

WAGNER COLLEGE
Staten Island, New York

2003 - 2005
Graduate Bulletin

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Inquiries and Correspondence

All questions should be addressed as follows:

Academic program, academic standing	Dean of Graduate Studies
Admissions	Dean of Admissions
Alumni interest	Director of Alumni Relations
Athletics	Director of Athletics
Bulletins	Dean of Admissions
Business matters	Controller
Development	Vice President for Institutional Advancement
Financial Aid	Director of Financial Aid
Gifts and bequests	Vice President for Institutional Advancement
Graduate Division	Dean of Graduate Studies
Health Services	Director of Health Services
Religious activities	Chaplain of the College
Scholarships	Director of Financial Aid
Summer sessions	Registrar's Office
Transcripts	Registrar's Office
Vocational counseling	Director of Career Development
Early Childhood Center	Director of the Early Childhood Center

WAGNER COLLEGE
One Campus Road
Staten Island, N.Y. 10301
Phone (718) 390-3100

Academic Calendar 2003-2004

FALL SEMESTER 2003

August 21, Thursday	Orientation & Registration for new Graduate Students
August 25, Monday	First day of classes (Classes begin 8:00 a.m.)
	Late registration for unregistered current students
August 25-29	Program changes (Drop/Add Period)
Monday through Friday	
September 1, Monday	Labor Day - Holiday - No classes
September 22-26	Declare Pass/Fail Option
Monday through Friday	
September 26 & 27	Rosh Hashanah - No exams to be scheduled
Friday & Saturday	(Starts Friday, Sept. 26th at sundown)
October 5 & 6	Yom Kippur - No exams to be scheduled
Sunday & Monday	(Starts Sunday, Oct. 5th at sundown)
October 13, Monday	Columbus Day - Holiday - No classes
October 14, Tuesday	Extra day for Monday classes - No Tuesday classes on this day
	Fall Break
October 27-28	
Monday & Tuesday	
October 23-November 21	Graduate Student registration for spring semester
October 31, Friday	Last day to withdraw from a course
November 26-28	Thanksgiving Holiday - No classes
Wednesday through Saturday	
December 1, Monday	Classes resume at 8:00 a.m.
December 2, Tuesday	Last day of classes before final exams
December 3, Wednesday	Spring 2004 Re-registration Day/Reading Day and Class Presentations
	Reading days
December 4 & 5	
Thursday & Friday	
December 8-12	Final examination week
Monday through Friday	
December 12, Friday	Semester ends
December 15, Monday	Tuition due for spring semester

SPRING SEMESTER 2004

January 15, Thursday	Orientation & Registration for new Graduate Students
January 22, Thursday	First day of classes (Classes begin 8:00 a.m.)
	Late registration for unregistered current students
January 22-30	Program changes (Drop/Add Period)
Thursday through Friday	

February 16, Monday	President's Day - Holiday - No classes
February 17, Tuesday	Extra Day for Monday Classes - No Tuesday classes on this day
February 23-27	Declare Pass/Fail Option
Monday through Friday	
March 15, Monday	Spring Break begins
March 22, Monday	Classes resume 8:00 a.m.
March 22-April 23	Graduate Student registration for summer and fall semester
April 7, Wednesday	Last day to withdraw from a course
April 8, Thursday	Passover - No classes
April 9, Friday	Good Friday - No classes
April 12, Monday	Easter Monday - No classes
May 4, Tuesday	Last day of classes before final exams
May 5, Wednesday	Fall 2004 Re-registration Day/Reading Day and Class Presentations
May 6 & 7	Reading days
Thursday & Friday	
May 10-14	Final examination week
Monday through Friday	
May 14, Friday	Semester ends
May 21, Friday	Baccalaureate and Commencement

Academic Calendar 2004-2005

FALL SEMESTER 2004

August 26, Thursday	Orientation & Registration for new Graduate Students
August 30, Monday	First day of classes (Classes begin 8:00 a.m.)
	Late registration for unregistered current students
	Program changes (Drop/Add Period)
August 30-September 3 Monday through Friday	
September 6, Monday	Labor Day - Holiday - No classes
September 27-October 1 Monday through Friday	Declare Pass/Fail Option
September 15 & 16 Wednesday & Thursday	Rosh Hashanah - No exams to be scheduled (Starts Wednesday, Sept. 15th at sundown)
September 24 & 25 Friday & Saturday	Yom Kippur - No exams to be scheduled (Starts Friday, Sept. 24th at sundown)
October 11, Monday	Columbus Day - Holiday - No classes
October 12, Tuesday	Extra Day for Monday classes - No Tuesday classes on this day
October 21 through November 19	Graduate Student registration for spring semester
November 5, Friday Monday through Friday	Last day to withdraw from a course
November 24-26 Wednesday through Saturday	Thanksgiving Holiday - No classes
December 7, Tuesday	Last day of classes before final exams
December 8, Wednesday	Spring 2005 Re-registration Day/Reading Day and Class Presentations
December 9-10 Thursday and Friday	Reading days
December 13-17 Monday through Friday	Final examination week
December 17, Friday	Semester ends

SPRING SEMESTER 2005

January 13, Thursday	Orientation & Registration for new Graduate Students
January 19, Wednesday	First day of classes (Classes begin 8:00 a.m.)
	Late registration for unregistered current students
	Program changes (Drop/Add Period)
January 19 - 27 Wednesday through Thursday	
February 21, Monday	President's Day - Holiday - No classes
February 22, Tuesday	Extra day for Monday classes - No Tuesday classes on this day

February 28-March 4
Monday through Friday
March 7, Monday
March 14, Monday
March 21-April 15
March 25, Friday
March 28, Monday
April 8, Friday
May 3, Tuesday
May 4, Wednesday

May 5 & 6
Thursday and Friday
May 9-13
Monday through Friday
May 13, Friday
May 20, Friday

Declare Pass/Fail Option

Spring Break begins
D & F Notices due in Registrar's Office
Graduate Student registration for summer and fall semester
Good Friday - No classes
Easter Monday - No classes
Last day to withdraw from a course
Last day of classes
Fall 2005 Re-registration Day/Reading Day and
Class Presentations
Reading days

Final examination week

Semester ends
Baccalaureate and Commencement



A Message From The Graduate Dean

Wagner College is a vibrant, cutting-edge undergraduate institution that supplements and extends its mission by offering select yet comprehensive high quality graduate programs that prepare students for professionally rewarding careers. These graduate programs are committed to a student-centered learning environment that emphasizes concrete experiences, intellectual discourse, and critical reflection. The Master's degree at Wagner College represents a commitment to excellence, personal growth, and lifelong learning. The Division of Graduate Studies aims to prepare practical leaders for the real world.

Explore our latest Graduate Bulletin that contains detailed information about each of our graduate programs in accounting, business administration, education, nursing, microbiology, and the advanced physician assistant degree. Experience personalized attention and the opportunity to work closely with a distinguished faculty.

For further information, visit us at www.wagner.edu/prostud/gradstud/index.html or call/email us: 718-390-3106/graduate@wagner.edu.

Dr. Jeffrey Glanz

A handwritten signature in cursive script that reads "Jeffrey Glanz". The signature is written in dark ink and is positioned to the left of the printed name.

Dean

Wagner College

History and Identity

Wagner is a private, comprehensive, coeducational, liberal arts college incorporated under the laws of the State of New York and accredited by the Middle States Association of Colleges and Secondary Schools. Programs within the Division of Graduate Studies are registered by the New York State Education Department and recognized by the Northeastern Association of Graduate Schools. Some programs have special accreditation by national professional organizations. The graduate program in business is accredited by the Association of Collegiate Business Schools and Programs (ACBSP), and the master's program in nursing is accredited by the National League for Nursing (NLNAC).

Wagner College was founded in 1883 in Rochester, New York as the Rochester Lutheran Pro-seminary. It was later renamed in memory of George Wagner, whose father, John G. Wagner, donated funds for its first campus. In 1918 Wagner College was moved to Staten Island onto the estate of Sir Edward Cunard, where it stands today on a 106 acre wooded campus atop Grymes Hill. In 1930 Wagner became coeducational and in 1952 graduate programs were introduced.

Faculty and Students

Wagner College has 100 full-time faculty, virtually all of whom hold the terminal degree or credential in their field. In addition to the full-time faculty there are a number of adjunct faculty from distinguished careers, with excellent academic credentials.

In the fall of 2002, Wagner College enrolled 2178 students, of whom 365 were engaged in graduate study. The faculty and students in the graduate programs come from a wide diversity of colleges, universities, geographical areas, and religious and cultural backgrounds. This diversity creates a stimulating atmosphere for the sharing of ideas and the developing of research projects.

Division Of Graduate Studies

Mission

The Division of Graduate Studies (DGS) supports the mission and goals of Wagner College through graduate education. Committed to the "learn by doing" philosophy embodied in the Wagner Plan based on experiential learning and interdisciplinary study, the DGS offers high quality select yet comprehensive graduate programs. These exclusive programs strive to foster core competencies, cutting-edge technologies, and critical thinking. Committed and competent faculty prepare eager and reflective individuals for life and work in an increasingly complex, diverse, and global society. Students in the DGS receive personal attention as they work closely with faculty in small classes. Graduate programs at Wagner College remain responsive to the needs of the external community, and in turn provide the most innovative and highest caliber graduate education in the region.

Programs

The Division of Graduate Studies was instituted in 1952 with programs in business administration and education. Graduate programs have since been added in microbiology (1966), nursing (1978), and accounting (2000), and physician assistant studies (2002). These programs lead to the following degrees:

- Master of Business Administration (executive, finance, health care administration, international business, management, marketing),
- Master of Science (accounting),
- Master of Science in Education,
- Master of Science (microbiology),
- Master of Science (nursing - education, family nurse practitioner, and psychiatric mental health nurse practitioner), and
- Master of Science (advanced physician assistant studies).

Wagner College provides graduate-level programs for a clientele interested in distinct professional fields. The graduate programs are natural extensions of strong undergraduate degree programs in the same fields. They focus on the advancement of scholarship and are designed to stimulate intellectual maturity. Instruction is provided through formal classroom study, seminars, and independent research in order to give the student opportunity to acquire advanced knowledge and to make contributions to his or her field of study.

Wagner College graduate programs serve the needs of both full-time and part-time students. For the most part these students commute from neighborhoods in the boroughs of New York City or from New Jersey.

Personal attention and the meeting of individual needs are distinctive features of graduate study at Wagner College. Classes are scheduled in the late afternoon and evening, as are registration and advisement. Courses are also scheduled during the summer sessions.

Accreditation

Wagner College is fully accredited by the Regents of the University of the State of New York and by the Middle States Association of Colleges and Secondary Schools. It is a member of the American Council on Education and the Northeastern Association of Graduate Schools. The graduate program in business administration is accredited by the Association of Collegiate Business Schools and Programs and the master's program in nursing is accredited by the National League for Nursing (NLNAC). Students wishing to examine those documents that describe Wagner College's accreditation and licensing may contact the Office of the Provost.

Affiliations

Wagner College maintains a number of affiliations with agencies and facilities in the greater metropolitan area of New York City and in New Jersey. Some of these facilities are:

- New York University Medical Center
- New York University Faculty Resources Network
- Staten Island Center for Developmental Disabilities
- The Cooperative Continuum of Education
- Staten Island University Hospital
- St. Vincent's Catholic Medical Center
- South Beach Psychiatric Center
- Bayley-Seton Hospital
- Veterans Administration Hospital of Brooklyn
- Maimonides Medical Center
- Coney Island Hospital
- Visiting Nurse Association of Staten Island
- Selected elementary and secondary schools in the New York area

Services and Facilities

Health Services

To provide health protection for each student, the College maintains an equipped and staffed Health Service Office. The Health Service Office is open weekdays from 8:30 a.m. to 10 p.m. on Monday through Thursday and 8:00 a.m. to 7:00 p.m. Friday.

Students are responsible for all medical expenses other than those provided by the Health Service Office. For their benefit, graduate students are requested to sign operative permits for emergencies. Such permits will be used only in extreme cases, when it is impossible to reach family members and when action is deemed urgent.

To provide the best possible service, the Health Service Office requires that each student file a medical report filled out by a family physician. This report is the basis for planning a student's physical activities and health program when this is indicated. Wagner College does not offer a health insurance policy for graduate students.

Counseling Services

The College maintains the services of a part-time psychiatrist and clinical psychologist. Counseling Services aid students with emotional problems amenable to short-term treatment. Counseling Services may aid students with more serious issues to other sources of psychological assistance. Strict confidentiality is maintained about all records and interaction with counselors.

Library and Learning Resources Center

The Library and Learning Resources Center supports the educational programs of the College with instructional and research materials housed in various facilities on campus. These facilities include the Horrmann Library, Media Services, Nursing Resource Center, Language Laboratory, and the Donald and Evelyn Spiro Computer Technology Center.

Library

The Horrmann Library has approximately 150,000 titles, periodical holdings of 146,000 volumes in a variety of formats, and 729 active subscriptions. The collection development policy of the library is focused on meeting the needs of graduate students for timely and in-depth research materials. Twenty-nine computers are available for student use with a full range of electronic databases and an online catalog.

The library is a member of the New York Metropolitan Reference and Research Agency (METRO) and the Westchester Academic Library Directors Organization (WALDO) which provides access to more than 30 million library volumes in the greater metropolitan area. These resources are available either in person or through interlibrary loan, which is also available on our web site. Assistance is available from the professional staff whenever the library is open.

Instructional Media Services

The Instructional Media Services Office, located in the Wagner Union, provides a wide range of audio-visual equipment and materials for classroom teaching, self-study and nonacademic use. A collection of media materials (non-circulating) is available in the library for review or supplemental study. Production services for student use include overhead projection transparencies and sound tapes. Other services such as photography (slides), video, and microcomputer materials are available by special arrangement.

Helene Fuld Nursing Resource Center

The Helene Fuld Nursing Resource Center in Campus Hall provides services to students enrolled in the nursing program. The laboratory integrates classroom teaching and clinical practice and is staffed by a full-time, master's-prepared clinical nursing instructor. The CD-ROM computer lab incorporates the concept of total testing to demonstrate proficiencies and to practice simulated clinical settings to assist students in being prepared for practice as well as being a research resource.

Donald and Evelyn Spiro Computer Technology Center

The Donald and Evelyn Spiro Computer Technology Center is a student laboratory for learning professional applications of personal computer technology. Equipped with

83 Pentium IV personal computers, the Spiro Center offers training in word processing and business/financial applications including financial spread sheets and data base management. Other applications available to students include scientific research methods and computer-aided design. The Center is located on the second floor of Spiro Hall.

Motor Vehicles

Persons wishing to use College parking facilities must register their motor vehicles by presenting state registration, operator's license, and insurance card. Applications and permits are available at the Public Safety Office. Although parking lots are patrolled by uniformed officers, Wagner College can assume no responsibility for loss, damage, or injury to persons or property.

Public Safety

The Department of Public Safety, located on the first floor of House No.4, has primary responsibility for campus law enforcement, parking and traffic administration, safety, and fire safety. Office hours are 8:30 a.m. to 6:00 p.m., Monday through Friday and 10:00 a.m. to 6:00 p.m. on Saturday and Sunday. The main gate on Howard Avenue is staffed at all hours to answer emergency needs. The emergency number is (718) 390-3148.

Lost and Found. A lost and found service is maintained in the Department of Public Safety Office in House No.4.

Admission To The Division Of Graduate Studies

Admissions Office

Graduate students are admitted through the College Admissions Office. Office hours are from 8:30 a.m. to 4:30 p.m. on weekdays. The telephone number is (718)390-3411.

Application

Application for admission should be made to the Admissions Office on forms provided by the College. A non-refundable fee must accompany the application sent in by each prospective student. The completed application form must be submitted to the Admissions Office by August 1st for the fall semester and by December 1st for the spring semester (June 1st and November 1st for International Students).

Matriculation

Matriculated students are those students who have met all requirements for admission and have been accepted as candidates for a graduate degree. No student may be considered as having completed matriculation until all entrance requirements have been met. To maintain matriculation, students must complete a minimum of two credits at Wagner College each semester or pay a Maintenance-of-Matriculation fee.

Admission Requirements

The following minimum requirements apply to candidates for any master's degree. Additional program requirements for admission are listed separately within the Programs of Study section of this bulletin.

Graduate Student Admission

1. A bachelor's degree from an accredited college or university. Official transcripts of all previous university or college study must be sent directly to the Admissions Office by the Registrar's Office of those institutions.
2. Two letters of reference, preferably from former or present employers or professors.
3. Admission requirements vary for each graduate program. Please consult the Programs of Study section of this bulletin or check with the Admissions Office for any additional requirements.

International Graduate Student Admission

The Application deadlines for International Students are June 1st for the fall semester and November 1st for the spring semester.

1. A degree which is equivalent to a bachelor's degree from an accredited college or university in the United States.
2. Official or certified copies of transcript(s) for all undergraduate and graduate work which has been completed must be submitted to the Admissions Office. All courses and grades must be indicated and transcripts must be translated into English.
3. Two currently dated letters of recommendations, preferably from former professors.
4. Report of results from the Test of English as a Foreign Language (TOEFL).
5. A statement of financial support which documents that resources are available to defray all educational and living expenses is required for graduate study. The Admissions Office provides forms for use in documentary support. Financial support must be proved before an admission decision may be made. An I-20 form will be issued to admitted students who confirm their acceptance and submit a \$2000 tuition deposit.

It is also mandatory that all newly admitted international students submit a completed physical examination form to the Admissions Office before beginning their graduate studies.

Undergraduate Students Enrolled for Graduate Credit

Wagner College students who are in the last year of the bachelor's degree program, and have a Grade Point Average of 3.0 or better, may take a maximum of nine credits toward a master's degree with the permission of the Dean of Graduate Studies. These nine graduate credits must be over and above the 36 course units required for the undergraduate degree and major.

Undergraduates enrolled for graduate credit must apply and be accepted to the Division of Graduate Studies to continue their enrollment after receiving the bachelor's degree. Such application is made through the Admissions Office. After the student has been

admitted to the Division of Graduate Studies, the nine graduate credits will be transferred onto his or her graduate transcript.

Post-baccalaureate Students

Students who wish to take additional undergraduate courses following the granting of a baccalaureate degree from an accredited institution, must:

1. Apply through the Admissions Office for admission to the College, and
2. Submit an official transcript of their undergraduate program.

Post-baccalaureate degree students are eligible to take courses numbered 100 through 500. These courses may not be applied toward a graduate degree.

Readmission Procedure

Students in good standing who have discontinued graduate study for a semester or more must submit to the Division of Graduate Studies Office a letter of intent to re-enter the graduate program. This notice should be filed at least three weeks prior to the beginning of the new semester in which the student expects to register. Students who withdraw or otherwise interrupt their graduate study are required to notify the Division of Graduate Studies Office and fill out the appropriate leave of absence or withdrawal forms.

Tuition and Fees

Tuition rates for graduate study, as well as all other tuition rates and fees, are published each semester in the Tuition and Fee Schedule. The Schedule may be obtained at the Bursar's Office.

Description of Charges

General Deposit

A tuition deposit is required of all new students accepted for admission. This deposit is due upon notification of acceptance. The deposit is refundable if written notice of withdrawal from the College is received on or before August 10 for the fall semester and December 15 for the spring semester. At the time of registration, the deposit will be applied to the tuition for the semester.

Fees for Special Services

Late Registration Fee

The College reserves the right to charge a late registration fee to students registered after the designated registration dates.

Fee for Changing Courses

A student may drop and/or add a course during scheduled Program Change days in the first week of each new semester. Changes should have the written approval of the student's advisor. A fee will be charged each time a change is made unless the change is requested by the professor, department, or the administration.

Laboratory and Other Fees

Courses requiring laboratory, studio, clinical, or similar work may require additional fees to cover materials beyond regular instruction. Expenses for off campus experiences related to College courses are the responsibility of the student. These fees are nonrefundable after the start of the semester.

Work Experience Credit Fee

A student may apply to have knowledge and skills obtained from work experience evaluated for academic credit. An application fee and an additional charge per credit awarded will be assessed and charged to the student.

Transcript Fee

When a student graduates or leaves the College, one official transcript of the academic record is supplied upon request without charge. For each additional copy there is a charge, payable in advance.

No transcript will be issued except upon written request to the Registrar's Office from the student whose record is desired. Any student having financial or other obligations to the College or its affiliated organizations will not be issued a transcript.

Billing and Payment Information

Billing

Account statements are mailed monthly and reflect standard tuition and fees for the term. Financial aid credits and prior payments are reflected as of the date of the statement based on information processed. All balances are due by the date shown on the statement and all payments must be received by that date to avoid late charges. Miscellaneous charges for laboratory fees, fines, etc. will appear on students' regular account statements and should be paid as incurred.

Please inform the Business Office of any change in billing address. For your convenience payment may be made by check, MasterCard, Visa, Discover, or American Express.

Late Payment Penalties

If payment is not received in full by the due date, interest will be assessed at the rate of 1.5% per month.

A student who has outstanding indebtedness to the College will not be allowed to register at the College, receive a transcript, have academic credits certified, be granted a leave of absence, or have a degree confirmed.

Bad Check Policy

The first check not honored upon presentation will be charged back to the student's account with a fine. In the event of a repeated experience, the student may lose check-cashing privileges and the College may require payment by certified check or money order.

Refunds

No refund of any fees will be made in the event that a student withdraws from the College at any time after registration except as specified herein. In no event is the tuition deposit refundable after the date established in this bulletin.

Students Withdrawing

Students who officially withdraw prior to the first day of the semester will be given a full refund less the tuition deposit. In order to withdraw, a student must apply for withdrawal with the Division of Graduate Studies Office. The date of the application will constitute the date of withdrawal for purposes of computing any refund.

Financial aid is earned at the same rate as institutional charges. Unearned aid must be returned on behalf of students receiving Title IV financial aid in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal Plus Loan
5. Federal Pell Grant
6. FSEOG
7. Other Title VI Programs
8. Other State, private, or institutional sources of aid

Students Dropping Courses Without Withdrawing

Students who drop courses without withdrawing from the College, and who are due a refund, will be refunded tuition according to the following policy.

Students who drop courses prior to the first day of the semester will be given a full refund.

If students drop courses on or after the first day of the semester, tuition will be refunded according to the following schedule:

- 80% if withdrawal is within the first week of classes,
- 60% if withdrawal is within two weeks,
- 40% if withdrawal is within three weeks,
- 20% if withdrawal is within four weeks, and no refund after the fourth week of classes.

No refunds will be made in cases involving suspension or expulsion. All monies remaining on a student's account after the student withdraws will be refunded to the appropriate funding program from which it came, in accordance with the pro-rated refund policy.

Financial Aid

Graduate Assistantships

Academic graduate assistantships are available to students. Students who are awarded graduate assistantships receive a \$1200 stipend each semester plus tuition remission for a maximum of nine credits per semester. Graduate assistantships are available for work in the library and administrative departments as well as in the academic graduate programs. Assistants are expected to divide their time between studies and work for a department. The application and all supporting data should be submitted to the Graduate Studies Office by March 1 for the succeeding academic year. Application forms may be obtained from the Office of Graduate Studies.

Scholarships and Loans

Inquiries about the availability of various scholarships and loan programs should be directed to the Financial Aid Office in Cunard Hall. No application for aid will be considered by the College until it has received an analysis report from the Federal Student Aid Processor and the student has been officially admitted. The Free Application for Federal Student Aid (FAFSA) may be obtained from the College or filed over the Internet at <http://www.fatsa.ed.gov>. The Free Application for Federal Student Aid should be completed no later than April 1.

Alumni Fellowships

Alumni Fellowships are awarded to Wagner graduates who enter the graduate program at Wagner College within one year of receiving the baccalaureate degree from Wagner. Alumni Fellows receive a discount of 25% on tuition and must take 9-12 credits per semester. An Alumni Fellow cannot simultaneously hold a graduate assistantship.

TAP

New York State Tuition Assistance Program Graduate Tap Awards are available to students in graduate programs. Awards range from \$100 to \$1200 annually depending on net taxable income and student status.

Federal Traineeships

Monies may be available for Federal Traineeships. Applications may be obtained from department chairs.

Academic Policies

Meaning of "Credit"

The term credit signifies the satisfactory completion of work requiring attendance of at least one hour weekly in lectures, recitations, or research activities or two hours weekly in the laboratory, throughout one semester (14 weeks, exclusive of final examination week and of vacations). As defined here, the term "credit" is interchangeable with such terms as "credit hour" or "semester hour" as used in this and in other institutions.

Prerequisite Course Work

Students who are admitted to a graduate program with deficiencies in undergraduate courses must complete those deficiencies with a grade of C or higher within the first year of graduate study. An undergraduate course taken previously at Wagner, or at another college, may not be used to meet a prerequisite requirement unless a grade of C or higher was earned in the course.

Transfer of Credit

The approval of the Department Chair or Director of Graduate Program is required for all transfer credits. Numbers of credits accepted from accredited graduate schools may vary among departments. Grades below the B-level are not acceptable for transfer. Students wishing to take courses at another college for transfer to their graduate record at Wagner College should obtain written approval from the Department Chair or Director of Graduate Program and the Dean of Graduate Studies before registering for such courses. No 500-level course taken as part of an undergraduate program may be transferred into a graduate program.

Work (Life) Experience Credit

A student may apply for college credit for documented learning that is germane to a graduate program at Wagner College, but must not exceed three credits. The request for credit should relate to a specific course at Wagner College with evidence being presented to show that the objectives of that course have been met. The applicant should present documentation for evaluation to the Department Chair or Director of Graduate Program, who shall determine in each instance whether preparation and competence are satisfactory for the student to receive credit for his or her work experience. A completed application form and the documentation should be brought to the Dean of Graduate Studies for approval and then the student may be registered to receive credits for the appropriate course after paying the specified fee.

Maximum Student Course Load

Graduate students taking a nine-credit load are considered full-time students. Full-time graduate students, in most programs, are limited to a maximum of four courses. Permission to exceed the four-course limit is to be made by the Dean of Graduate Studies.

Time Schedules for Courses

Most graduate courses are offered between 4 and 10 p.m. on Monday through Friday. A detailed course schedule is available to students prior to each registration.

Course Numbering

Courses numbering 600 and 700 are exclusively graduate courses, and are open only to fully matriculated graduate students. Graduate students must take a minimum of 18 credits at the 600-level or higher for the master's degree. Some courses numbered 500 to 599 are suitable as graduate-level courses and may be recommended by the Department Chair or Director of Graduate Program or program advisors. Because 500-level courses are regarded as undergraduate senior-level courses into which graduate students may be admitted, the graduate student is expected to complete extra work in these courses (not requested of undergraduates) as stipulated by the professor. Such extra work should be clearly stated on the course outline.

Courses numbered 100 to 499 are undergraduate-level courses and are not counted in the graduate cumulative index.

Dropping Courses

The period for adding and dropping classes without academic penalty is the first week of classes during regular semesters and the first three days of classes in the summer sessions. After this period, a student may withdraw from a course upon consultation with the faculty advisor until the end of the tenth week of the semester, or up until halfway through the summer session. The last day for dropping courses is indicated on the College calendar published in the course schedule for each semester. If a student withdraws from a course during this time a "W" will be recorded on the transcript. The student will be liable for all charges associated with the course if it is dropped after the first week's add/drop period.

In unusual circumstances (a major extended illness or a major change in life circumstances) the student may petition the Registrar to withdraw from a course after the normal period.

Nonattendance at a class or nonpayment of tuition does not constitute an official drop, nor does notification of one's instructor result in an official withdrawal from the class. An official drop form must be filed with the Office of the Registrar or a grade of "F" will be received for failure to attend the course.

Independent Study

Students who enroll in an Independent Study course (693) must have both a minimum of nine credits earned and a grade point average of 3.0 in the department in which they are doing the independent study. Any exceptions to this rule must be approved by the Department Chair or Director of Graduate Program and by the Dean of Graduate Studies.

Students are permitted to count no more than six credit hours of Independent Study courses toward their graduate degree. Students are required to register for Independent Study by the last day for adding courses.

Tutorials

Requests for tutorials must be approved by the Registrar, the Department Chair or Director of Graduate Program, and the faculty member with whom the tutorial is to be taken. Students are required to register for a tutorial course by the last day for adding courses. Tutorials are offered only when necessary to enable a student to make normal progress toward a degree.

Thesis Requirements

When a thesis track is chosen for the master's degree, the thesis subject must be approved by the department. Preparation of the thesis will be directed by a faculty advisor approved by the chair of the appropriate department.

The thesis must demonstrate the student's ability to select, organize, and evaluate the results of professional investigation. The thesis must meet an acceptable standard for written work on the graduate level. The official standard for written work for all graduate papers, including the thesis, is determined by the individual department. It is the responsibility of the student to follow the form prescribed by the department. Copies of the appropriate thesis manuals are available in the library and in the College Bookstore. All graduate students are encouraged to review the contents of the authorized manual before submitting papers or a thesis in graduate courses.

The thesis must be completed within three years, but this period may not extend beyond the six-year general limit for the master's degree. A student who has completed all course requirements, including course number 799, but who has not completed the thesis, must reregister for course number 799 each semester in which active work is taking place and for which guidance is being received. Students working independently, or who withdraw for one or more semesters, must register for course number 800, Maintenance-of-Matriculation, each semester until active work under an advisor is resumed. At that time, the student must again register for course number 799. Those who fail to register for Maintenance-of-matriculation (course number 800) in the intervening semesters will be assessed the appropriate fee due upon resumption of course number 799.

The candidate's thesis will be examined by a committee of three faculty approved by the Department Chair or Director of Graduate Program. One of the three faculty should be the candidate's thesis advisor and one may be from outside the department.

The candidate must submit the original and two copies of the thesis together with a thesis-binding fee of \$48 to the Division of Graduate Studies Office by either July 30, November 30, or April 1, depending upon the semester in which the thesis is completed. The theses are subsequently bound. One copy of the thesis is given to the student, and the other two copies are given to the library and the department. Students requesting additional professionally bound personal copies should submit extra copies to the Division of Graduate Studies Office with an additional fee of \$16 per copy at the time they submit the three required copies.

Grading Policies

Wagner uses an alphabetical system of grades to describe the quality of the student's work: A, A-, B+, B, B-, C+, C, and F.

- A designates excellence, originality, and independence in all phases of a course.
- B designates work normally characteristic of the majority of students in any graduate course, and designates a level of achievement distinctly superior in quality and in quantity to that required for a grade of C.
- C designates work normally characteristic of the majority of students in any undergraduate course, although generally unacceptable for graduate students.
- F designates failure to grasp the subject and work of unacceptable quality.
- Plus (+) and minus (-) subdivisions are permitted in determining grades.
- W or WP designates a course dropped in accordance with College policies.
- INC designates a course in which a student was in good standing but with final requirements not completed, according to College policies.

Grade Requirements at the Graduate Level

In courses which carry graduate credit, grades of B or better, or grades averaging B, must be earned in the courses in which letter grades are given. Students will not be permitted to continue graduate study if they have received grades below B- for more than nine credits or for more than three different courses. Courses in which F grades are received must be repeated. No more than two courses with an F grade may be repeated and each course may be repeated only once. Students who receive 3 Fs are automatically dismissed from the graduate program. In order to graduate a student must have a cumulative index of 3.0 or higher.

Incomplete Grade

An Incomplete grade (I) may be assigned to a student who is passing a given course, and who has completed the majority of the assignments, but who, for valid reasons, has not been able to complete a portion of the work. Such a grade is assigned at the discretion of the instructor. When an Incomplete is assigned, it must be recorded on the appropriate form in the Registrar's Office. The record is to include the reason for the grade, requirement(s) for its removal and the grade level of work prior to the granting of the Incomplete. A student must complete any remaining work within one regular semester after the date the grade is recorded, unless the instructor stipulates a shorter time period at the time the Incomplete is issued. Otherwise, the Registrar will automatically convert the Incomplete to an "I/F" (Incomplete Failure). The grade of "I/F" will count as an "F" in the calculations of the student's semester and cumulative grade point averages. Once the grade has turned into an "I/F", the grade will not be reversed. Exceptions to this policy must be approved by the chairperson of the department in which the course is offered and by the Registrar.

Repeat of Courses

A student may repeat courses in which F grades were received subject to the following conditions:

1. No more than two courses with an F grade may be repeated and each course may be repeated only once.
2. A student may not repeat a course in which a Grade of C or better has been received.
3. All course grades for which a student has registered will appear on the student's transcript, including courses with F that are subsequently improved.
4. When a course is repeated, the higher grade earned will be calculated in the student's cumulative index.
5. Students must register at Wagner College for courses that are repeated. When the original course has been dropped from the curriculum, or the original course is not offered again during the student's tenure, the decision as to an acceptable substitute will be made by the chair of the department in which the original course was offered.

Audit Policy

A student who wishes to show that he or she has attended a course regularly, but who does not wish to earn credit for the course may register as an auditor with the consent of the instructor. Students auditing courses are expected to attend and participate in class according to the instructor's requirements. The following policies govern audit registrations:

If attendance has been regular, the instructor will assign a grade of AU (audit), but no credit is entered and no quality points are calculated.

If the instructor deems that attendance has not been adequate, the instructor will assign a grade of NA and no record of the course will appear on the student's grade report or permanent transcript.

Regular attendance at class is expected of the auditor, but he or she is not required to write papers or take quizzes, tests, or examinations.

A change from credit to audit or audit to credit may be made only with the consent of the instructor by filing the appropriate form with the Registrar's Office. The change must be made no later than the last day of the Drop/Add period (the first week of classes).

Audited courses will not be included in determining the total academic load of the student.

The fee charged to audit a course is one-half of the current tuition charged for that course plus all applicable lab fees.

Change of Grades

Any request for a change of grade in a course must be submitted on the appropriate form to the Registrar by the instructor by the end of the third full week of classes of the semester (fall or spring) following the term in which the grade was given. A change of grade can be made only if a clerical error occurred in computing or recording the final grade. Extra work, beyond that required of other class members during the period when the class met, shall not be offered as a reason for a grade change.

Any request for exceptions (except in the case of a grade of Incomplete) must be directed to the Registrar for approval. All requests to change a grade must be accompanied by a detailed explanation in support of the request.

Appeal of Grades

If a student believes that an injustice has been done in matters of grading and attendance, he or she should first speak to the professor involved, and then may appeal to the chair of the department in which the problem occurred. If further recourse is desired, the Dean of Graduate Studies may be consulted.

Honor Credits

Honor credits are granted on the basis of the grades earned and credit value in each course. Semester hours completed in courses that do not have letter grading (e.g., student teaching, proficiency examinations) carry no honor credit.

Honor credit and grade equivalencies are as follows:

A = 4.0	B- = 2.7
A- = 3.7	C+ = 2.3
B+ = 3.3	C = 2.0
B = 3.0	F = 0.0

The Cumulative Index or GPA (Grade Point Average)

The honor credits earned for each course is obtained by multiplying the honor credit value for the course grade by the number of credits awarded for the course. The cumulative index is determined by dividing the total number of honor credits earned by the total number of graded semester hours taken. Semester hours with a grade of F will be included (unless subsequently improved), and semester hours of courses which carry no credit or honor credits will be excluded. A cumulative index of 3.0 in graduate-level courses is required for graduation.

Academic Recognition

Graduate Reception

A special reception and awards ceremony is held at the end of the academic year to recognize the achievement of graduate students. The outstanding student in each of the concentrations in the six graduate programs is given an award, and the students with the highest overall academic distinction in each of the six graduate programs receive an award. Academic departments also present special awards and prizes to students who are outstanding in specific areas of study and achievement.

Departmental and Endowed Graduate Academic Awards

Constance Byron Award. A monetary award established by the family of Constance Byron, class of 1955, is presented to a graduate nursing student who has displayed academic merit, leadership qualities, tenacious spirit, thoughtfulness, and caring for others. The recipient of the award is selected by the nursing department.

Delta Mu Delta Prize. Awarded by the Alpha Beta chapter of Delta Mu Delta, national honor society in business administration, to the master's degree candidate who has completed all degree requirements and attained the highest grade point average in the field of business administration.

The Education Department Chair Award. This award is presented to a master's degree candidate in Education for academic excellence, initiative, and progress.

Katherine and Egon Wendel Award in Education. This award is presented to the student with a liberal arts or science baccalaureate degree who has demonstrated the highest potential as a future teacher during candidacy for the Master of Science in Education. Spanning the years from 1962-1990, Dr. Wendel was a Professor of Education, Department Chairperson, and Academic Vice President of the College. Mrs. Wendel was an Adjunct Assistant Professor of Education and an active member in many college organizations.

M.B.A. for Executives Leadership Challenge Award. This award is given to the graduating student in the M.B.A. for Executives Program who inspired and motivated others and displayed academic excellence and integrity.

M.B.A. for Executives Leadership Development Award. This award is given to the graduating student in the M.B.A. for Executives Program who displayed enthusiasm and achieved a high level of personal growth and leadership.

Microbiology Award. This award is given to a graduating master's degree student in Microbiology whose scholastic achievement in the field is outstanding. It is given in memory of Dr. Natale Colosi, former chairperson of the department.

Sarvaloganayagam Award in International Business. This monetary prize is awarded to the outstanding graduate student from the M.B.A. Program with a concentration in international business.

Wall Street Journal Award in Graduate Study. This award is presented by the Dow Jones Publishing Company to an academically outstanding M.B.A. graduate in the finance or marketing programs. Selection of the recipient is made by the graduate faculty of the department of business administration.

Student Policies and Procedures

Time Limit

All work for a degree must be completed within six years from the date of matriculation for the master's degree. Leaves of absence in no way extend the time limit within which degree requirements must be completed.

Advisement and Registration

Upon acceptance for admission to a degree program, the student should make an appointment with the departmental advisor to plan the course of study. Advisors will review with students the required courses in specific graduate programs as well as any unmet prerequisites that must be fulfilled before enrollment in graduate courses. The Admissions Office provides advisors with copies of students' prior transcripts.

During advisement periods for each semester students should make appointments to meet with their advisors. Students should enroll in required courses only, so as not to end up taking more credits than are necessary to graduate. When registering for classes, students must present completed advisement slips signed by their own advisors.

Although advisors will render every assistance possible, the responsibility for meeting degree requirements must be assumed by the student.

Student Rights and Responsibilities

Information regarding student rights, responsibilities, services, activities and organizations at Wagner College is found in the Student Handbook. A copy of this handbook may be obtained from the Office of the Dean of the College.

Grievance Policies

Information regarding grievance policies is found in the Student Handbook. A copy of this handbook may be obtained from the Office of the Dean of the College.

Academic Honesty

The College considers the tenets of academic integrity to be at the heart of intellectual discourse and scholarly inquiry. Violations of academic integrity include cheating on examinations, falsified laboratory reports or attendance sheets, plagiarism, or any other attempt to deceive the instructor regarding work performed.

Students are solely responsible for informing themselves about acceptable forms of academic conduct. Lack of knowledge of citation procedures, for example, does not excuse plagiarism.

The Academic Honesty Committee adjudicates cases involving possible violations of academic integrity. In cases involving first offenders, when the Academic Honesty Committee finds the student violated the above policy on academic honesty, penalties may include, but are not limited to, failure for the assignment, failure for the course, or suspension from the College. When the Committee finds the student has, for a second time, violated the above policy on academic honesty, the penalty is permanent expulsion from the College.

Withdrawal and Leave of Absence

Students who find it necessary to leave the College for reasons other than disciplinary or dismissal are to advise the Division of Graduate Studies Office of this and fill out a withdrawal or leave of absence form.

A request form for leave of absence should be filed by a student wishing to be temporarily absent from the campus. Such leaves are granted for one semester and may, upon written request, be extended for a second semester. Status of leave of absence requires registration for course number 800, Maintenance-of-Matriculation, each semester in order to continue receiving all notices including those pertaining to future registration periods.

Changes of Personal Information

Students are required to inform the Registrar's Office of any changes in name, local or permanent address, telephone number, or student status so that records can be changed accordingly. Students are requested to inform the Graduate Studies Office of such changes as well. Students are encouraged to submit their email address to the Office of Graduate Studies for inclusion on a student-dean email chat group. (If you need an email address, go to Computer Services to request one. You must provide proof that you are a graduate student.)

Preparation For Graduation

All students wishing to receive a degree must submit an application of candidacy for the degree. Applications will be sent to prospective candidates in advance of the due dates, or candidates may obtain an application from the Registrar's Office. Students must return the signed applications to the Registrar's Office according to the following schedule:

Expected graduation August 31	Due Date February 1
Expected graduation December 31	Due Date June 1
Expected graduation May	Due Date November 1

Once the signed application has been received, the Registrar's Office will forward it to the Chair of the appropriate department. The department chair will list the remaining degree requirements yet to be completed. Students are encouraged to make an appointment with their department chair to discuss the completion of their degree requirements. A copy of the completed application, listing all remaining courses to be completed, will be sent to the student. No student will receive a diploma before all financial and other obligations to the College are fulfilled.

Date of Degree and Commencement

The College has established August 31, December 31, and the date of commencement in May of each year for the conferral of degrees. Diplomas will issued at or following the commencement exercises in May as well as in January for August and December conferrals. For those students completing their programs in August or December, a letter certifying the fulfillment of all graduation requirements will be issued upon request.

All candidates for degrees, regardless of effective date, are required to be present at commencement exercises. Any candidate who is unable to be present is required to file in

advance with the Provost, a written request with supporting reasons to receive the degree in absentia.

Undergraduate students may participate in the commencement exercises if they have a 2.0 major and cumulative index, are within 2 units of degree completion, and are registered in the Wagner College summer session for the final course(s) needed to complete the degree.

Graduate students may participate in the commencement exercises if they have a 3.0 cumulative index, are within 6 credits of degree completion, and are registered in the Wagner College summer session for the final course(s) needed to complete the degree.

Compliance

It is the responsibility of students, together with their professors and advisors, to be familiar with and abide by all academic regulations. Students should be aware of and follow requirements for completing the major and degree, prerequisites to be met for enrolling in certain courses, restrictions on enrollment in certain courses, and withdrawal from and repeating of courses. Failure to comply with all regulations could adversely affect a student's status and graduation.

Family Educational Rights and Privacy Act of 1974 (FERPA)

Wagner College complies with the Family Educational Rights and Privacy Act of 1974. FERPA is designed to protect the privacy of educational records, to establish the rights of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate and misleading data. The College is permitted to provide directory information without the student's consent unless she or he requests in writing that such information not be disclosed.

At Wagner College, directory information is defined as: student's name, address, date and place of birth, dates of College attendance, full-time/part-time status, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees and awards received, and previous school or college attended. The student may request that directory information be kept confidential by completing a form obtained from the Registrar's Office. This form must be completed by October 1st and renewed annually. Further information on Wagner's policy and procedures on compliance with FERPA can be obtained from the Registrar, Cunard Hall.

Programs of Study

Accounting

Associate Professor Anthony Carter, *department chair of business administration*

Associate Professor Margaret H. Horan, *director of the master's program in accounting*

The graduate program in accounting is part of a five-year program in accounting. The graduate degree is a 30 credit Master of Science. At the undergraduate level students major in business administration with a concentration in accounting. The requirements for the undergraduate major can be found in the Undergraduate Bulletin. In the fifth year students must complete the following requirements for their graduate degree in accounting: Accounting 610, 611, 612, 613, 614, 615; Business 613; plus one finance and two business electives chosen from the M.B.A. offerings. Students have the option of completing Accounting 798 and 799, Thesis Seminars I and II, in place of the business electives.

All candidates interested in the thesis track should declare their intention by the end of the first semester of graduate study and meet with their department chair to plan their program of study.

Admission Requirements

The prerequisite for the M.S. degree in accounting is the completion of a B.S. degree in business administration with a concentration in accounting from Wagner College or the equivalent from another institution. Equivalency should be evaluated by the program director of the master's program in accounting in consultation with the Registrar.

M.S. Admission Statement of Policy

The following materials must be submitted for review of an application:

1. A Bachelor's degree or the equivalent is the minimum requirement for admission to the M.S. Program. Transcripts of academic records from all undergraduate, graduate, and professional schools attended.
2. A score on the Graduate Management Admissions Test (GMAT). This examination is conducted by the Educational Testing Service four times a year-in October, January, March, and June-and is given at numerous centers throughout the United States and abroad. For further details, applicants should address inquiries to the Graduate Management Admissions Test, Educational Testing Service, P.O. Box 6103, Princeton, New Jersey 08541-6103.

It is strongly recommended that applicants take the GMAT no later than:
January, for the May term
March, for the September term
October, for the January term

If a later test date is chosen, it is possible that the test scores will arrive too late to allow consideration of the applicant for the desired term.

3. Two reference forms completed by appropriate recommenders. Applicants who are college students or who have less than one year of business experience should submit a letter of reference from a professor and a summer employer, if possible. Those with more than one year of business experience should have current supervisors submit letters.
4. Candidates will be judged on the basis of the undergraduate G.P.A., work experience, GMAT score, letters of recommendation, and personal statement.

Program of Study

The requirements for the Master of Science in accounting program consist of the following 30 credits:

Ac 610 Advanced Auditing
Ac 611 Advanced Accounting
Ac 612 Research in Accounting Theory
Ac 613 International Accounting
Ac 614 Governmental and Not for Profit Accounting
Ac 615 Advanced Federal Taxation
B/Adm 613 Statistics for Managers
Finan elective
B/Adm two electives **OR**
Ac 798 and 799 Thesis Seminar I and II

Course Descriptions

Ac 610 Advanced Auditing. *Three credits.* Auditing standards and supporting theory. Application of techniques including statistical sampling. Legal liability of the auditor in securities regulation and auditing in a computerized environment. *Offered fall semester.*

Ac 611 Advanced Accounting. *Three credits.* Advanced study of the fundamental concepts, conventions, and assumptions underlying accounting theory and practice. Topics include consolidations, partnership liquidations, branch and foreign exchange accounting, installment accounting, percentage-of-completion methods, and inventory valuation methods. *Offered fall semester.*

Ac 612 Research in Accounting Theory. *Three credits.* A critical examination of accounting concepts and standards. Study of current problems and contemporary developments reflected in accounting literature. *Offered spring semester.*

Ac 613 International Accounting. *Three credits.* Study of the measurement of profit and loss from international business operations of a multinational enterprise. The impact on financial position of changes in foreign exchange rates, and transactions with foreign currencies, foreign branches, foreign subsidiaries, and forward exchange contracts. Different accounting procedures underlying the preparation of financial statements in different countries are highlighted. *Offered spring semester.*

Ac 614 Governmental and Not for Profit Accounting. *Three credits.* Examines the accounting principles and reporting practices of governmental units and not-for-profit institutions, including colleges and universities, health care organizations, and voluntary health and welfare organizations. *Offered fall semester.*

Ac 615 Advanced Federal Taxation. *Three credits.* Advanced topics in corporate taxation, including sources of tax precedents, tax information, and research in court cases. The tax implications associated with investments, such as real estate and securities, will be studied. Tax cases, rulings, and other developments are analyzed for their significance. *Offered spring semester.*

B/Adm 613 Statistics for Managers. *Three credits.* This course focuses on the practical application of statistical techniques to specific management problems. Topics include presentation of data, defining variables, descriptive statistics, measures of central tendency, probability distributions, hypothesis testing, analysis of variance, chi-square testing, and correlation-regression analysis. *Offered fall and spring semesters.*

Ac 798/799 Thesis Seminar I and II. *Three credits.* Methods of fact finding and research in the field are studied, with the successful completion of each course dependent on the writing of a thesis. The thesis must incorporate the findings of a specially assigned research problem. *Ac 798 offered fall semester and Ac 799 offered spring semester.*

Descriptions of M.B.A. courses in finance and business administration from which students may choose their electives are found in the next section of this bulletin in the business administration program.

Business Administration

Associate Professor Anthony Carter, *department chair of business administration*

Accreditation

The Wagner College M.B.A. programs are nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Pre-Admission Requirements

All incoming students must demonstrate proficiency in computers and mathematics. All pre-admission requirements must be completed by the end of the first semester of the M.B.A. program.

Computer proficiency in word processing and spreadsheet packages is required. Computer proficiency can be demonstrated in one of two ways:

- satisfactory grade (C or better) in a word processing and spreadsheet processing college course(s) within the last four years;
- completion of non-credit computer workshops at Wagner College.

Mathematical proficiency can be demonstrated in one of two ways:

- satisfactory grade (C or better) in a basic algebra and pre-calculus college course within the last four years;
- completion of a non-credit math workshop at Wagner College.

Workshops to Fulfill Pre-Admission Requirements

B/Adm 602 Computer Workshop 1: An Introduction to Word Processing. *non-credit.* An introduction to DOS commands, windows applications, and the use of a basic word processing package. Offered fall semester.

B/Adm 603 Computer Workshop 2: An Introduction to Spreadsheet Processing. *non-credit.* An introduction to a basic spreadsheet processing package that will prepare students for doing analyses in accounting and finance. Offered fall semester.

B/Adm 604 Math Workshop. *non-credit.* A review of relevant mathematical concepts that will prepare students for more advanced work in finance and statistics. Topics include: basic algebra, mathematics of finance, and probability theory. Offered fall semester.

M.B.A. Admission Statement of Policy

The following materials must be submitted for review of an application:

1. A Bachelor's degree or the equivalent is the minimum requirement for admission to the M.B.A. Program. Transcripts of academic records from all undergraduate, graduate, and professional schools attended.
2. A score on the Graduate Management Admissions Test (GMAT). This examination is conducted by the Educational Testing Service four times a year—in October, January, March, and June—and is given at numerous centers throughout the United States and abroad. For further details, applicants should address inquiries to the Graduate Management Admissions Test, Educational Testing Service, P.O. Box 6103, Princeton, New Jersey 08541-6103.

It is strongly recommended that applicants take the GMAT no later than:

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March, for the September term

October, for the January term

If a later test date is chosen, it is possible that the test scores will arrive too late to allow consideration of the applicant for the desired term.

3. Two reference forms completed by appropriate recommenders. Applicants who are college students or who have less than one year of business experience should submit a letter of reference from a professor and a summer employer, if possible. Those with more than one year of business experience should have current supervisors submit letters.
4. Candidates will be judged on the basis of the undergraduate G.P.A., work experience, GMAT score, letters of recommendation, and personal statement.

Degree Requirements

The degree of Master of Business Administration will be granted upon completion of 45-51 credits of approved graduate courses in business administration. Candidates who were undergraduate business majors must complete 45 credits; those who were non-business majors must complete 51 credits. Candidates have the option of completing a thesis, in which case six credits will be applied to their graduate work (Plan A) or of taking all of the required credits, 45-51 (Plan B).

Plan A (Thesis)

Credit Requirements

All candidates interested in the thesis track should declare their intention by the end of the first semester and meet with their department chair to plan their program of study. If they were undergraduate business majors, then they are required to take 39 credits of course work and six credits toward their thesis. If they were non-business majors, then they are required to

take 45 credits of course work and six credits toward their thesis. Candidates should meet with the director of the M.B.A. program to determine their actual course of study. Plan A candidates must file the original and two copies of the completed thesis before April 1 in order to meet the requirement for their graduate degree at the end of the spring semester.

Plan B (Non-thesis) Credit Requirements

Depending on the undergraduate major, candidates are required to take 45-51 credits of graduate course work, which include a 24 credit core curriculum, a 12 credit concentration, three final tier courses (9 credits), and 6 elective credits, if they were not business majors as undergraduates.

Program of Study

Core Curriculum (24 credits)

B/Adm 610 Management Decision Making and Negotiation
B/Adm 613 Statistics for Managers
Mgmt 619 Law and the Manager
Mgmt 614 Organizational Behavior OR
B/Adm 651 Management Theory and Evaluation
B/Adm 617 Economics for Managers
*B/Adm 619 Financial and Managerial Accounting
B/Adm 620 Managerial Finance
Mktg 646 Marketing Management

Areas of Concentration

Finance Concentration (12 credits)

B/Adm 619 Financial and Managerial Accounting and B/Adm 620 Managerial Finance are prerequisites for all finance courses.

Finan 632 Investment Analysis is a required course.

Finan 637 Securities Laws and Regulations
Finan 638 Portfolio Theory and Management
Finan 639 Management of Financial Institutions
Finan 640 Money and Capital Markets
Finan 641 Financial Statement Theory and Analysis
Intbs 604 International Banking
Intbs 605 Seminar in International Business
Intbs 607 International Corporate Finance

Marketing Concentration (12 credits)

Mktg 646 Marketing Management is a prerequisite for all marketing courses.

Choose any four of the following courses:

- Mktg 641 Marketing Research
- Mktg 642 Sales Management
- Mktg 643 Consumer Behavior
- Mktg 644 Promotional Management
- Mktg 648 Nonprofit and Public Sector Marketing
- Intbs 603 International Marketing
- Intbs 605 Seminar in International Business

Management Concentration (12 credits)

Mgmt 614 Organizational Behavior or B/Adm 651 Management Theory and Evaluation is a prerequisite for all management courses. Either course may also be used to satisfy the requirements for a management concentration if not taken as part of the core curriculum requirements.

Choose any four of the following courses:

- Mgmt 614 Organizational Behavior OR
- B/Adm 651 Management Theory and Evaluation (whichever one is not taken to satisfy the core curriculum)
- Mgmt 611 Human Resource Management
- Mgmt 613 Entrepreneurship
- Mgmt 618 Total Quality Management
- Mgmt 620 Management of Technology
- B/Adm 602 International Management
- B/Adm 605 Seminar in International Business

International Business Concentration (12 credits)

Choose any four of the following courses:

- Intbs 602 International Management
- Intbs 603 International Marketing
- Intbs 604 International Banking
- Intbs 605 Seminar in International Business
- Intbs 607 International Corporate Finance

Health Care Administration Concentration (18 credits)

Take the following seven courses:

- HC 620 Fiscal Management of Health Care Organizations
- HC 633 Health Care Organization and Administration
- HC 637 Public Policy Analysis of Health Care
- HC 657 Practicum in Administration
- Mgmt 611 Human Resource Management
- Mktg 648 Non-Profit and Public Sector Marketing

Final Tier Courses (9 credits)

Final tier courses may only be taken after completion of all core curriculum courses. Final tier courses are as follows:

- B/Adm 660 Business and Economics Forecasting for Managers
- B/Adm 652 Strategic Management
- B/Adm 662 Managing Organizational Change

Additional Requirements

Electives (0-6 credits)

Students who majored in business administration as undergraduates will have the six elective credits waived, thereby reducing the total number of M.B.A. credits to 45.

International Requirement

At least one international course must be taken by each student sometime during his/her studies.

Thesis Requirement

All candidates interested in the thesis track should declare their intention by the end of the first semester and meet with their department chair to plan their program of study.

Course Descriptions

Core Curriculum (24 credits)

B/Adm 610 Management Decision Making and Negotiation. *Three credits.* Analysis and practice of management and interpersonal dealings utilized in the business environment. The course will explore writing techniques associated with business correspondence and reports required by managers and business professionals. Emphasis will also be placed on current management issues in organizations such as change, conflict resolution, negotiation, reengineering, customer dealings, crisis management, technology, and globalization. *Offered fall and spring semesters.*

B/Adm 613 Statistics for Managers. *Three credits.* This course focuses on the practical application of statistical techniques to specific management problems. Topics include: presentation of data, defining variables, descriptive statistics, measures of central tendency, probability distributions, hypothesis testing, analysis of variance, chi-square testing, and correlation-regression analysis. A statistical software package is used as a tool in analyzing data and making business-related decisions. *Offered fall semester.*

Mgmt 619 Law and the Manager. *Three credits.* This course deals with important employment issues a manager faces including: discrimination in hiring, sexual harassment, comparable worth, occupational safety and health, affirmative action, wrongful discharge, workman's compensation, and labor disputes. Selective environmental issues will also be discussed. *Offered fall semester.*

Mgmt 614 Organizational Behavior. *Three credits.* Applications of behavioral science concepts to organizational administration. A detailed study of individual and group behavior in organizations. Specific topics include: perception, individual differences, motivation, leadership, power, conflict, and organizational culture. *Offered fall semester.*

OR

B/Adm 651 Management Theory and Evaluation. *Three credits.* Discussion and evaluation of the thinking of management theorists and practitioners in major areas of management. Assigned readings will come from periodicals and books as well as from research reports. *Offered spring semester.*

B/Adm 617 Economics for Managers. *Three credits.* This course provides the economic analysis and applications necessary for managerial decision making. Topics include: demand, supply and elasticity, estimating demand functions, the fundamentals of macroeconomics and forecasting, the analysis of production, cost and technology, and market structure and strategic planning. Relies heavily on case analysis. *Offered fall semester.*

B/Adm 619 Financial and Managerial Accounting. *Three credits.* Covers basic accounting theory and practice with special emphasis on the concepts of understanding income determination, cash flow, and the managerial uses of accounting information. Topics include: transaction analysis, revenue and expense recognition, accounting for merchandising and manufacturing and cost operations, depreciation, inventories, statement preparation and analysis, stockholders' equity transactions, fund statement, capital budgeting, and special analysis for management. *This course is a prerequisite to B/Adm 620. Offered fall semester.*

B/Adm 620 Managerial Finance. *Three credits.* The study of financial techniques designed to maximize the value of the corporation. Topics include: capital budgeting and discounted cash flow techniques, leasing, cost of capital, equity and bond financing, working capital management, financial statement analysis, and capital structure. *Prerequisite: B/Adm 619 Financial and Managerial Accounting. Offered spring semester.*

Mktg 646 Marketing Management. *Three credits.* A detailed analysis of the marketing process in organizations. The integration of elements of the marketing mix are studied in depth-product development, pricing, promotion, and distribution-and the application of specific marketing techniques, including product positioning, segmentation, and product line strategy, are examined. Relies heavily on case analysis. *Offered spring semester.*

Concentrations

Finance Concentration (12 credits)

B/Adm 619 Financial and Managerial Accounting and B/Adm 620 Managerial Finance are prerequisites for all finance courses. Finan 632 Investment Analysis must be taken by all finance majors.

Finan 632 Investment Analysis. *Three credits.* Provides a foundation in understanding investments. Considers aspects of accounting, strategic management, and economics as they relate to modern investment analysis. Topics include: the security markets, types and characteristics of investment alternatives, evaluating risk, and the valuation of corporate securities. *Offered fall semester.*

Finan 637 Securities Laws and Regulations. *Three credits.* Studies the legal restraints in investment management. Topics include: the Securities Act, the Securities Exchange Act, the Investment Company Act, regulation of brokers, dealers and other aspects of governmental intervention in portfolio management. *Offered fall semester.*

Finan 638 Portfolio Theory and Management. *Three credits.* Explores the development of modern portfolio theory and techniques of modern portfolio management. Topics include: quantitative concepts, capital asset pricing model, performance measurement, efficient market hypothesis, use of derivative instruments, and ethical considerations. *Offered spring semester.*

Finan 639 Management of Financial Institutions. *Three credits.* Explores the structure, operation, and regulation of commercial banks, savings and loan associations, insurance companies, finance companies, pension funds, and other financial institutions. Examines current proposals for reform of the financial system. *Offered fall semester.*

Finan 640 Money and Capital Markets. *Three credits.* Examines the flow of funds in the short-term and long-term financial markets. Discusses sources and uses of funds, the role of the Federal Reserve and the U.S. Treasury, and an analysis of current developments. *Offered spring semester.*

Finan 641 Financial Statement Theory and Analysis. *Three credits.* Discusses analytical tools necessary to evaluate the financial condition of the firm and to assess its future outlook. Topics include: trend analysis, common-size analysis, ratio analysis, pro forma statements, flow of funds, return on investment, statistical projections, and forecasts. *Offered fall semester.*

Intbs 604 International Banking. *Three credits.* A comprehensive course concerned with the institutions and practices of international, as differentiated from domestic, banking. Topics include: foreign exchange, international credit, and the instruments and financing of international trade. *Offered fall semester.*

Intbs 605 Seminar in International Business. *Three credits.* A case study and discussion approach to problems which confront international businesses in the areas of management, marketing, finance, and government regulation. *Offered spring semester.*

Intbs 607 International Corporate Finance. *Three credits.* Examines financial issues faced by multinational corporation. Analyzes the risks and opportunities associated with operations in differing political, economic, and cultural systems. Topics include: balance of payments, foreign exchange rate determination, foreign exchange risk and exposure, international capital budgeting, and political risk. *Offered spring semester.*

Marketing Concentration (12 credits)

Mktg 646 Marketing Management is a prerequisite for all marketing courses.

Mktg 641 Marketing Research. *Three credits.* A study of marketing research techniques, their application to marketing problems, and analysis of current marketing research projects, as well as study of marketing research as a tool of management are considered. *Prerequisite: B/Adm 613 Statistics for Managers.* *Offered spring semester.*

Mktg 642 Sales Management. *Three credits.* Topics such as the measurement of the sales manager's job, methods of reducing marketing costs, types of sales organization, budgeting, and selection and training of salespeople are given careful attention. *Offered spring semester.*

Mktg 643 Consumer Behavior. *Three credits.* Motivations, attitudes, and other influences on the behavior of consumers are studied in relation to marketing strategies. Private assistance as well as legislation for consumer protection is considered. *Offered fall semester.*

Mktg 644 Promotional Management. *Three credits.* This course covers the role of promotion, especially advertising, in the organization's marketing plan. It will examine topics such as the relationship of the advertising agency and client, marketing strategies, advertising programs, media development, budgeting, and creative strategy and development. Emphasis is placed on planning the actual development, evaluation, and presentation of broadcast, print, and radio advertisement. *Offered fall semester.*

Mktg 648 Nonprofit and Public Sector Marketing. *Three credits.* An examination of marketing strategy in nonprofit and public organizations and how it differs from private sector marketing strategy. *Offered spring semester.*

Intbs 603 International Marketing. *Three credits.* This course addresses the task of identifying and evaluating foreign markets, selecting appropriate market strategies, and effectively coping with uncertainties created by such elements as the structure of competition, political forces, and the cultural differences found in foreign countries. It examines multinational issues and the problems faced when selecting the product, price, promotional approach, and the appropriate channels of distribution in overseas markets. *Offered spring semester.*

Intbs 605 Seminar in International Business. *Three credits.* A case study and discussion approach to problems which confront international businesses in the areas of management, marketing, finance, and government regulation. *Offered spring semester.*

Management Concentration (12 credits)

Either Mgmt 614 Organizational Behavior or B/Adm 651 Management Theory and Evaluation is a prerequisite for all management courses. Either course may also be used to satisfy the requirements for a management concentration if not taken as part of the core curriculum requirements.

Mgmt 611 Human Resource Management. *Three credits.* This course is concerned with human resources as well as personnel policies and techniques. Emphasis is placed upon the expanded role of the human resource management department in organizations and the knowledge of personnel issues required by managers outside the personnel field. *Offered fall semester.*

Mgmt 613 Entrepreneurship. *Three credits.* Study of entrepreneurship with emphasis on personal characteristics, innovation, risk taking, and decision making as related to using land, labor, and capital for attaining organizational objectives. *Offered spring semester.*

Mgmt 618 Total Quality Management. *Three credits.* This course examines the underlying principles of the quality initiative and a number of emerging strategies for leadership and organizational change. It includes critical areas that must be addressed if the TQM processes are to take root in any organization: relationship skills, communication skills, motivational management, and personal performance. Emphasis is placed on making the organization more customer-focused in its behavior. *Offered spring semester.*

Mgmt 620 Management of Technology. *Three credits.* This course examines the emerging role of the Chief Technology Officer in organizations and how technology is used to gain a competitive advantage. Issues related to management information systems are also studied, with an emphasis on how technology is used to integrate organizational activities. *Offered spring semester.*

Intbs 602 International Management. *Three credits.* The strategic plans and decision making that managers of international businesses must formulate to operate a business in the international environment. Particular emphasis is placed on the effects culture has on organizational and managerial behavior. *Offered spring semester.*

Intbs 605 Seminar in International Business. *Three credits.* A case study and discussion approach to problems which confront international businesses in the areas of management, marketing, finance, and government regulation. *Offered spring semester.*

International Business Concentration (12 credits)

Intbs 602 International Management. *Three credits.* The strategic plans and decision making that managers of international businesses must formulate to operate a business in the international environment. Particular emphasis is placed on the effects culture has on organizational and managerial behavior. *Offered spring semester.*

Intbs 603 International Marketing. *Three credits.* This course addresses the task of identifying and evaluating foreign markets, selecting appropriate market strategies, and effectively coping with uncertainties created by such elements as the structure of competition, political forces, and the cultural differences found in foreign countries. It examines multinational issues and the problems faced when selecting the product, price, promotional approach, and the appropriate channels of distribution in overseas markets. *Offered fall semester.*

Intbs 604 International Banking. *Three credits.* A comprehensive course concerned with the institutions and practices of international, as differentiated from domestic, banking. Topics include: foreign exchange, international credit, and the instruments and financing of international trade. *Offered fall semester.*

Intbs 605 Seminar in International Business. *Three credits.* A case study and discussion approach to problems which confront international businesses in the areas of management, marketing, finance, and government regulation. *Offered spring semester.*

Intbs 607 International Corporate Finance. *Three credits.* Examines financial issues faced by multinational corporation. Analyzes the risks and opportunities associated with operations in differing political, economic, and cultural systems. Topics include: balance of payments, foreign exchange rate determination, foreign exchange risk and exposure, international capital budgeting, and political risk. *Offered spring semester.*

Health Care Administration Concentration (18 credits)

HC 620 Fiscal Management of Health Care Organizations. *Three credits.* This is the second course that prepares managers and executives to assume a proactive role in the fiscal management of health care organizations. The planning, control, and management of an organization's financial resources are examined. Key issues in applied economics, in the determination of health care costs and rates, and in operating budgets are analyzed. Short and long-term financial planning, marketing, and forecasting are studied as they impact on future directions.

Offered spring semester.

HC 633 Health Care Organization and Administration. *Three credits.* Organizational and administration theories and systems are analyzed. Issues and trends related to administering various health care agencies are examined. *Offered fall semester.*

HC 637 Public Policy Analysis of Health Care. *Three credits.* This course is designed to critically examine the infrastructure contributing to the formulation of public policy and its impact on health care. Current government regulations, legislation, political influences, grant-funding resources, and policy-making strategies are analyzed as they affect the future of health care delivery. *Prerequisite: HC 633. Offered spring semester.*

HC 657 Practicum in Administration. *Four credits.* Students are provided with on-site experience in nursing administrative level positions within a health care setting. Nurse administrators precept students into the roles and responsibilities of their positions. The administrative practicum includes 90 hours of experience plus a weekly seminar. *Prerequisites: HC 620, 633. Prerequisite or corequisite with approval: HC 637. Offered spring semester.*

Mgmt 611 Human Resource Management. *Three credits.* This course is concerned with human resources as well as personnel policies and techniques. Emphasis is placed upon the expanded role of the human resource management department in organizations and the knowledge of personnel issues required by managers outside the personnel field. *Offered fall semester.*

Mktg 648 Nonprofit and Public Sector Marketing. *Three credits.* An examination of marketing strategy in nonprofit and public organizations and how it differs from private sector marketing strategy. *Offered spring semester.*

Final Tier Courses (9 credits)

Final tier courses may only be taken after completion of all core curriculum courses.

B/Adm 652 Strategic Management. *Three credits.* Examines the development and implementation of long-term plans designed to give the organization a competitive advantage. Investigates how industry structure and dynamics impact strategy development and looks at how core competencies are developed. Relies heavily on the use of cases and computer simulation. *Offered fall and spring semesters.*

B/Adm 660 Business and Economics Forecasting for Managers. *Three credits.* Presents techniques for forecasting the aggregate economy, including interest rates and inflation, and general industry trends, such as consumer demand. Special attention is directed at the use of multiple regression to build models helpful in understanding various business and economic issues. *Prerequisites: B/Adm 613 Statistics for Managers. Offered fall and spring semesters.*

B/Adm 662 Managing Organizational Change. *Three credits.* In-depth analysis on how change is implemented in organizations and the impact it has on employees. Types of organizational change and methods used to implement change are examined. Relies heavily on cases and experiential exercises. *Offered fall and spring semesters.*

General

691 Special Topics. *Three credits.* A course dealing with a topic of special concern developed in response to student and department interest. Offered as required. Consult department chair.

693 Independent Study. *One to Three credits.* This course provides a student with the opportunity to work independently, under the direction of a faculty member, on a topic not included in the regular offerings. *Prerequisite: permission of department chair and an advisor.*

798, 799 Thesis Seminar. *Six credits.* Methods of fact-finding and research in the field are studied, with the successful completion of the course dependent on the writing of a thesis. The thesis must incorporate the findings of a specially assigned research problem. *Prerequisite: 33 semester hours of graduate courses in business administration. B/Adm 798 offered fall semester, 799 offered spring semester.*

Executive M.B.A. - Weekend Program

Program of Study

The Wagner College Executive M.B.A. - Weekend Program is intended for experienced professionals who aspire to advance their careers and education by earning an M.B.A. The program is designed to accommodate the active schedules of managers and administrators. Candidates are able to complete their degree in less than two years by attending classes on weekends without interruption to their careers.

Time

Classes are normally scheduled every other week on Fridays (3:30-6:30 p.m.) and Saturdays (8:30 a.m.-4:30 p.m.), for three semesters during the year. No classes will be offered on holidays or during August. Such a schedule gives students the opportunity to attend classes only on alternate weekends and imposes minimum interruptions in their work and personal activities. Courses are taken in a prescribed sequence.

Method of Instruction

The curriculum employs both traditional and leading-edge technologies in delivering management education. Methods of instruction include lectures, class discussions, case studies, computer simulations, and experiential exercises.

One unique feature of the program is the use of a large-scale behavioral simulation. Participants in the simulation assume specific managerial roles in a fictitious organization and are given feedback on their use of strategic leadership skills and their ability to influence change in their organizations.

As part of their program, students will participate in a field project related to their studies in international business and the business/government relationship. This field project is a one-week program in a major U.S. or foreign city. Since 1999 the field project has taken place in London, England.

As members of this program, students will attend classes with other professionals and share their experiences and perceptions.

Admission Requirements

Admission is highly selective. Candidates with the following qualifications are invited to apply:

- a baccalaureate degree from an accredited undergraduate institution;
- minimum of six years experience in a managerial or administrative position;
- employer sponsorship is recommended.

To apply, candidates should submit the following:

- an application and application fee;
- current professional resume;
- transcript of undergraduate degree;
- two letters of recommendation.

In addition, candidates must be interviewed by the program director. For further information call the Wagner College Admissions Office 718 390-3411.

Cost

The fixed tuition investment for the program includes:

- tuition for 45 academic credits (15 courses including field project);
- all textbooks and College fees;
- meals and refreshments during class days;
- majority of costs associated with the field project.

Tuition is payable in five installments.

Program of Study

The curriculum consists of 45 credits (15 three-credit courses and a zero-credit workshop). Courses are grouped into three segments including a functional tier, an integrative tier, and a behavioral tier.

The program provides a strong functional core that gives participants specific technical expertise in economics, accounting, management, marketing, finance, statistics and computer usage. The integrative tier insures that participants understand how the entire organization functions and the interrelationship of the organization with its environment. The behavioral

tier helps participants learn about the consequences of their personal management style and to develop more effective methods of motivating the people they manage. Collectively, the courses of study provide participants with the knowledge and skills necessary for dealing with the new and complex problems and challenges that today's managers face in our rapidly changing society and world.

Students remain together as a cohort group and take their courses in sequence.

Course Descriptions

BuE 099 Computer Workshop. *Zero credits.* One and one-half day workshop that provides basic competencies in the use of Excel and Power Point.

MgE 614 Organizational Behavior. *Three credits.* Application of behavioral science concepts to understanding individual and group behavior in organizations. Detailed analysis of individual differences, motivational techniques, leadership styles, power and organizational politics, decision-making, conflict management, and stress.

AcE 610 Managerial Accounting. *Three credits.* The application of accounting concepts and techniques to managerial control and decision making. Attention is given to financial statement analysis, cost allocation, variance analysis, and management controls.

BuE 616 Managerial Economics. *Three credits.* The application of microeconomic concepts to economic problems facing the firm: demand analysis and forecasting, production and cost functions, pricing decisions under varying conditions of risk, profit analysis, and market structure.

BuE 612 Applied Data Analysis. *Three credits.* The practical application of statistical techniques, supported by computer software, to specific management problems. Skills in using the computer to perform various statistical analyses and presenting data are developed.

MkE 646 Marketing Management. *Three credits.* A detailed analysis of the marketing process in organizations. The integration of elements of the marketing mix is studied in depth (product development, pricing, promotion, and distribution) and the application of specific marketing techniques (product positioning, segmentation, product line strategy) is examined.

BuE 650 Employment Law and Ethics. *Three credits.* An understanding of important employment issues a manager faces, including discrimination in hiring, sexual harassment, comparable worth, occupational safety and health, affirmative action, wrongful discharge, and the ethics of management. Emphasis is placed on analyzing case studies.

FiE 633 Managerial Finance. *Three credits.* The study of financial techniques to maximize the value of the corporation. Topics covered include capital budgeting and discounted cash flow techniques, cost of capital, equity and bond financing, working capital management and capital structure.

BuE 605 Seminar in International Business and Management. *Three credits.* An analysis of various international business issues that are related both to the organization and the individual manager operating across different national borders. Special attention is directed at developing and implementing global strategies and the impact of culture on managerial practices and behaviors.

MkE 641 Data Collection Methods. *Three credits.* The use of business research methods to study problems facing the firm. An understanding of the various methods used to collect data (focus groups, interviewing, surveys, observation) and analyze data is developed.

MgE 611 Managing a Diversified Workforce. *Three credits.* An in-depth analysis of the human resource function in the organization. Special attention is directed at issues related to the new diversity in age, gender, racial and ethnic backgrounds in the workforce.

BuE 640 Field Project. *Three credits.* Students will attend a one-week field project overseas or in the United States related to international trade, government-business relations, and political economy.

MgE 652 Strategic Management. *Three credits.* Explores the roles of general managers and their multi-functional responsibilities. Emphasis is on developing skills to identify strengths and weaknesses of the firm and threats and opportunities in the environment. Applies analytical techniques to develop competitive strategy and competitive advantage. Cases and computer simulation are employed.

BuE 615 Management Decision-Making and Negotiation. *Three credits.* Analysis of communication and decision making in organizations, with emphasis on persuasion, teamwork, conflict resolution, change and competitiveness issues. Students develop communication skills that will enhance their leadership capabilities.

BuE 645 Current Issues in Business. *Three credits.* Analysis of an issue facing today's managers of particular importance and/or interest to the student cohort. Topics covered will vary according to current events and student interest.

BuE 660 Strategic Leadership and Change. *Three credits.* Examines the roles and functions of general managers and their attempts to affect organizational change. Explores in-depth the nature of power and influencing tactics employed by managers. An integral part of the course is the use of a large-scale behavioral simulation, in which participants occupy specific managerial roles in a fictitious diversified organization. Facilitators will observe the behavior of the participants and provide feedback on their leadership and influencing styles and effectiveness.

Education

Professor Jeffrey Glanz, *department chair of education*

Introduction

Ultimate Goal

The Teacher Education Policy Unit (TEPU) aims to create and nurture **Caring, Curious, Competent, Committed, and Community-Active Professionals** who can think and work within an **inclusive** and **constructivist** paradigm.

5 Graduate Programs

Wagner College offers five graduate programs leading to "initial" certification. Students without an undergraduate major in education are eligible for one of two programs:

- Childhood Education (grades 1–6)
- Adolescent Education (grades 7–12)

Both programs lead to dual State certification in regular education and education for students with disabilities (Special Education).

Students with initial certification at the childhood level are eligible for one of three graduate programs:

- Early Childhood Education (Birth–grade 2)
- Middle Level Education (grades 5–9)
- Literacy (Birth–grade 6)

The Early Childhood and Middle Level programs lead to dual State certification in regular education and education for students with disabilities (Special Education).

The Portals

TEPU has adopted a **developmental** approach to teacher preparation. The following **sequential** portals (stages) constitute the developmental approach to becoming a teacher at the initial level for graduate programs:

- **Exploration:** the search for self-identity. Students beginning a graduate program to change a career are exploring their interest and abilities to become teachers.
- **Reflection:** the consideration of what it means to be an effective teacher. Graduate students explore and reflect upon their commitment to teach.
- **Consolidation:** the integration of knowledge, skills, and dispositions of teaching. Students are able to recognize the attributes of an effective teacher and demonstrate their intent to become one.
- **Empowerment:** the achievement of power and control over their teacher identity by

the celebration of pedagogical judiciousness. Students are committed to enter their chosen profession equipped with the knowledge, skills, and dispositions for a successful and rewarding career.

The Learning Outcomes

Students progress through each portal and are assessed along the way to determine the extent to which they have met the Program Learning Outcomes that follow:

Knowledge

- A. Subject Matter
- B. Human Development and Learning
- C. Student Learning
- D. Diversity of Learners
- E. Assessment, Evaluation, Technology, and Research

Skills

- A. Curriculum Development and Instructional Planning
- B. Instructional Methods and Strategies
- C. Learning Environment
- D. Communication
- E. Assessment, Research, and Technology

Dispositions

- A. Lifelong Learning
- B. Diversity
- C. Professional Partnerships
- D. Ethical Behavior
- E. Transformative Learning and Teaching

These Learning Outcomes are aligned with the New York State Standards for Teacher Education Programs with INTASC Principles and the NCATE Standards.

Note that the Department of Education obtained an overall pass rate of 90% for program year 2001–2002 on the New York State Teacher Certification Examinations (LAST and ATS-W).

Admission

1. General admission requirements for all the education programs are the same as those for the graduate division.
2. At least a 2.75 undergraduate GPA. Students wishing to extend their "initial" certification, completed at Wagner College, are eligible for program entry provided they complete the general admission requirements for graduate study. Students with an initial certification, granted through a non-Wagner program, must have their transcripts evaluated to ensure compliance with New York State law 52.21. Students may have to complete additional

undergraduate courses along side their master's degree program to ensure certification requirements. Students must possess or have completed before graduation:

- a. 36 semester hours of undergraduate-level credit in a liberal arts and sciences discipline (e.g., math, science, English, history, language);
- b. 6 credit hours in a language other than English;
- c. Undergraduate-level credit in English, mathematics, science, social studies, computers, and the arts;
- d. Passing scores on the LAST and the CST tests of the NYSTCE.

Note that Wagner students having completed a minor in Education Studies will be eligible for a 33 credit graduate program leading to either Childhood/Students with Disabilities Education (1–6) or Adolescent/Students with Disabilities Education (7–12).

Programs of Study

Master of Science in Education – Childhood Education (1–6)

The Childhood program is available only to students who do not have certification to teach (i.e., little, if any, education coursework). This program leads to New York State (NYS) initial certification in Childhood Education and Childhood Education for Students with Disabilities.

Program Requirements

For all students, a minimum of 39 credits is required. 6 credits in the Introductory phase, 9 credits in the Core, 15 credits in a Childhood concentration, and 9 credits of clinical practice.

Admission Requirements

In addition to general requirements for Admission into the Division of Graduate Studies, this program requires:

- Thirty-six semester hours of undergraduate, college-level credit in a liberal arts and sciences discipline.
- Passing scores on LAST and CST examinations.
- Interview with department faculty.
- 2.75 minimum GPA .

Program Course Requirements

Introduction (6 credits)

Educ 640 The Middle Level Classroom in an Inclusive Setting	3 credits
Educ 650 The Elementary Classroom in an Inclusive Setting	3 credits

Core Requirements (9 credits)

Educ 600 Curriculum Development & Strategies for Teaching	3 credits
Educ 603 Human Development: Childhood to Pre-adolescence	3 credits
Educ 605 The Dynamics of Human Relations	3 credits

Methods (15 credits)

Educ 613 Curriculum & Methods of Inclusive Instruction: Math, Science & Technology	3 credits
Educ 614 Curriculum & Methods of Inclusive Instruction: Language Arts, Social Sciences & Languages	3 credits
Educ 635 Advanced Studies in Literacy for the Inclusive Classroom	3 credits
Educ 636 Assessment & Intervention Strategies for Teaching Students with Reading Differences	3 credits
Educ 687 Assessment & Educational Testing for Students with Disabilities	3 credits

Clinical Practice (9 credits)

Educ 550A Student Teaching (Grades 1–4)	3 credits
Educ 560A Student Teaching (Grades 5–8)	3 credits
Educ 604 Critical Issues in Education	3 credits

Master of Science in Education – Adolescent Education (7–12)

The Adolescent program is available only to students who do not have certification to teach (i.e., little, if any, education coursework). This program leads to New York State (NYS) initial certification in Adolescent Education and Adolescent Education for Students with Disabilities.

Program Requirements

For all students, a minimum of 39 credits is required. 6 credits in the Introductory phase, 9 credits in the Core, 15 credits in an Adolescent concentration, and 9 credits of clinical practice.

Admission Requirements

In addition to general requirements for Admission into the Division of Graduate Studies, this program requires: 36 semester hours of undergraduate, college-level credit in a liberal arts and sciences discipline.

- Also, student must have at least 36 credits in one of the following 8 disciplines: English, French, Spanish, Biology, Chemistry, Physics, Mathematics, or Social Studies.
- Passing scores on LAST and CST examinations.
- Interview with department.
- 2.75 minimum GPA .

Program Course Requirements

Introduction (6 credits)

Educ 640 The Middle Level Classroom in an Inclusive Setting	3 credits
Educ 660 The Secondary Classroom in an Inclusive Setting	3 credits

Core Requirements (9 credits)

Educ 600 Curriculum Development & Strategies for Teaching	3 credits
Educ 605 The Dynamics of Human Relations	3 credits
Educ 607 Human Development: Adolescence through Adulthood	3 credits

Methods (15 credits)

Educ 654 Theory & Practice of Second Language Acquisition	3 credits
Educ 656 Classroom Management	3 credits
Educ 662 Content Area Reading & Writing	3 credits
Educ 665 Secondary Education Curriculum & Methods of Inclusive Instruction: Language Arts, Social Studies, Languages other than English	3 credits

OR

Educ 661 Secondary Education Curriculum & Methods of Inclusive Instruction: Math, Science & Technology	3 credits
Educ 687 Assessment & Educational Testing for Students with Disabilities	3 credits

Clinical Practice (9 credits)

ED 560A Student Teaching (Grades 5–8)	3 credits
ED 570A Student teaching (Grades 9–12)	3 credits
ED 604 Critical Issues in Education	3 credits

Master of Science in Education – Early Childhood Education (B–Grade 2)

The Early Childhood program is available only to students who have already earned their initial New York State (NYS) certification. This program leads to NYS initial certification in Early Childhood Education and Early Childhood Education for Students with Disabilities. The program also fulfills one of the requirements that lead to permanent NYS certification.

Program Requirements

A minimum of 37 credits is required. 15 credits in the Core, 15 credits in an Early Childhood concentration and 7 credits of research.

Admission Requirements

In addition to general requirements for Admission into the Division of Graduate Studies, this program requires:

- NYS initial elementary education certification.
- Passing scores on LAST and CST examinations.
- Interview with department faculty.
- 2.75 minimum GPA.

Special Features

This program can be taken part-time as courses are offered in the evenings during the academic year.

Program Course Requirements

Core Requirements (15 credits)

Educ 600 Curriculum Development & Strategies for Teaching	3 credits
Educ 603 Human Development: Childhood to Pre-Adolescence	3 credits
Educ 605 The Dynamics of Human Relations	3 credits
Educ 608 Philosophical Foundations of Education	3 credits
Educ 654 Theory & Practice of Second Language Acquisition	3 credits

Concentration Requirements (15 credits)

Educ 615 Parent, Family, and Community Involvement: Cooperation & Collaboration	3 credits
Educ 618 Holistic Approaches to Learning: Aesthetic Education & the Curriculum	3 credits
Educ 620 Early Childhood (B-2): Advanced Curriculum & Strategies for Teaching	3 credits
Educ 621 Linguistic, Numerical, & Artistic Symbols & Tools	3 credits
Educ 622 Learning Differences in the Inclusive Classroom	3 credits

Research & Thesis Requirements (7 credits)

Educ 624 Advanced Research	3 credits
Educ 694 Practica in Early Childhood	1 credit
Educ 699 Thesis Seminar	3 credits

Master of Science in Education – Middle Level Education (5–9)

The Middle Level program is available only to students who have already earned their initial New York State (NYS) certification. This program leads to NYS initial certification in Middle Level Education and Middle Level Education for Students with Disabilities. The program also fulfills one of the requirements that lead to permanent NYS certification.

Program Requirements

For all students, a minimum of 37 credits is required. 15 credits in the Core, 15 credits in a Middle Level concentration, and 7 credits of research.

Admission Requirements

In addition to general requirements for Admission into the Division of Graduate Studies, this program requires:

- NYS initial certification in one of six disciplines: English, Spanish, French, Biology, Mathematics, or Social Studies.
- Passing scores on LAST and CST examinations.
- Interview with department faculty.
- 2.75 minimum GPA .

Program Course Requirements

Core Requirements (15 credits)

Educ 600 Curriculum Development & Strategies for Teaching	3 credits
Educ 603 Human Development: Childhood to Pre-Adolescence	3 credits
Educ 605 The Dynamics of Human Relations	3 credits
Educ 608 Philosophical Foundations of Education	3 credits
Educ 654 Theory & Practice of Second Language Acquisition	3 credits

Concentration Requirements (15 credits)

Educ 641 Motivation & Creativity in the Middle Years	3 credits
Educ 643 Guidance & Advising in the Middle Years	3 credits
Educ 644 Issues in the Middle Level Classroom	3 credits
Educ 642 Interdisciplinary Team Teaching	3 credits
Educ 637 Literature for Early & Middle Child	3 credits

Research & Thesis Requirements (7 credits)

Educ 624 Advanced Research	3 credits
Educ 694 Practica in Inclusive Middle Childhood Education	1 credit
Educ 699 Thesis Seminar	3 credits

Master of Science in Education – Teaching Literacy (B-Grade 6)

The Literacy program is available only to students who have already earned their initial NYS certification. This program leads to New York State (NYS) initial certification in Teaching Literacy. The program also fulfills one of the requirements that lead to permanent NYS certification.

Program Requirements

For all students, a minimum of 37 credits is required. 15 credits in the Core, 3 research credits, 16 credits in a Literacy concentration, and 3 credits of a thesis requirement.

Special Features

This program can be taken part time as courses are offered in the evenings during the academic year.

Admission Requirements

In addition to general requirements for Admission into the Division of Graduate Studies, this program requires:

- NYS initial certification in elementary education.
- Passing scores on LAST and CST examinations.
- Interview with department faculty.
- 2.75 minimum GPA .

Program Course Requirements

Core Requirements (15 credits)

Educ 600 Curriculum Development & Strategies for Teaching	3 credits
Educ 603 Human Development: Childhood to Pre-Adolescence	3 credits
Educ 605 The Dynamics of Human Relations	3 credits
Educ 608 Philosophical Foundations of Education	3 credits
Educ 654 Theory & Practice of Second Language Acquisition	3 credits

Research Requirements (3 credits)

Educ 624 Advanced Research	3 credits
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Concentration Requirements (16 credits)

Educ 635 Advanced Studies for Literacy for the B–6 Inclusive Classroom	3 credits
Educ 636 Assessment & Intervention Strategies for Teaching Students with Reading Difficulties	3 credits
Educ 636L Practica for Assessment & Intervention Strategies for Students with Reading Difficulties	0 credits
Educ 639 Language Development & Reading	3 credits
Educ 637 Literature for Early & Middle Childhood	3 credits
Educ 667 Interdisciplinary & Content Area Literacy Development	3 credits
Educ 696 Practica for Teaching Literacy B–6	1 credit

Thesis Requirement (3 credits)

Educ 699 Thesis Seminar	3 credits
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Course Descriptions

550A Student Teaching: Inclusive/Childhood - Grades 1-4. *Three credits.* The student's professional and specialized education for teaching all children at the childhood level (1-4) culminates in this extensive field experience. This experience includes full-time directed teaching in accredited inclusive, mainstreamed and regular classrooms for students in grades one to four. At least one of the co-operating teachers responsible for supervising the student teacher will be a certified special education teacher. The student's tasks involve orientation to school and classroom; on-the-job growth in planning, instructional, and evaluation skills; and experiences in practicing human and professional relations. A weekly one-hour reflective seminar will accompany the clinical experience led by the student's college supervisor. The seminar will include extended (2-hour) workshops in identifying and preventing substance abuse, child abuse or maltreatment and child abduction, drug abuse and safety education, HIV and other sexually transmitted diseases, and violence intervention. Pre-professionals will spend a minimum of six weeks full-time at this placement. *Prerequisites: Acceptance by EPPAC into clinical practice and passing score on the LAST of the NYSTCE.*

550M Student Teaching Mentoring: Inclusive/Childhood - Grades 1-4. *1.5 credits.* This option is only available for students who have a full time contractual agreement to teach in a public or an accredited private school setting. The student's professional and specialized education for teaching all children at the childhood level (1-4) culminates in this extensive field experience. This experience includes full-time directed teaching in accredited inclusive, mainstreamed and regular classrooms for students in grades one to four. The student's tasks involve orientation to school and classroom; on-the-job growth in planning, instructional, and evaluation skills; and experiences in practicing human and professional relations. A biweekly one-hour reflective seminar will accompany the clinical experience led by the student's college supervisor. The seminar will include extended (2-hour) workshops in identifying and preventing substance abuse, child abuse or maltreatment and child abduction, drug abuse and safety education, HIV and other sexually transmitted diseases, and violence intervention. The duration of the mentoring experience is two consecutive 14-week sessions. *Prerequisites: Acceptance by EPPAC into clinical practice and passing score on the LAST of the NYSTCE.*

560A Student Teaching: Inclusive/Middle Childhood - Grades 5-8. *Three credits.* The student's professional and specialized education for teaching all children at the middle childhood level (5-8) culminates in this extensive field experience. This experience includes full-time directed teaching in accredited inclusive, mainstreamed and regular classrooms for students in grades five to eight. At least one of the co-operating teachers responsible for supervising the student teacher will be a certified special education teacher. The student's tasks involve orientation to school and classroom; on-the-job growth in planning, instructional, and evaluation skills; and experiences in practicing human and professional relations. A weekly one-hour reflective seminar will accompany the clinical experience led by the student's college supervisor. The seminar will include extended (2-hour) workshops in identifying and preventing substance abuse, child abuse or maltreatment and child abduction, drug abuse and safety education, HIV and other sexually transmitted diseases, and violence intervention. Pre-professionals will spend a minimum of six weeks full-time at this placement. *Prerequisites: Acceptance by EPPAC into clinical practice and passing score on the LAST and CST-content of the NYSTCE.*

560M Student Teaching Mentoring: Inclusive/Middle Childhood - Grades 5-8. *1.5 credits.* This option is only available for students who have a full time contractual agreement to teach in a public or an accredited private school setting. The student's professional and specialized education for teaching all children at the middle childhood level (5-8) culminates in this extensive field experience. This experience includes full-time directed teaching in accredited inclusive, mainstreamed and regular classrooms for students in grades five to eight. The student's tasks involve orientation to school and classroom; on-the-job growth in planning, instructional, and evaluation skills; and experiences in practicing human and professional relations. A bi-weekly one-hour reflective seminar will accompany the clinical experience led by the student's college supervisor. The seminar will include extended (2-hour) workshops in identifying and preventing substance abuse, child abuse or maltreatment and child abduction, drug abuse and safety education, HIV and other sexually transmitted diseases, and violence intervention. The duration of the mentoring experience is two consecutive 14-week sessions. *Prerequisites: Acceptance by EPPAC into clinical practice and passing score on the LAST of the NYSTCE.*

570A Student Teaching: Inclusive/Adolescent - Grades 9-12. *Three credits.* The student's professional and specialized education for teaching all children at the adolescent level (9-12) culminates in this extensive field experience. This experience includes full-time directed teaching in accredited inclusive, mainstreamed and regular classrooms for students in grades nine to twelve. At least one of the co-operating teachers responsible for supervising the student teacher will be a certified special education teacher. Students' tasks involve orientation to school and classroom; on-the-job growth in planning, instructional, and evaluation skills; and experiences in practicing human and professional relations. A weekly one-hour reflective seminar will accompany the clinical led by the student's college supervisor. The seminar will include extended (2-hour) workshops in identifying and preventing substance abuse, child abuse or maltreatment and child abduction, drug abuse and safely education, HIV and other sexually transmitted diseases, and violence intervention. Pre-professionals will spend a minimum of six full-time weeks at this placement. *Prerequisites: Acceptance by EPPAC into clinical practice and passing score on the LAST and the CST-content of the NYSTCE.*

570M Student Teaching Mentoring: Inclusive/Adolescent - Grades 9-12. *1.5 credits.* This option is only available for students who have a full-time contractual agreement to teach in a public or an accredited private school setting. The student's professional and specialized

education for teaching all children at the adolescent level (9-12) culminates in this extensive field experience. This experience includes full-time directed teaching in accredited inclusive, mainstreamed, and regular classrooms for students in grades one to four. The student's tasks involve orientation to school and classroom, on the job growth in planning, instructional and evaluation skills and experiences in practicing human and professional relations. A biweekly one-hour reflective seminar will accompany the clinical experience led by the student's college supervisor. The seminar will include extended (2-hour) workshops in identifying and preventing substance abuse, child abuse or maltreatment and child abduction, drug abuse and safety education, HIV and other sexually transmitted diseases, and violence intervention. The duration of the mentoring experience is two consecutive 14-week sessions. *Prerequisites: Acceptance by EPPAC into clinical practice and passing score on the LAST of the NYSTCE.*

600 Curriculum Development Strategies for Teaching. *Three credits.* This course is designed to enhance students' appreciation of curriculum theory and design. Models of instruction will be examined to promote educating students with disabilities in general education classrooms with same age peers. Students will be introduced to lesson planning and design based on curriculum as the development of cognitive processes, the technical organization of material, actualization, and academic rationalism as opposed to "grade structure" and academic content. This complementary model highlights the importance of assessment and how students consider various forms of evaluation as applied to different models of instruction. Other topics to be considered and integrated into all aspects of the curriculum include critical thinking, questioning skills and the art of good reasoning; the relative importance of education for affect with respect to education for intellect; and providing insight for teaching children of mild, moderate and severe disabilities. *Prerequisites: Educ 650 or 660, or taken concurrently with 650/640.*

603 Human Development: Childhood to Pre-Adolescence. *Three credits.* This course is designed to provide an overview of major psychological principles as they relate to the emotional, cognitive, and moral development of the growing child. In particular the course will examine this development from the early years through adolescence including the understanding of language acquisition as a developmental process. The course will attend to today's classrooms and the surrounding cultural milieu to understand these psychological dynamics at work. Students will be exposed to the importance of parental involvement and counseling as well as the importance of accurate IEP's to enhance psychological and educational development. Some of the topics to be investigated include emerging gender, diversity and inclusion, parenting and home life, mental health, and individual differences. *Prerequisites: Educ 650, 660 or taken concurrently with 650/660.*

604 Critical Issues in Education. *Three credits.* Contemporary Critical Issues in Education: Organizational restructuring, cultural literacy, inclusive classrooms, IEP as curriculum, multiage classrooms, school choice, the teacher as a transformative intellectual, the role of parents, school based management, magnet schools, tax credits, English as a second language, multicultural education, career ladders, etc. are historically and philosophically studied. The course demonstrates how philosophically sound innovations and alternatives exhibit possibilities for new curricula and instructional patterns as well as breaking with traditional forms of school organizational and financial support. Initial certification students will prepare for and take their comprehensive tests during this course. *Prerequisite: taken in conjunction with student teaching or mentoring.*

605 The Dynamics of Human Relations. *Three credits.* A study of the cultures and subcultures existing in urban environments with an emphasis upon the interaction among groups. The dynamics of cultural conflicts in learning situations will be stressed. This will be accomplished by critically focusing on the structures responsible for placing our nation's children at risk; the family, the school, and federal and local/state government agencies. In particular, the course will analyze how changes in the structure of the family and the consequences of the recent reform in educational reform movement have impacted the content and delivery of the curriculum. There is a 30-clock hour "research practicum " attached to this course. *Prerequisites (initial certification only): Educ 640, 660 or concurrently with these courses.*

607 Human Development: Adolescence Through Adulthood. *Three credits.* This course is designed to provide an overview of major psychological principles as they relate to the emotional, cognitive and moral development of the emerging adult. In particular we will examine these dimensions of personal growth in the adolescent and young adult. We will then turn our attention to today's secondary schools and the prevailing teenage culture and use this psychological knowledge to shed light on some of the more persistent issues and problems we find there. Topics to be investigated in this way include the specific problems and challenges that inclusion and diverse classrooms raise, questions pertaining to motivating adolescents, and the extent to which parental counseling and involvement can enhance the mental health of students and the overall classroom environment. *Prerequisites: Educ 650, 660 or taken concurrently with 640/660.*

608 The Philosophical Foundations of Education. *Three credits.* This course explores educational policy and practice through examination of philosophical theories and approaches. The focus of the course is on identifying and studying major epistemological, ethical and political theories and how they impact and are informed by education in a democracy. The course will enhance students' awareness of the complexities of the aims of education in a democracy with an emphasis on what it means to education for democratic citizenship. Fundamental axiological and epistemological issues around curriculum design, pedagogical approaches, and school reform are addressed. Questions in philosophy of mind such as nature of the person, personal identity and issues around human nature are also explored. Further issues addressed in the course include the epistemological and ethical basis for feminist pedagogies and the nature and purpose of moral education.

613 Curriculum and Methods of Inclusive Instruction: Mathematics, Science, and Technology. *Three credits.* It is important for teachers to develop a theoretical framework from which to base instructional decisions for diverse student populations. In this course students will develop an understanding of the theories of professional organizations that have shaped the teaching of mathematics (NCTM), science (NSTA), technology (NETS), and students of specific abilities (NCSE). This course is about the process of learning and the construction of knowledge unique to the disciplines of mathematics, science and technology. A 30-clock hour practicum of observations of inclusive science, mathematics, and technology instruction in grades 1-6 is an integral part of the student's learning in this course. *Prerequisites: Educ 600, 603, 640, 650.*

614 Curriculum and Methods of Inclusive Instruction: Language Arts, Social Studies, and Languages other than English. *Three credits.* It is important for teachers to develop a theoretical framework from which to base instructional decisions for diverse student populations. In this course students will develop an understanding of the theories of professional organizations that

have shaped the teaching of language arts (NCTE), social studies (NCTSS), languages other than English, and students of specific abilities (NCSE). This course is about the process of learning and the construction of knowledge unique to the disciplines of mathematics, science and technology. Teacher Support Teams are emphasized so that a collaborative problem-solving model can address adjustment and learning problems, providing for a wide range of accommodations and strategies to improve student performance and meet individual needs. A 30-clock hour practicum of observations of inclusive science, mathematics, and technology instruction in grades 1-6 is an integral part of the student's learning in this course. *Prerequisites: Educ 600, 603, 640, 650.*

615 Parent, Family, and Community Involvement: Cooperation and Collaboration.

Three credits This course will offer an overview of the changes in contemporary society and families that influence children from birth through second grade, in inclusive settings. Children are members of their family units, which are members of larger, culturally diverse, social networks and systems. Students will examine the cultural context of the involvement of the parents, families, and communities at the early childhood level. Particular attention will be paid to parental and family involvement in the out-of-home care and education of young children, including the provision of family-centered services for children with special needs. Students will study collaborative partnerships for learning, including teenage parents, foster care, adoption, single-parent homes, step-families, language minority parents and families, divorced and blended families, and early intervention services for families with children with mild, moderate, or severe disabilities. *Visitations to community agencies or early intervention services will be required (10 clock hours).*

618 Holistic Approaches to Learning: Aesthetic Education and the Curriculum. *Three credits*

In this course students will deepen their understanding of educational goals that move beyond mere academic learning. The theoretical connections between aesthetic education and emotional intelligence will be examined in the first section of the course. In the second section of the course students will design and experience lessons geared towards the development of emotional intelligence through the use of 'the arts.' Throughout the course students will consider what assessment means in an aesthetically and emotionally orientated curriculum. They will also explore the connections between aesthetic and emotional intelligence and the more academic intelligences. The notion of multiple intelligences will be examined in terms of the young child and the practical applications used throughout the course will focus upon early childhood education. Children with special need will be considered and the ways in which activities might need to be tailored to include all students is also to be examined.

620 Early Childhood (B-2): Advanced Curriculum Development and Strategies for Teaching. *Three credits*

Based on a foundation of current theories of child and curriculum development, students will learn to design physical environments, create developmentally and age-appropriate curricula, and develop classroom management strategies that are respectful of physical, cultural, language, and societal diversity. Students will develop and assess early childhood curricula that have intellectual integrity, reflect the knowledge base of different disciplines, and offer possibilities for curricular integration across disciplines. Environmental, curricular and behavioral adaptations and assessments for children with special needs will be considered throughout the course. *There is a 30-clock hour field study in an inclusive setting attached to this course.*

621 Linguistic, Numerical, and Artistic Symbols and Tools. *Three credits.* The course explores the development of language acquisition and literacy skills of listening, speaking, reading, and writing. Curriculum development, classroom design (including the use of assistive and instructional technology), assessment, enrichment, remediation, and behavior management will be discussed. The influence of parental involvement and community groups will be studied. An overview will be presented of characteristics and behavior of children from birth through grade two. There will be extensive discussion in all of the preceding areas pertaining to the child with special needs.

622 Learning Differences in the Inclusive Setting. *Three credits.* This course will present an overview of children with learning differences who are placed in inclusive early childhood settings from birth to second grade. Students will study the needs of young children with disabilities, with an emphasis on developing nurturing and stimulating environments that are specifically organized and adjusted to promote optimal functioning for each child. Integration of early intervention activities and routines will be discussed to ensure that young children with mild, moderate, and severe disabilities will be successful in their learning. The impact of early intervention will be investigated. The Program for Infants and Toddlers with Disabilities (Part C of IDEA) will be covered in this course as well as Individualized Family Service Plans. Specific regulations for implementing IDEA Part C, will be described in order to ensure the appropriate delivery of services for all infants and toddlers who are disabled or at risk for disabilities, as well as maintaining the rights of these children and their families. *There is a 30-hour field experience in an inclusive early childhood setting attached to this course.*

624 Advanced Research. *Three credits.* The components of research design, methodology, statistical and qualitative analyses are presented. The students develop the needed knowledge base to prepare them to conduct quantitative and qualitative action research studies and to write a thesis. Prerequisites: undergraduate research and statistics or at the instructor's discretion. *Offered fall and spring semesters.*

635 Advanced Studies in Literacy for the B-6 Inclusive Setting. *Three credits.* This course is a thorough examination of the process, theories, and models underlying literacy development. Students will appreciate the developmental process of becoming sophisticated readers and writers, the role of speaking and listening in literacy, and how the process may be disrupted. Practical applications and learning environments that encourage literacy will be discussed for regular and special needs students. Classroom observation is a necessary component of this course. *Prerequisites: Educ 640, 650 or concurrently with these courses.*

636 Assessment and Intervention Strategies for Teaching Students with Reading Difficulties. *Three credits.* Within the framework of the child and adolescent development and conceptual model of reading, assessment techniques and instructional strategies designed to assist the educator to develop a supporting literacy program will be presented. Students will develop an understanding of the complex characteristics and needs of individuals with reading difficulties. The course will focus on effective teaching strategies for building word knowledge and recognition, the use of context clues and background knowledge, and the ability to identify important ideas in text material. Educators will be introduced to the teaching-learning environments that enhance reading performance by teaching students learning strategies such as skills in organizing and summarizing the use of mnemonics, problem solving, and relational thinking. Students will examine developmental reading instruction programs that introduce controlled sight vocabulary with an analytic phonics emphasis. *Prerequisite: Educ 654 (B-6 literacy certification only) and taken concurrently with 636L in Literacy Program only.*

636L Practica for Assessment and Intervention Strategies for Teaching Students with Reading Difficulties. *Zero credit.* This twenty-five hour practica (appearing on student's transcripts as "fieldwork" credit) requires students registered for Educ 636 to work one-on-one with a student having reading difficulties. Students will prepare a student portfolio that includes the results from interviews, inventories, and informal assessments. Students will diagnose and implement a remediation plan for their students. How to communicate results and conclusions from formal and informal assessments to other school personnel and parents will be discussed.
Corequisite: Educ 636.

637 Literature for Early and Middle Childhood. *Three credits.* Within the framework of child and adolescent development, literature designed to enrich the curriculum and broaden students' perspectives will be examined. Students will explore various genres of children's literature and practical strategies for utilizing quality works of children's literature to enrich content area instruction, discover methods of integrating technology to enhance the literature experience, and develop quality curriculum materials for teaching children's literature to diverse learners.

639 Language Development and Reading. *Three credits.* Becoming literate is a complex phenomenon which begins with language learning. Research suggests that those features of the child's environment that nurture language development also nurture literacy proficiency. Therefore in the course, students will analyze the child's world for those aspects most conducive to language acquisition, and on that basis, students will construct instructional strategies.

640 The Middle Level Classroom in an Inclusive Setting. *Three credits.* An introduction to inclusive secondary schooling for non-education graduates seeking elementary (1-6) or secondary (7-12) certification. The course will provide an overview of the rationale for middle school education based on the unique characteristics and needs of early adolescent learners. Students will also examine middle level teaching practices including interdisciplinary teaming, cooperative learning, and thematic unit planning. In particular the course will introduce students to expanding informal assessment in the inclusive middle level classroom, curriculum modification for the inclusive middle level classroom, and the design and management of inclusive middle level classroom environments. A 30-hour practicum of observation in either an inclusive or general/special education classroom at the middle level is an integral part of students' learning in this course.
Taken concurrently with Educ 650.

641 Motivation and Creativity in the Middle Years. *Three credits.* This course is designed to help teachers understand some of the causes for students' lack of motivation in the schools and to explore ways to correct it. Critiques of behaviorism as the predominant paradigm of school culture will be made and the means of bringing a more creative mentality into both the curriculum and daily classroom life will be examined. Students will be required to formulate for themselves practical applications of this study. They will be required to construct classroom plans for middle school students that show how they will motivate them in ways that nurture creativity and- critical understanding of their curriculum. Students will need to consider these techniques across a variety of subjects appropriate for the middle school level. Students will also be required to understand the adaptations that might need to be made for the inclusive setting and populations of diverse students.

642 Interdisciplinary Team Teaching. *Three credits.* This course is designed to demonstrate a systematic approach to the planning and development of interdisciplinary instruction for inclusive classrooms. Students, by examining interdisciplinary instruction, will connect to other middle level teaching practices including cooperative learning, and thematic unit planning. The course emphasizes a team approach preserving the integrity of the discipline as well as taking into consideration the "inclusive" nature of delivering course content. *There is a 25-hour field experience attached to this course.*

643 Guidance and Advising in the Middle Years. *Three credits.* As well as identifying the functions of the guidance specialist, this course is designed to help the teachers in their roles as advisor and/or counselor at the middle education level. At the teacher level, this course provides the groundwork for structured and unstructured prevention services for individual students as well as for whole classrooms. The course identifies a close working relationship between teaching, guiding and advising in instructional activities. The goal of the course is to demonstrate a student collaborative support system including general education, special education, guidance, the family, and community agencies and resource persons.

644 Issues in the Inclusive Middle Level Classroom. *Three credits.* In this course students will investigate contemporary problems regarding the teaching and the learning of young adolescents. The course will survey the social impacts of families, communities, and the media and their implications for middle schools and students. Students will examine educational topics such as curriculum tracking and ability grouping literacy and the reluctant reader, health related concerns including violence, pregnancy and identity, and assessment from within an "all ability" framework. Curriculum modification and the design and management for the inclusive middle level classroom will introduce students to expanding informal assessment procedures and techniques.

650 The Elementary Classroom in an Inclusive Setting. *Three credits.* An introduction to inclusive education in the elementary school for non-education graduates seeking childhood (1-6) certification. This course is intended for the non-education graduate students seeking elementary certification. Examination of central issues of diverse school populations and challenges faced by teachers, development of a basic understanding of the curricula areas included in the elementary school curriculum, theories of classroom management, cooperative learning, and thematic unit planning are essential components under study. In particular the course will introduce students to expanding informal assessment in the inclusive classroom, curriculum, modification for the inclusive classroom, and the design and management of inclusive classroom environments. A 30-hour practicum of observation at the elementary level is an integral part of the students' learning in this course. *Taken concurrently with Educ 640.*

654 Theory and Practice of Second Language Acquisition. *Three credits.* This course will provide a theoretical and practical overview of linguistically diverse students and the various potential pedagogical approaches that can be adapted to meet their needs. The course will begin by providing a clear linguistic foundation, explaining how linguistically diverse regular and disabled students learn language, and the psycholinguistic and sociolinguistic implications of this language process. Looking at the issue of second language acquisition from a pedagogical and administrative perspective, a number of educational alternatives will be discussed including submersion, pull-out ESL, bilingual education, immersion, and two-way bilingual education. These programs will be examined using such criteria as feasibility, theoretical assumptions, research evidence, and impact on students. Finally, the legal implications of these programs will be discussed. *There will be 25-hour field placement attached to this course. (7-12 students, 30 hrs.).*

656 Classroom Management. *Three credits.* This course covers the concepts of applied behavior analysis with an emphasis on designing, implementing, and evaluating classroom management strategies. This enables students to deal with classroom behavior efficiently, effectively, ethically, and with the minimal disruption to the learning process. Pre-teachers will learn to conduct functional assessment with regular 7-12 students as well as those students with mild, moderate, severe, and multiple disabilities. Pre-teachers will examine the problems and positive effects of educational programs for children with learning disabilities and emotional or behavior disorders. Pre-teachers will be introduced to classroom management goals and strategies in inclusive classrooms. *Prerequisites: Educ 640 or 660, or taken concurrently with 640/660.*

660 The Secondary Classroom in an Inclusive Setting. *Three credits.* An introduction to inclusive secondary schooling for non-education graduates. The course will survey a variety of theoretical aspects of secondary education such as its goals, assessment measures, and classroom management approaches. Students will also engage in several practical activities of the high school teacher such as micro-teaching lessons and unit planning. In particular the course will introduce students to expanding informal assessment in the secondary classroom, curriculum modification for the inclusive secondary level classroom, and the design and management of inclusive secondary level classroom environments. A 30-hour practicum of observation in either an inclusive or general/special education classroom at the secondary level is an integral part of the students' learning in this course.

661 Secondary Education Curriculum and Methods of Inclusive Instruction: Mathematics, Science, and Technology. *Three credits.* This course is for those students in a secondary education program leading to initial 7-12 certifications in either mathematics, biology, chemistry, or physics. The course is designed to examine research and the effects of educational theories upon the objectives, curriculum design, and delivery approaches of inclusive classrooms. There is a 30-clock hour practicum attached to this course. Undertaken within a social constructionist framework, the course explores how curriculum can be adapted to meet the needs of students who have been identified as having different learning styles and needs. The course emphasizes the development of collaborative classrooms and strategies for revising and working with curriculum in a student-centered environment. In addition, students will develop an understanding of the theories of professional organizations that have shaped the teaching of Science (NCTE), Mathematics (NCTSS), Technology, (NCTE), and students of specific abilities (NCSE). There is a 30-clock hour practicum attached to this course. *Prerequisites: Educ 640, 660, and/or concurrently with 600, 603.*

662 Content Area Reading and Writing. *Three credits.* The course explores methods of teaching reading, writing, and study skills in content area subjects in the secondary curriculum, with an emphasis on working with culturally and linguistically diverse students in inclusive settings. The purpose of the course is to highlight methods of incorporating reading and writing, questioning and discussion, vocabulary, study strategies, and integrating literature across the curriculum. The range of reading and writing ability is addressed. The course explores a broad range of concepts and strategies for practical use in diverse classrooms by focusing on enhancing the literacy development of all students through collaborative techniques and the use individualized instruction. The course also deals with the appropriateness of electronic and visual language to the educational process. *Prerequisites: Educ 640, 660, and/ or concurrently with 600.*

665 Secondary Education Curriculum and Methods of Inclusive Instruction: Language Arts, Social Studies, and Languages Other Than English. *Three credits.* This course is for those students in a secondary education program leading to initial 7-12 certifications in English, Spanish, or Social Studies. The course is designed to examine research and the effects of educational theories upon the objectives, curriculum design, and delivery approaches of inclusive classrooms. Undertaken within a social constructionist framework, the course explores how curriculum can be adapted to meet the needs of students who have different learning styles and needs. The course emphasizes the development of collaborative classrooms and strategies for revising and working with curriculum in a student-centered environment. In addition, students will develop an understanding of the theories of professional organizations that have shaped the teaching of language arts (NCTE), social studies (NCTSS), languages other than English, and students of specific abilities (NCSE). There is a 30-clock hour practicum attached to this course. *Prerequisites: Educ 640, 660, and/or concurrently with 600.*

667 Interdisciplinary and Content Area Literacy Development. *Three credits.* This course will examine current theory, research, and issues related to children's literacy acquisition across a developmental continuum from Birth through Grade 6. Students will learn to develop children's competencies in oral and written communication and meaning construction in an across content areas through a variety of approaches. In the early years, this includes developmentally appropriate practices such as talking, reading, writing, playing, listening, and development print, graphophonemic and linguistic awareness. Students will be introduced to more formal instruction, both for typically and for atypically developing children throughout the elementary school years, including some type of systematic code instruction, word identification, and vocabulary skills along with meaningful connected reading. Students will learn to carry out ongoing assessments, including identifying students with reading and writing difficulties.

687 Assessment and Educational Testing for Students in an Inclusive Setting. *Three credits.* Assessment is the process of using tests along with other measures of student performance and behavior to make educational decisions. This course provides an overview of various models and methods of educational assessment. Traditional forms of evaluation as well as authentic, performance, and portfolio assessments are examined. Additional areas of study include standardized, developmental, and intelligence tests. Practical attention is directed at diverse classrooms and students with special needs through the development of IEP's, the writing of task analysis and short-term objectives, the development of CSE's and the expected role of the parent, and in developing task analysis to sequence subtasks for severely and profoundly involved children. *Prerequisites: Educ 640, 650, 660 or concurrently with these courses.*

693 Independent Study. *Three credits.* Course designed for advanced graduate-level inquiry. Qualified students may carry out independently arranged study of their own choosing after advisement by sponsoring department faculty. Project may be experimental, descriptive, or analytic. *Prerequisite: Educ 624.*

694 Practica in Early Childhood. *One credit.* This one-credit practicum will enable students certified in Childhood (1-6) Education to gain teaching experiences in "inclusive" B-2 Early Care and Education settings. Students will be expected to complete a minimum of 20 days in two developmental setting one of which has to be in Early Childhood Special Education under the supervision of certified special education teachers in Early Childhood Education. Students can use the clinical site as a resource for insight for teaching children of mild, moderate and severe disabilities. *Prerequisites: all courses excluding thesis.*

695 Practica in Inclusive Middle Childhood Education. *One credit.* Students will spend a minimum of 20 days in two Middle Childhood (5-9) clinical settings. This practicum will enable students certified in Childhood (1-6) Education to gain teaching experiences in a variety of "inclusive" or special education classrooms. A certified Special Education teacher must supervise students in one of the clinical settings. Students are expected to use the clinical site as a resource for their thesis in Middle Level Education in which they will be simultaneously engaged.
Prerequisites: all courses excluding thesis.

696 Practica for Teaching Literacy B-6. *One credit.* The purpose of this practica in literacy education is to provide the student with the opportunity to actualize, reflect upon, and integrate into practice the theoretical framework for practice in literacy education. The 50 clock hours of college-supervised instruction will be spent in two placements: the early childhood level and the childhood level. *Prerequisites: all courses excluding thesis.*

699 Thesis Seminar. *Three credits.* During this course the students write and analyze the research they have conducted in Educ 624. The research must be appropriate to their selected concentration in this Advanced Elementary Education degree. The course will have three basic components: Writing, Analysis, and Presentation. The course will be conducted as a seminar with students presenting their research to their peers for comment and feedback. Additional workshops and presentations (e.g. writing workshop) will be given as required. *Prerequisites: 24 credits including Educ 624 and completed Comprehensive Test requirement.*

Microbiology

Associate Professor Anthony Pfister, *department chair of biological sciences*

Associate Professor Kathleen Bobbitt, *director of the microbiology graduate program*

The Department of Biological Sciences of Wagner College offers a program of study leading to the degree of Master of Science in microbiology.

Housed in a modern multi-million-dollar science complex, the Department of Biological Sciences includes the Electron Microscopy Center, microtomy laboratory, darkroom, tissue culture facilities, laboratories, seminar rooms, lecture halls, and ample space for individual and group research efforts. An ultracentrifuge, research gas chromatograph, and similar complex instrumentation help comprise a modern training and research facility.

Additional Admission Requirements

Applicants for admission as matriculated students for the degree of Master of Science in microbiology must have:

1. the bachelor's degree from an institution of recognized standing with a major in one of the biological sciences or in chemistry;
2. successfully completed an undergraduate course in microbiology and 16 credits of chemistry including one course in organic chemistry with laboratory;
3. an undergraduate course or demonstrated proficiency in statistics.

Each applicant must be advised by the director of the microbiology graduate program prior to the first registration.

Plans of Study

There are two plans of study in the department.

Plan A is a thesis program in which the student engages in research and completes a thesis on the study as a part of the program.

Plan B is a non-thesis program requiring additional coursework and acceptable performance on a comprehensive examination at the completion of the program.

Degree Requirements

For all students, a minimum of 18 credits must be earned in courses numbered above 600. Microbiology 525, 611, and 626 are to be included in the coursework for the Master of Science degree. Microbiology 512 is required of all students who do not present a previous course in an applied area of microbiology.

Plan A (Thesis)

Credit Requirements

A minimum of 30 graduate credits is required, which includes six credits of thesis research.

Thesis Requirement

When a thesis problem has been approved by the faculty of the department, a thesis committee of three members of the faculty is appointed.

The chairperson of the thesis committee is primarily responsible for directing and guiding the candidate's research and writing activities.

Oral Examination

A final oral examination covering the thesis and related areas is required and is generally held at least four weeks before the end of the semester during which the degree is conferred.

Plan B (Non-thesis)

Credit Requirements

A minimum of 34 graduate credits acceptable to the department is required.

Comprehensive Examination

A final comprehensive examination is required of Plan B candidates for the master's degree. The examination is designed to determine the candidate's achievement in the field and may not be taken prior to the term in which the student completes the course work for the Master of Science degree.

Course Descriptions

503 Epidemiology. *Three credits.* An intensive course in the principles and methods of epidemiology with special reference to the determination of community needs. *Prerequisites: Micro 200 and a course in statistical methods. Offered fall semester of alternate years beginning in the fall of 2004.*

512 Applied, Food, and Industrial Microbiology. *Four credits.* Three hours of lecture and two hours of laboratory weekly. This course includes bacteriological studies of water, sewage, milk, and food. In this course emphasis will also be placed on microbiological assays, toxicology studies, and purposes and procedures involved in the standardization of antibiotics, germicides, preservatives, and disinfectants. *Prerequisites: Micro 200, 221; Chem. 112. Offered spring semester of alternate years beginning in the spring of 2005.**

513 Pathogenic Fungi. *Four credits.* Three hours of lecture and two hours of laboratory weekly. A study of the morphology, taxonomy, and phylogeny of pathogenic fungi and the pathology of mycological diseases in humans and animals. The isolation, identification, and study of fungi for purposes of classification, physiology, ecology, and genetics. *Prerequisite: Micro 200. Offered fall semester of alternate years beginning in the fall of 2003.**

521 Immunology and Serology. *Four credits.* Three hours of lecture and two hours of laboratory weekly. The principles of immunology including immune response and immunoglobulin production theories, standard serological methods, and serodiagnostic procedures. *Prerequisites: Micro 200; Chem 211, 211L; and 8 additional credits in biology or microbiology.* *This course is closed to graduate students who have taken an upper-level undergraduate or graduate immunology course.* *Offered fall semester of alternate years beginning in the fall of 2004.**

522 Microbial Genetics. *Four credits.* Three hours of lecture and two hours of laboratory weekly. The genetics of bacteria, fungi, bacteriophages, and other viruses. Particular emphasis is placed on the experimental use of microorganisms in the study of molecular events in genetics including: DNA replication, macromolecular synthesis and regulation, mutation, recombination, and DNA repair. *Prerequisites: Micro 200; Chem. 211, 211L.* *Closed to graduate students who have had a course in microbial genetics.* *Offered spring semester of alternate years beginning in the spring of 2005.**

523 Microbial Ecology. *Four credits.* Three hours of lecture and two hours of laboratory weekly. This course is an introduction to the ecology of microorganisms. Involvement of microorganisms in nutrient cycles is emphasized. Applications in the areas of deterioration of products and disposal of wastes are addressed. *Prerequisites: Chem 211, 211L; and eight credits of laboratory courses in microbiology.* *Offered as required.**

524 Molecular Genetics. Three hours of lecture and two hours of laboratory weekly. A course in the application of molecular knowledge to the problems of genetic engineering. A comparison between the genetic systems of prokaryotes and eukaryotes and their role in molecular genetic techniques used in the fields of molecular biology and microbiology will be explored. The development of current concepts and methods in molecular genetics as they apply to research, agriculture, industries, pharmaceutical companies and medicine will be studied. The laboratory will explore the most current techniques used in recombinant DNA technology as it relates to the course material. *Prerequisite: a previous course in genetics or microbial genetics.* *Offered fall semester of alternate years beginning in fall of 2004.**

525 Microbial Physiology. *Four credits.* Three hours of lecture and two hours of laboratory weekly. Students study the structure, function and assembly of microbial cells and analyze products of their metabolism. *Prerequisites: Micro 200; Chem 211, 211L.* *Offered fall semester of alternate years beginning in the fall of 2003.**

591 Special Topics in Microbiology. *One to four credits.* Weekly lectures. Discussion and analysis of problems in microbiology which are not covered in regular coursework. The specific content of the course will remain flexible in response to student and departmental interest. Special topics may be taken more than once with differing subject matter. Offered periodically; consult with the director of the microbiology graduate program.

611 Medical and Public Health Microbiology. *Four credits.* Two hours of lecture and two hours of laboratory weekly. Medical and public health microbiology including immunology. Standard techniques for the microbiological examination of clinical specimens, including common tests for infectious disease organisms. *Prerequisites: Micro 200 or equivalent, or permission of the department chair.* *Offered fall semester. Course may be waived by department action for those students having extensive clinical microbiology background. A formal request and supporting documentation should be sent to the director of the microbiology graduate program.**

612 Pathology. *Three credits.* Two hours of lecture weekly. General systemic pathology, including the study of the reaction to injury and the structural and physiological changes in diseases. The pathology of diseases due to bacteria, viruses, rickettsiae, and parasites is emphasized.

Prerequisites: Micro 611. Offered spring semester of alternate years beginning in the spring of 2004.

615 Electron Microscopy. *Four credits.* Six hours of combined lecture and laboratory weekly. The principles and use of the transmission and scanning electron microscopes are covered.

Students learn the basic techniques of electron microscopic tissue preparation and electron microphotography. A term paper with self-prepared illustration is required. *Prerequisite: Graduate standing in microbiology and permission of the instructor. Students other than those in the microbiology masters program should seek permission of the department chair. Offered spring semester of alternate years beginning in the spring of 2004.**

618 Parasitology. *Three credits.* Two hours of lecture weekly. This course involves the study of the morphology, taxonomy, and phylogeny of human parasites. *Prerequisite: Micro 611. Offered spring semester of alternate years beginning in the spring of 2005.*

619 Virology. *Three credits.* Two hours of lecture weekly. A basic course in structure, replication, and effects of virus infection. Special attention is given to medically important viruses.

The methods of identification and growth of viral agents are considered. *Prerequisite: 611. Offered as required.*

621 Topics in Immunobiology and Immunochemistry. *Three credits.* Two hours of lecture weekly. This is an advanced course in current immunology. Topics include structure and function of immunoglobulins, T-cells and B-cells, characteristics of synthetic and natural antigens, and the cellular aspects and kinetics of antibody formation. Hybridoma research will also be explored.

Prerequisites: Micro 521, 611, or equivalent. Offered fall semester of alternate years beginning in the fall of 2004.

623 Microbial Pathogenesis. *Three credits.* Two hours of lecture weekly. This course deals with the complex and multi-factorial nature of microbial disease. Emphasis will be placed on the interaction between the host and the microorganisms. Approaches and concepts from cell biology, microbiology, and immunology will be utilized in teaching the course. *Prerequisite: Micro 525.*

Offered fall semester of alternate years beginning in the fall of 2003.

626 Advanced Microbial Physiology. *Four credits.* Two hours of lecture and two hours of laboratory weekly. Microbial nutrition, kinetics of growth, and biosynthesis of major cell constituents and their transport and assemblage. Enzymes of terminal oxidation, synthesis, and metabolism of cellular intermediates are studied. *Prerequisite: Micro 525 or equivalent. Offered spring semester of alternate years beginning in the spring of 2004.**

691 Special Topics in Microbiology. *One to four credits.* Weekly lectures. Discussion and analysis of problems in microbiology which are not covered in regular coursework. The specific content of the course will remain flexible in response to student and departmental interest.

Special topics may be taken more than once with differing subject matter. *Offered periodically; consult with the director of the microbiology graduate program.*

693 Independent Study in Microbiology. *One to Four credits.* A course designed for advanced graduate-level inquiry. Qualified students may carry out independently arranged study of their own, chosen after advisement by sponsoring department faculty. The project may be experimental, descriptive, or analytical. *Prerequisite: Permission of the director of the microbiology graduate program and an advisor. Offered fall and spring semesters.*

798, 799 Research. *Six credits.* Research work on an experimental problem in a specialty of microbiology in which the student chooses to write a thesis required for the master's degree. *Prerequisite: Permission of the director of the microbiology graduate program. Offered fall and spring semesters.**

*A laboratory fee is required in these Microbiology courses. The fee is not refundable.

Nursing

Associate Professor Paula Tropello, *department chair of nursing*
Professor Kathleen Ahern, *director of nursing graduate program*

The master's program in nursing at Wagner College is designed for professional nurses, and has as its purpose the advancement of nursing knowledge and abilities, both in general and in a specific functional area. The requirements for the degree of Master of Science in nursing are the completion of 44/45 credits. Students in the program have the opportunity to expand their knowledge base, synthesize knowledge into new concepts and theories, test theories, create new ideas and processes, and apply them in nursing practice. Students are given the opportunity to learn strategies of leadership and change in order to improve standards of nursing practice and the health status of society. Preparation in the role areas of educator or family nurse practitioner is offered. The program provides a strong foundation for doctoral study.

The Master's Program in Nursing is accredited by the National League for Nursing Accrediting Commission Inc., 61 Broadway-33rd Floor, New York, New York 10006. Phone (212) 363-5555 ext. 153.

Program Objectives

In order to fulfill the purposes of the Wagner College graduate nursing program, the student must meet the following program objectives.

Upon completion of the program students will be able to:

1. evaluate nursing practice as it influences the quality of services provided within the health care system;
2. analyze nursing theories and strategies in practice to promote, restore, and maintain the optimum level of health of populations across the life span;
3. use research to improve nursing practice;
4. function as catalysts for change in collegial roles with other health professionals to improve the health care delivery system;
5. demonstrate leadership roles by functioning as:
 - a. nurse educators in collegiate nursing programs or staff development programs; or
 - b. family nurse practitioners;
6. promote responsibility and accountability in themselves and others in their roles as educators and practitioners.

Additional Admission Requirements

The following requirements for the Master of Science in nursing are in addition to those for all master's degrees.

1. Completion of an accredited baccalaureate program with a major in nursing including a course in nursing research. Other baccalaureate programs will be individually reviewed.
2. A minimum overall undergraduate G.P.A. of 2.7.
3. Current Registered Nurse License.

4. Demonstration, prior to the registration for clinical courses, of:
 - a. annual physical examination with current immunizations,
 - b. current malpractice insurance coverage.
5. For the Family Nurse Practitioner track, the applicant must submit documentation demonstrating current clinical practice.
6. Applicants who do not meet admission requirements have the opportunity to be individually evaluated.

Degree Requirements

Successful completion of 44/45 credits.

Program of Study:

Required Courses for All Students

Nsg 611 Theoretical Components of Nursing	3 credits
Nsg 621 Dynamics of Family Health Nursing	3 credits
Nsg 622 Health Care Policy Organization and Finance	3 credits
Nsg 624 Advanced Research	3 credits
Nsg 631 Evaluation and Instrumentation in Nursing	3 credits
Nsg 793 Professional Project Seminar	3 credits
Total	18

Required Courses for the Educator Role

Nsg 615 Advanced Pathophysiology	3 credits
Nsg 616 Advanced Health Assessment	4 credits
Nsg 618 Philosophy of Education	3 credits
Nsg 623 Advanced Pharmacodynamics for Primary Care	3 credits
Nsg 635 Curriculum Development	3 credits
Nsg 644 Theoretical Components of Psychiatric/CMHN (This course is required if taking Nsg 646)	3 credits
Nsg 646 Psychiatric/Community Mental Health Practicum or	
Nsg 650 Adult Health Practicum or	
Nsg 652 Parent/Child Practicum	3 credits
Nsg 653 Practicum in Teaching	4 credits
Elective	3 credits
Total	26

Required Courses for the Family Nurse Practitioner Role

Nsg 609 Management of Common Conditions	3 credits
Nsg 615 Advanced Pathophysiology	3 credits
Nsg 616 Advanced Health Assessment	4 credits
Nsg 617 The Advanced Practice Nurse	3 credits
Nsg 623 Advanced Pharmacodynamics for Primary Care	3 credits
Nsg 641 Family Health Nursing I	2 credits
Nsg 643 Family Health Nursing II	3 credits
Nsg 645 Family Health Nursing III	3 credits
Elective	3 credits
Total	27

Course Descriptions

609 Management of Common Conditions. *Three credits.* This course focuses on the management of common conditions encountered by the advanced practice nurse in primary care. Emphasis will be placed on developing diagnostic reasoning skills and utilizing a holistic evidenced approach to clinical care. *Prerequisite: Nsg 615. Offered spring semester.*

611 Theoretical Components of Nursing. *Three credits.* The purpose of this course is to explore, discuss, and formulate concepts of individuals, environment, health, and nursing as they relate to nursing theories. Philosophical inquiry and historical trends, as a basis for theory development, are examined. Students examine knowledge from the sciences, humanities, and nursing and how it can be applied to nursing in education, administration, and advanced practice. *Offered fall semester.*

615 Advanced Pathophysiology. *Three credits.* This course focuses on the pathogenesis of common conditions affecting individuals and families as a basis for nursing primary care management. *Offered fall semester.*

616 Advanced Health Assessment. *Four credits.* Students develop sophistication in the ability to assess and evaluate subtle diagnostic cues in client populations across the life span. Emphasis is placed on enhancing students' clinical judgment. *Offered spring semester.*

617 The Advanced Practice Nurse. *Three credits.* This course focuses on exploring issues relating to graduate nursing education and the advanced practice role. Contemporary concerns such as the politics of health care reform, the advanced practice nurse's usefulness and marketability, and the legal responsibility and accountability of the professional nurse in advanced practice are analyzed. *Offered spring semester.*

618 Philosophy of Education. *Three credits.* This course is designed to explore different philosophies of education. It offers a philosophical foundation for students to develop evaluative approaches, justification for teaching approaches, and commentaries on teaching practices. *Offered spring semester.*

621 Dynamics of Family Health Nursing. *Three credits.* This course focuses on the primary care dynamics and needs of families. Psycho-socio-cultural, economic, spiritual, community, and educational paradigms are explored. Risk assessment and interventions are investigated and analyzed to promote the stability of a family's health status. *Offered fall semester.*

622 Health Care Policy, Organization, and Finance. *Three credits.* This course presents an overview of health care policy formulation, health care organization and financing. Nurses as health care providers, coordinators, and advocates will study the theories and competencies needed to function in a new and complex health care environment. *Offered spring semester.*

623 Advanced Pharmacodynamics for Primary Care. *Three credits.* Course content will focus on the pharmacological management of self-limiting episodic complaints and stable chronic disease states commonly managed by advanced practice nurses. *Offered fall semester.*

624 Advanced Research. *Three credits.* The components of research design, methodology, and statistical analysis are presented. The students develop the needed knowledge base to prepare them to conduct research studies. *Prerequisite: Nsg 611. Offered fall and spring semesters.*

631 Evaluation and Instrumentation in Nursing. *Three credits.* This course offers students the knowledge and skills needed for instrument design and development for nursing practice, education, and research. The students develop skills in using information systems and accessing health outcomes databases. *Prerequisite: Nsg 624. Offered fall semester.*

635 Curriculum Development. *Three credits.* Issues and trends, which influence curricular decisions and development, are examined. Students acquire the knowledge and skills to design, develop, and evaluate a curriculum. *Prerequisite: Nsg 611. Offered spring semester.*

641 Family Health Nursing I. *Two credits.* This course is the first course in the supervised clinical experience for the family nurse practitioner role. The emphasis is on developing clinical judgment in the primary care setting through critical analysis of subjective and objective client data. The clinical experience consists of 200 hours plus a weekly seminar. *Prerequisites: Nsg 611, 609, 615, 616, 617, 621, 623. In addition all students are required to show evidence of a current RN license, malpractice insurance, recent physical examination with titers, and proof of current health insurance. Students should see the professor prior to registration to arrange clinical experiences. Offered fall and spring semesters.*

643 Family Health Nursing II. *Three credits.* This clinical course is a continuation of Family Health Nursing I. Students are afforded the opportunity to enhance clinical skills and judgments developed in the previous course. Supervised clinical practice in primary care settings with preceptors are maintained. The clinical experience consists of 200 hours plus a weekly seminar. *Prerequisite Nsg 641. In addition all students are required to show evidence of a current RN license, malpractice insurance, recent physical examination with titers, and proof of current health insurance. Students should see the professor prior to registration to arrange clinical experiences. Offered fall and spring semesters.*

644 Theoretical Components of Psychiatric/Community Mental Health for the Nurse in Advanced Practice. *Three credits.* This course focuses on the human dimension in psychiatric nursing. It provides the theoretical basis for applying the nursing process for high-risk individuals and families experiencing self-limited episodic and/or chronic emotional disease states. *Offered fall semester.*

645 Family Health Nursing III. *Three credits.* This clinical course is a continuation of Family Health Nursing II. Students are afforded the opportunity to continue to enhance clinical skills and judgments developed in the previous courses. This is the last clinical course for the family nurse practitioner. At the end of this course students are expected to demonstrate competency in this role. Supervised clinical practice in takes place in a variety of primary care settings with preceptors. The clinical experience consists of 200 hours plus a weekly seminar. *Prerequisite: Nsg 643. In addition all students are required to show evidence of a current RN license, malpractice insurance, recent physical examination with titers, and proof of current health insurance. Students should see the professor prior to registration to arrange clinical experiences Offered fall and spring semesters.*

646 Psychiatric/Community Health Practicum. *Three credits.* This course provides the field experience for advanced nursing practice of high-risk individuals and families experiencing self-limited episodic and/or chronic emotional disease states. The course focuses on the direct care role of the mental health advanced practice nurse. This clinical practicum includes 60 hours of experience plus a weekly seminar. *Prerequisites: same as for Nsg 650. Prerequisite or corequisite: Nsg 644. (Nsg 644 is not required for students in the nurse practitioner track). Offered spring semester.*

650 Adult Health Practicum. *Three credits.* This clinical course focuses on the delivery of health care to adults. Emphasis is placed on interventions appropriate for the health promotion, maintenance, and restoration of clients experiencing health problems and disabilities. This clinical practicum includes 60 hours of experience plus a weekly seminar. *Prerequisites: Nsg 611, 616, 615, 623, 621. In addition all students are required to show evidence of a current RN license, malpractice insurance, recent physical examination with titers, and proof of current health insurance. Students should see the professor prior to registration to arrange clinical experiences. Offered spring semester.*

652 Parent/Child Health Practicum. *Three credits.* This clinical course focuses on the delivery of health care to parents/children. Emphasis is placed on interventions appropriate for the health promotion, maintenance, and restoration of clients experiencing health problems and disabilities. This clinical practicum includes 60 hours of experience plus a weekly seminar. *Prerequisites: same as for Nsg 650. Offered spring semester.*

653 Practicum in Teaching. *Four credits.* Students are provided opportunities for individualized teaching experiences in nursing education settings. Nurse educators precept students into the roles and responsibilities of their positions. The teaching practicum includes 90 hours of experience plus a weekly seminar. *Prerequisites: Nsg 618 621 ,631, 635. Offered fall semester.*

691 Special Topics in Nursing. *Three credits.* Content varies to meet the special interests of graduate students and faculty. *Offered periodically.*

693 Independent Study. *One to four credits.* Course designed for independent advanced level study on a topic of the student's own choosing after advisement by sponsoring departmental faculty. Students may use this course to engage in collaborative research with faculty. *Prerequisite: permission of advisor and of director of graduate nursing. Offered fall and spring semesters.*

793 Professional Project Seminar. *Three credits.* This course uses the parameters of the scientific process to investigate a special, health-related problem as currently seen in society. Students are expected to design and implement a health related project. *This capstone course is taken in the last semester before graduation. Offered fall and spring semesters.*

Post Master's Advanced Certificate Program for Family Nurse Practitioner

Program of Study

The Post Master's Certificate Program for Family Nurse Practitioner builds on an earned master's degree in nursing. The student completes 27 credits, inclusive of precepted clinical practice. Graduates completing this program will be certified by the New York State Education Department as Family Nurse Practitioners.

Admission Requirements

1. Master's degree in nursing from an accredited program with a minimum G.P.A. of 3.0.
2. Current New York State licensure as a Professional Registered Nurse.
3. Malpractice insurance coverage.
4. Current immunization and physical examination.
5. Two (2) letters of reference attesting to applicant's current knowledge base, clinical competency and experiences, professional capabilities, and potential for successfully assuming an advanced practice role.
6. Current Curriculum Vitae/Re~sum~.

An application can be obtained from the Admissions Office.

Curriculum Schema of Courses

Nsg 609 Management of Common Conditions	3 credits
Nsg 615 Advanced Pathophysiology	3 credits
Nsg 616 Advanced Health Assessment	4 credits
Nsg 617 The Advanced Practice Nurse	3 credits
Nsg 621 Dynamics of Family Health Nursing	3 credits
Nsg 623 Advanced Pharmacodynamics for Primary Care	3 credits
Nsg 641 Family Health Nursing I	2 credits
Nsg 643 Family Health Nursing II	3 credits
Nsg 645 Family Health Nursing III	3 credits
Total	27

Advanced Physician Assistant Studies

Associate Professor Anthony Pfister, *department chair of biological sciences*

Assistant Professor Nora Lowy, *director of the physician assistant program*

Associate Professor Vincent Ferragamo, *coordinator of physician assistant graduate program*

Program Goal

The Master of Science (M.S.) in Advanced Physician Assistant Studies in Primary Care is a comprehensive program that prepares physician assistants for career advancement as Educators, Health Care Managers, and Clinical Leaders dedicated to improving the quality of Primary Health Care.

Program Objectives

This program will:

1. prepare Physician Assistants committed to educating future students and members of the profession;
2. prepare Physician Assistants for clinical leadership in Primary Care - Focused Health Care;
3. prepare Physician Assistants for research development in Primary Care;
4. prepare Physician Assistants for management roles within Health Care;
5. enhance the caliber of the education of Physician Assistants by incorporating effective research, teaching and management skills.

Admission Requirements

The following requirements for the Master of Science in Advanced Physician Assistant Studies are in addition to those for all master's degrees.

1. successful completion of an ARC-PA (Accreditation Review Committee for Physician Assistants) accredited physician assistant program that includes a minimum of 32 credits in the didactic year and 40 weeks of supervised clinical experience, in the clinical year;
2. National Certification or eligibility for certification by the National Commission on Certification of Physician Assistants;
3. a bachelor's degree from an accredited college with a major in one of the biological sciences, chemistry, or physician assistant studies;
4. a minimum overall undergraduate G.P.A. of 3.0.
5. an interview with the director of the Physician Assistant Program.

Program of Study:

The requirements for a Master of Science (M.S.) degree in Advanced Physician Assistant Studies in Primary Health Care consist of 36 credits. Students must complete 12 credits of core requirements, 18 credits in a selected track and 6 credits of capstone work. Capstone courses may only be taken after completion of all core curriculum courses.

Core Requirements (12 credits)

All students in the program shall be required to complete the following core course requirements:

Physician Assistant 502 The Challenges of Medical Ethics	3 credits
OR	
Physician Assistant 504 Medical Literature Review and Analysis	3 credits
Physician Assistant 601 The Art and Practice of Health Education	3 credits
Physician Assistant 603 Leadership Development and Professionalism	3 credits
Physician Assistant 604 Advanced Health Assessment	3 credits

Track Requirements (18 credits)

The student will select one of three tracks and complete the 18 credits specific to that track:

A. Health Education:

Physician Assistant 605 Curricular Development	3 credits
Physician Assistant 615 Teaching Styles and Strategies	3 credits
Physician Assistant 620 Clerkship I: Practicum in Curriculum Development	6 credits
Physician Assistant 625 Clerkship II: Teaching Methodology for Health Care	6 credits

B. Health Care Management:

Physician Assistant 651 Health Care Management Theory and Evaluation	3 credits
Physician Assistant 610 Administrative Strategies in Health Care	3 credits
Physician Assistant 630 Clerkship I: Developing Community Health	6 credits
Physician Assistant 635 Clerkship II: Health Care Administration	6 credits

C. Clinical Specialty:

Physician Assistant 651 Health Care Management Theory and Evaluation	3 credits
Physician Assistant 612 Critical Thinking in Medicine	3 credits
Physician Assistant 630 Clerkship I: Developing Community Health	6 credits
Physician Assistant 645 Clerkship II: Advanced Procedures and Skills	6 credits

Capstone Requirements: (6 credits)

Physician Assistant 790 Research Design	3 credits
Physician Assistant 799 Thesis or Professional Project	3 credits

Course Descriptions

Core Course Requirements

All students in the program are required to complete 12 credits of core course requirements:

502 The Challenges of Medical Ethics. *Three credits.* The course provides a forum for the exploration of ethical dilemmas encountered in medical practice. Historical medical case scenarios and current ethical guidelines are reviewed. The opportunity is provided to address ethical dilemmas with respect to the dynamics of cultural conflicts.

504 Medical Literature Review and Analysis. *Three credits.* The course provides the physician assistant with the skills for effective review and analysis of the expanse of medical literature. Students presented with various research problems are taught to analyze applicability appropriately to select corresponding literature and develop a systematic critique of the findings. Statistical methods are introduced and the ability to analyze data inferences is developed.

601 The Art and Practice of Health Education. *Three credits.* The course introduces the health care practitioner to the different philosophies of health education and their impact on past and present national health care. It identifies the key elements needed to construct an effective healthcare curriculum and provides the foundation for developing teaching approaches and evaluative tools.

603 Leadership Development and Professionalism. *Three credits.* This course explores the opportunities for leadership in the health care delivery system. Students analyze and diagnose problems in health care and the social, political, and legal implications for the physician assistant profession. Creative interventions are explored in the light of role development and leadership.

604 Advanced Health Assessment. *Three credits.* The purpose of this course is to enhance the clinical skills utilized for assessing patient populations across the life span. Critical thinking and clinical judgment are developed. Problem solving sessions are utilized for the assessment of clinical case scenarios. Diagnoses are discussed within the framework of preventive medicine, epidemiology, and subsequent improvements in the delivery of clinical medicine.

Track Requirements

A. Health Education

605 Curricular Development. *Three credits.* This course focuses on an understanding of the learning process. The characteristics of various learning styles are discussed and students are challenged to apply the knowledge towards the formatting of instruction and curricular strategies. Instructional methods are reviewed in short presentation formats and students are introduced to curriculum developments.

615 Teaching Styles and Strategies. *Three credits.* This course will focus on the various modalities of teaching and learning, and the relationships between them. Students will be oriented to the traditional classroom, as well as the alternative relationships of clinical preceptorships. They will learn the required skills for the organization of students and subject matter, classroom time management, and the development of cognitive connections with learners.

620 Clerkship I: Practicum in Curriculum Development. *Six credits* This course provides an opportunity for a supervised clerkship in curriculum development. The student conducts an in-depth study of health care and Physician Assistant Program curriculums. With the supervision of a Physician Assistant educator, the student develops the competencies required for proper curriculum review, assessment and/or development. The participating student will be required to design a curriculum relevant to an aspect of Physician Assistant education, the topic of which is to be determined by the student and the educator serving as the student's preceptor.

625 Clerkship II: Teaching Methodology for Health Care. *Six credits* Students are provided opportunities for individualized teaching experiences, with the guidance of Physician Assistant educators. Physician Assistant educators will precept students into the roles and responsibilities of their positions. They provide for experiences in directed teaching in an accredited PA Program and facilitate the students' growth in planning, instructional, and evaluative skills.

B. Health Care Management

651 Health Care Management Theory and Evaluation. *Three credits* This course introduces the student to the thinking of management theorists and practitioners in health care. Evaluations of various theories are based on case studies and discussions of readings from periodicals, research reports, and books.

610 Administrative Strategies in Health Care. *Three credits* An overview of the principles and practices relating to the organization and administration of programs within hospitals, as well as of independent health care programs. The role of the administrator is evaluated, including financial aspects, personnel services, planning, design, and utilization and maintenance of facilities.

630 Clerkship I: Developing Community Health. *Six credits* The focus of this course is to precept the student in the transition towards becoming an advanced mid-level provider in primary care. The student is exposed to a broad scope of clinical experiences and is taught and guided in discerning the health needs of the community and in the development of community health projects reflective of their needs.

635 Clerkship II: Health Care Administration. *Six credits* This course provides for an opportunity for a supervised clerkship in health care administration. The student will be involved in the analysis and practice of management and interpersonal dealings utilized in the health care environment. The course will explore writing techniques with correspondence and reports required by administrators and managers in health care. Emphasis will also be placed on management issues in current health care organizations such as: conflict resolution, negotiation, and changes in health care, crisis management, and patient satisfaction.

C. Clinical Specialty

651 Health Care Management Theory and Evaluation (see above)

630 Clerkship I: Developing Community Health (see above)

612 Critical Thinking in Medicine. *Three credits* This course focuses on the pathogenesis of diseases affecting individuals and communities and their impact on primary care.

645 Clerkship II: Advanced Procedures and Skills. *Six credits.* The focus of this course is to prepare the student for advanced clinical practice in primary care. Students will be provided with an opportunity for in-depth analysis of primary care and will study the office and outpatient clinical procedures - their indications, contraindications, and complications. Skills development will focus on areas such as: foreign body removal, skin biopsy and bioscopy, advanced suturing and wound care, splintering, and emergency intubation and defibrillation.

Capstone Requirements

790 Research Design. *Three credits.* The purpose of the course is to prepare the student to set up and construct a research study, beginning with the framing of the research problem and progressing to design selection and data analysis. The course offers students the knowledge and skills needed for instrument design and development, as well as scoring and interpreting the data from the measurement tools.

799 Professional Project or Thesis. *Three credits.* The purpose of this course is to utilize the parameters of the scientific process to investigate health related research problems. Through individual conferences and seminars, the student will analyze and evaluate the results obtained from the implementation of his or her research project.

Special Topics Courses

691 Special Topics in Health Care. *Three credits.* Weekly lectures. Discussion and analysis of problems in health care which are not covered in regular course work. The specific content of the course will remain flexible in response to student and departmental interests.

693 Independent Study. *One to Three credits.* Course designed for independent, advanced-level study on a topic of the student's own choosing after advisement by sponsoring departmental faculty.

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B.S., P.A., Hahnemann Medical College; M.S.Ed. Antioch University.

Joseph Conte

Sciences (Physician Assistant Program)

B.S., M.S., New York University.

Michael P. Flynn

Sciences (Physician Assistant Program)

B.S., Wagner College; P.A., Bayley-Seton Hospital.

Part-Time Faculty

Adjunct Professors

Walter F. Rohrs

Professional Programs (Business)

B.S., Bucknell University; M.B.A., Wharton Graduate School, University of Pennsylvania; Ph.D., New York University; C.P.M.

Ann Marie Sortino

Professional Programs (Nursing)

B.S., Boston College; M.Ed., Ed.D., Columbia University.

Adjunct Associate Professors

Donald L. Crooks

Professional Programs (Business)

B.S., M.B.A., Wagner College; Ph.D., California Western University.

Prentice C. Nolan

Professional Programs (Business)

B.S., Tennessee State University; M.S., University of Southern California; Ph.D., Columbia University.

Adjunct Assistant Professors

Lisamarie Alba

Sciences (Microbiology)

B.S., M.S., Wagner College.

Maria Casale

Professional Programs (Education)

B.S., M.S.Ed., St. John's University.

Michael Coyne

Professional Programs (Nursing)

B.S., M.S., St. John's University.

Sharon Fier

Professional Programs (Education)

B.A., M.S.Ed., Hunter College.

Alyce Hunter

Professional Programs (Education)

B.A., Douglass College; M.S.Ed., East Stroudsburg University; Ph.D., Lehigh University.

Michael Mazzaresse

Professional Programs (Business)

B.A., St Joseph's College; M.S., C.U.N.Y.; Ph.D., Fordham University.

Linda Raths

Sciences (Biology)

B.S., M.S., Wagner College.

Rosemary Romano

Professional Programs (Education)

B.A., M.S.Ed., Brooklyn College.

Robert Scamardella

Professional Programs (Business)

B.A., College of Staten Island; J.D., Brooklyn Law School.

Linda Traubman

Professional Programs (Education)

B.S., M.S.Ed., Brooklyn College; Ph.D., New York University.

Mary V. Zanfini

Professional Programs (Education)

B.A., Pace University; M.A., New York University; Prof. Dipl., College of Staten Island.

Instructors

Louis DeLuca

Professional Programs (Education)

B.S., Wagner College; M.A., New York University.

Veronica Desmond

Professional Programs (Business)

B.S., Upsala College; M.B.A., New York University.

Thomas Dugan

Professional Programs (Education)

B.A., M.S.ED., Manhattan College.

Laura Farrell

Professional Programs (Business)

B.S., M.B.A., Wagner College.

Joseph Ferrantelli

Professional Programs (Business)

B.S., St. Frances College; M.B.A., Wagner College.

Daniel Gagliardi

Professional Programs (Business)

B.B.A., M.B.A., Pace University.

James Hickey

Professional Programs (Education)

B.A., M.S.Ed., Wagner College.

Allan Newman

Professional Programs (Education)

B.A., Brooklyn College; M.A.E., Yeshiva University.

Lester Kostick

Professional Programs (Education)

B.A., City College of New York; M.S.Ed., Richmond College.

John Lombardo

Professional Programs (Business)

B.A., Baruch College; M.B.A., Wagner College.

Joan F. O'Connor

Professional Programs (Education)

B.S.Ed., M.S.Ed., M.S.Sp.Ed., Wagner College.

Information

Bulletin Information

This catalog describes activities, programs, policies, and regulations in force at the time of its preparation. The College reserves the right to change any provision or requirement at any time, but will make no change that will increase the total number of hours a student must take for graduation.

The Wagner College Graduate Bulletin is not a contract. Wagner cannot be held liable for disruption or delay of services due to acts of God, war, civil strife, legal labor disputes, and the like. To verify current practices during the `life` of this catalog, please call the Academic Affairs Office (718) 390-3211.

Respect and Civility at Wagner College

Wagner is a private institution of higher education committed to excellence. Together, the students, faculty, and staff form our campus community, which reflects a variety of backgrounds and cultures. The quality of life on and about the campus is best served by courteous and dignified interaction between all individuals, regardless of sex, ethnic or religious background, sexual orientation, or disability. Therefore, the administration of this College publicly declares its expectation that all members of the campus community will work to develop and maintain a high degree of respect and civility for the wealth of diversity in which we are all fortunate to live and work together.

Nondiscrimination Policy

Wagner College does not discriminate on the basis of race, sex, age, religion, handicap, sexual orientation, marital status, or national and ethnic origin in its educational programs, admissions practices, scholarship and loan programs, athletics, other school administered activities, or employment practices. This statement of nondiscrimination is in compliance with Title VII of the Civil Rights Act of 1964, Title IX of the Education amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. The Vice President for Finance and Administration is responsible for the College's efforts to comply with the above. Questions regarding their application may be directed to the Vice President at Wagner College, One Campus Road, Staten Island, NY, 10301, telephone 718-390-3315.

Policies and Procedures for Disability Support Services

Wagner College, in compliance with federal guidelines, strives to meet the needs of our students with physical, psychological, and/or learning disabilities. The following guidelines have been set by the Center for Academic Advisement in accordance with national standards:

Eligibility for Services

To ensure the provision of reasonable and appropriate services, students must present current and comprehensive documentation of their disability. Generally, documentation must be not more than three years old. The records kept in the Academic Advisement Office

are strictly confidential. At a minimum, eligibility criteria for disability-related support services at Wagner College includes:

Verification of diagnosis and severity of disabling condition prepared by a qualified professional. Detailed description of how this impediment significantly limits a major life activity in an educational setting.

For students with learning disabilities documentation should include a comprehensive diagnostic interview or consultation, a neuropsychological/psychoeducational evaluation, and treatment plan or academic recommendations. A report should include test scores and an interpretation of overall intelligence, information processing, executive functioning, spatial ability, memory, motor ability, achievement skills, reading (rate, comprehension, and decoding), writing, and mathematics, as well as a specific diagnosis and description of the student's functional limitations in an educational setting. The evaluation should be conducted by a qualified professional (i.e., licensed psychologist, school psychologist, neuropsychologist, or psychoeducational specialist) with experience working with academically competent students and the adult population.

The four criteria necessary to establish a student's eligibility for learning disability accommodations are: (1) average or above average intelligence as measured by a standardized intelligence test which includes assessment of verbal and nonverbal abilities; (2) the presence of a cognitive-achievement discrepancy indicated by a score on a standardized test of achievement which is 1.5 standard deviations or more below the level corresponding to student's sub-scale or full-scale IQ; (3) the presence of disorders in cognitive or sensory processing such as those related to memory, language, or attention; and (4) an absence of other primal causal factors leading to achievement below expectation, such as visual or auditory disabilities, emotional or behavioral disorders, a lack of opportunity to learn due to cultural or socioeconomic circumstances, or deficiencies in intellectual ability.

The assessment must provide data that supports the request for any academic accommodations. In the event that a student requests an academic accommodation that is not supported by the data in the assessment, or if the initial verification is incomplete or inadequate to determine the extent of the disability, then it is incumbent on the student to obtain supplemental testing or assessment at the student's expense.

If the College requires an additional assessment for purposes of obtaining a second professional opinion then a Wagner College Counseling Services professional may conduct additional testing. The primary goal of documentation, in addition to establishing qualified status, is to address how the impairment significantly limits the essential life functioning of learning, how the student can utilize his or her strengths, and what academic accommodations would be effective in equalizing students' opportunities at the post-secondary level.

For students with psychological or attentional disorders, documentation should include a diagnosis and information from which the diagnosis was made, a description of the student's functional limitations in an educational setting, the severity and longevity of the condition, a description of the effectiveness of current treatment, and recommendations for additional treatment /assistance. The evaluation must be conducted by a qualified professional (i.e., psychiatrist for ADHD, psychologist or psychiatrist for other psychological disorders).

For students with physical disabilities, documentation should include a diagnosis and a description of the student's functional limitations in an educational setting. Documentation should be provided by a qualified medical professional.

Requests for Services

To ensure that needs are met, students must register with the Center for Academic Advisement upon enrollment and at the start of each term for which they are requesting services. A student must make a specific request for services or accommodations. Based upon the documentation, the Assistant Dean of Advising will authorize the needed accommodations. The College will make determinations on an individual basis regarding its provision of services to ensure that students are not subject to discrimination on the basis of disability. Understand that a reasonable amount of time is needed to evaluate the documentation, review the request, and make a determination. The Center for Academic Advising is located in the Union Building.

Depending on documentation the following services are provided, but not limited to:

1. advocacy
2. testing accommodations: proctors, extended time in a separate, distraction-reduced room
3. learning disabilities advising
4. preferential registration and advising
5. provision of information to professors
6. paid membership in Recordings for the Blind and Dyslexic
7. referrals

College personnel are available to discuss a range of disability management issues such as course load, learning strategies, academic accommodations, and referral to campus and community resources. Students may be referred for additional services including diagnostic testing, and/or tutoring.

The student has the right to file an appeal concerning any allegations of failure to comply with laws, regulations, and policies set forth for students with disabilities at Wagner College. A student wishing to file a complaint may do so in writing to the Office of the Provost located in the Union Building.

Student Access to Licensing Documentation

Students wishing to examine those documents which describe Wagner College's accreditation and licensing may contact the Office of the Provost.

Wagner College Graduate Programs Registration

As Registered by the New York State Education Department

Degree	Program Name	HEGIS
M.S.	Accountancy	0502.00
M.B.A.	Business Administration, Finance	0504.00
M.B.A.	Business Administration, Management	0506.00
M.B.A.	Business Administration, Marketing	0509.00
M.B.A.	International Business	0513.00
M.B.A.	Health Care Administration	1202.00
M.S.Ed.	Education, Childhood (1-6)	0808.00
*M.S.Ed.	Education, Adolescent (7-12)	0808.00
M.S.Ed.	Education, Early (B-2)	0823.00
M.S.Ed.	Education, Middle (5-9)	0804.00
M.S.Ed.	Education, Literacy (B-6)	0830.00
M.S.	Microbiology	0411.00
M.S.	Nursing	1203.10
M.S.	Family Nurse Practitioner	1203.10
M.S.	Nurse Educator Role	1203.10
Adv Crt	Family Nurse Practitioner	1203.12
M.S.	Advanced Physician Assistant Studies	1299.10

**The M.S.Ed. (Education, Adolescent) may be taken with certification in the following subject areas: Biology, Chemistry, English, French, Mathematics, Social Studies, Spanish.*

Students

Enrollment, September 2002

<i>Program</i>	Men	Women	Total
Microbiology	4	7	11
Business Administration	120	59	179
Education	23	89	112
Nursing	2	21	<u>23</u>
			325

Advanced Physician Studies

<i>Enrollment for January 2003</i>	0	13	13
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The program in Accountancy will first enroll graduate students in September 2003.

Travel to Wagner

Staten Island is served by four bridges, all of which can be used for travel to Wagner College.

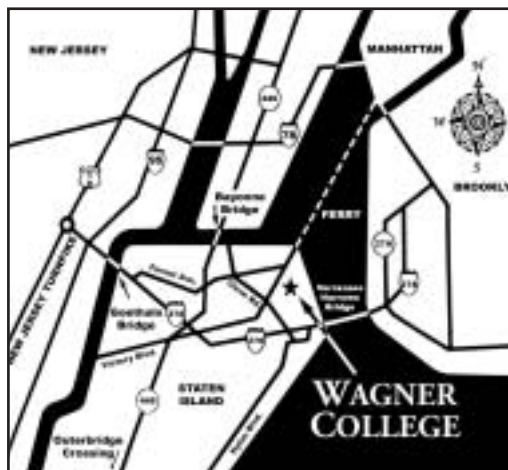
The Verrazano Narrows Bridge, for travel from Brooklyn, Manhattan, Long Island.

Take the Verrazano Narrows Bridge to Staten Island. From the toll booths follow Interstate 278 to the "Richmond Road/Clove Road" exit. Follow the service road to the third traffic light and turn right onto Clove Road. Take the first right, Howard Avenue, and proceed up Grymes Hill. The Wagner campus is on your right as you reach the top.

The Bayonne Bridge, for travel from Bayonne and other New Jersey points. From the Staten Island toll booths stay on the expressway and follow the signs for the Verrazano Narrows Bridge and Brooklyn. Before reaching the Verrazano Narrows Bridge, you will turn off at the "Richmond Road/Hylan Blvd." exit. Turn left at the first traffic light. Pass one more traffic light and then turn right at the next light, Howard Avenue. The Wagner campus is at the top of Grymes Hill.

The Goethals Bridge, from New Jersey points. From the Staten Island toll booths stay on the expressway until the "Richmond Road/Hylan Blvd." exit. Turn left at the first traffic light. Pass one more traffic light and then turn right at the next light, Howard Avenue. The Wagner campus is at the top of Grymes Hill.

The Outerbridge Crossing, from New Jersey points. From the Staten Island toll booths follow the signs for the West Shore Expressway (Route 440). Proceed on the Expressway to the last exit marked Verrazano Narrows Bridge (Interstate 278 East). Travel to the "Richmond Road/Hylan Blvd." exit. Turn left at the first traffic light. Pass one more traffic light and then turn right at the next light, Howard Avenue. The Wagner campus is at the top of Grymes Hill.



Office Telephone Listing

President's Office	390-3131
Provost's Office	390-3211/3212
Vice President for Finance and Administration	390-3116
Vice President for Institutional Advancement	390-3225
Admissions	390-3411/3412
Alumni Relations Office	390-3224
Athletic Department	390-3433
Bookstore	390-3331
Business Administration Department	390-3447
Business Office: Associate Controller	390-3111
Student Accounts	390-3262/3114
Career Development Office	390-3181
Coordinator of Graduate Studies	390-3106
Controller's Office	390-3214
Counseling Services	390-3354
Dean of the College	420-4212
Dining Hall	390-3246
Early Childhood Center	390-3137
Education Department	390-3464
Financial Aid Office	390-3183
Graduate Studies Office	390-3106
Human Resources Office	390-3187
Hawk's Nest	390-3335
Health Services	390-3158
Library	390-3375
Media Services	390-3428
Microbiology Program	390-3103
Nursing Department	390-3436
Nursing Media Center	390-3291
Physician Assistant Program	390-4613
Public Safety	390-3165
Main Gate	390-3148
Registrar's Office	390-3173

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