experience is directed by a college faculty supervisor and mentor teacher who provide intense, supportive guidance to help teacher candidates learn and enhance their professional role. Other school personnel, such as principals and department heads, can also play a critical role in the mentoring process. The student teaching placement is for a minimum of 7 weeks. Advisor approval is needed to enroll in student teaching. A $250 fee is required for each placement. This is non-refundable after August 1. Students planning to student teach in the Summer or Fall semesters must request placement in the first two weeks of the Spring semester. Students planning to student teach in the Spring semester must request placement in the first two weeks of the Fall semester.