SESSION I: May 26 - June 27
SESSION II: June 29 - July 31
SUMMER 2015
TRADITION OF EXCELLENCE

FOUNDED IN 1841, Manhattanville is an independent and coeducational liberal arts college, committed to its mission to educate students to become ethically and socially responsible leaders in a global community. With more than 1,700 undergraduate and 1,000 graduate students, Manhattanville is 30 miles north of New York City and 10 minutes from downtown White Plains. The 100-acre scenic campus offers an extensive library, computer, residence, and fitness facilities. Manhattanville offers undergraduate degrees in more than 50 academic areas of study as well as graduate programs in Education, Writing, Liberal Studies, Finance, Sport Business Management, Organizational Management and Human Resource Development, Leadership and Strategic Management, Integrated Marketing Communications, International Management, and a Graduate Certificate in Nonprofit Leadership.
Manhattanville College Summer Session

2015 Course Catalog
Session I: May 26 – June 27
Session II: June 29 – July 31

Welcome to the Manhattanville College Summer Session course catalog.

In it you will find full descriptions and schedules of liberal arts courses in the humanities, foreign languages, sciences, social studies, and the fine arts; plus graduate courses from the School of Business* and the School of Education.

In addition, we offer the following Special Summer Programs: Summer Academy for High School Students; English Language Institute Summer Program; and Summer Writer’s Week.

Our two Manhattanville College Summer Sessions offer a broad range of courses taught by an excellent faculty, with morning, afternoon, and evening classes available.

Are you an undergraduate in need of college credits? A graduate student pursuing professional studies? A High School student wanting to get a head start on your college career? A professional seeking to enhance your career or build up your teaching credentials? No matter what your goals are, Manhattanville College will help you reach them.

Make this Summer count!

Sincerely,

Denise

Denise Cain
Coordinator – Summer Sessions
Assistant Director – Manhattanville School of Business

There may be changes to our Summer offerings that occurred after this catalog was printed. For the most recent updates of the 2015 Summer course schedules and descriptions, visit www.mville.edu/summer

*Please note: Master Level courses in the School of Business run on a different academic calendar. Contact the School at 914-323-5150 or business@mville.edu.
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End of Summer Session I

Please check WebAdvisor for current updates.
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<tr>
<td>Music</td>
<td>Classical and Popular Guitar</td>
<td>Lorusso</td>
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<td>MUA 4530A</td>
<td>Piano</td>
<td>Guernsey</td>
<td>0.5</td>
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<td>MUAT 1007</td>
<td>Midi and Music</td>
<td>Goldsmith</td>
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<tr>
<td>PSY 1004</td>
<td>Fundamentals of Psychology</td>
<td>Arthur-Cameselle</td>
<td>4</td>
<td>MTWR</td>
<td>9:30-12:00pm</td>
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<tr>
<td>PSY 2009</td>
<td>Social Psychology</td>
<td>Schreer</td>
<td>3</td>
<td>MTR</td>
<td>9:30-12:00pm</td>
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<tr>
<td>PSY 2030</td>
<td>Computer Applications in Psychology</td>
<td>Santucci</td>
<td>3</td>
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<td>5:30-8:00pm</td>
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<tr>
<td>PSY 2040</td>
<td>Research Methods in Psychology</td>
<td>Santucci</td>
<td>4</td>
<td>MTWR</td>
<td>1:00-3:30pm</td>
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<tr>
<td>SOC 1001</td>
<td>Introduction to Sociology</td>
<td>Williford</td>
<td>3</td>
<td>MTR</td>
<td>1:00-3:30pm</td>
</tr>
<tr>
<td>SPN 1001/1002</td>
<td>Intensive Spanish I &amp; II</td>
<td>Dolphin</td>
<td>4</td>
<td>MTWRF</td>
<td>9:00-2:30pm</td>
</tr>
<tr>
<td>SPN 1008</td>
<td>Spanish for Beginners II</td>
<td>Garcia</td>
<td>4</td>
<td>MTR</td>
<td>1:00pm-4:20pm</td>
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<tr>
<td>SPN 1014</td>
<td>Intermediate Spanish II</td>
<td>Cladera</td>
<td>3</td>
<td>MTR</td>
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</table>

**End of Summer Session II**

Please check WebAdvisor for current updates.
School of Business

The Manhattanville School of Business offers Summer Undergraduate and Graduate courses that are not listed in this catalog.

Adult Accelerated Undergraduate Degree Program
Summer 3: April 27 - June 13 - Summer 4: June 22 - August 8

Graduate Degree Program
Summer Module: May 30 - July 26

Please contact the School of Business admission office for course schedules and eligibility requirements. business@mville.edu - 914-323-5150
SUMMER 2015  
COURSE DESCRIPTIONS  
SESSIONS I and II  

Refer to the schedule on pages 3–10 for dates and times. 
School of Education students should consult their advisors for course selection.

ARH.2018 TWENTIETH CENTURY PAINTING (3 cr.)  
Study of modern movements in European and American painting from Post-Impressionism through Abstract Expressionism.

ART.3057/5057 EXPERIMENTAL PRINTMAKING (3.00 cr.)  
Painters, photographers, sculptors, illustrators, and graphic designers are invited to bring their aesthetic techniques into the experimental class. The course is arranged so that we can accommodate the individual styles of the students based on their various aesthetic disciplines. The course will include drawing, painting and collage in combination with traditional printmaking techniques. We will explore Intaglio and relief printing. We will also investigate monoprints and collage prints. This course requires some previous art experience. Three required hours of lab time per week. Previous Art Experience Required.

ART.4001/5026 DRAWING/ADV DRAWING (3.00 cr.)  
This course will involve a variety of approaches to drawing in pencil, ink, charcoal, pastel, printmaking, and other media using still life, the figure, landscape, interiors, photography, fantasy and master drawings as subject matter. This course is essentially for students who have had some background in drawing and want to develop further in drawing as an art form.

ART.4002 WATERCOLOR (3.00 cr.)  
This course provides a foundation for techniques involved in watercolor. The class explores the specific methods of watercolor, both traditional and contemporary applications. Students will work in class as well as in the natural landscape.

ART.3035/5035 FILM PHOTOGRAPHY: BEGINNERS (3.00 cr.)  
This course will focus on how to use a 35mm film based camera to take a photograph. Photography: Beginners is a traditional 35mm film and darkroom based “wet photography” course. Photographic optics, correct exposure, developing the negative, making contact prints and enlargements(using lighting and filters), and finishing and mounting prints will be taught. Students will be introduced to the aesthetics of photography—the visual elements of form, texture, pattern and line—and how to creatively use them photographically. The aim is to develop an individual aesthetic. The work of some important photographers will also be examined.

BIO.1001 PRINCIPLES OF BIOLOGY I (4.00 cr.)  
The first part of a two-semester lecture sequence, complemented with hands-on laboratory experience, stresses the major biological principles and concepts that serve as the foundation for study in the biological and health-related fields. Although the first semester includes topics such as the chemistry of biological systems, cell and historical organization, membrane transport, metabolism and evolution of organisms, the major focus is on the principles of Mendelian genetics, molecular genetics, and population genetics. The second semester stresses animal and plant organization, development, and physiology. Laboratory sessions provide opportunities for students to gain technical experience and to improve laboratory-related writing skills. The BIO.1001-1002 sequence is strongly recommended; however, students may take BIO.1002 before BIO.1001. Prerequisites: take BIO.1000; minimum grade of C.

BIO.1002 PRINCIPLES OF BIOLOGY II (4.00 cr.)  
The second part of a two-semester lecture sequence, complemented with hands-on laboratory experience, that stresses the major biological principles and concepts that serve as the foundation for study in the biological and health-related fields. The second semester stresses animal and plant organization, development, and physiology. The first semester includes topics such as the chemistry of biological systems, cell and historical organization, membrane transport, metabolism and evolution of organisms; however, the major focus is on the principles of Mendelian genetics, molecular genetics, and population genetics. Laboratory sessions provide opportunities for students to gain technical experience and to improve laboratory-related writing skills. Prerequisite: BIO.1001, with a minimum grade of C. Prerequisites: take BIO.1001 or BIO.1000.
BIO 2016. GLOBAL ENVIRONMENTALISM (3.00 cr.)
This course introduces students to the global nature of environmental issues. Each major topic will be covered with specific reference to an area of the world. For example, biodiversity and conservation will be discussed in a broad overview but particular emphasis will be placed on examining the problem in wildlife parks in Africa as well as tropical rainforests in South America. Water pollution will be covered with specific reference to the Clean Water Act in North America. Comparison of environmental policy, standards and personal attitudes throughout the world will be possible using this framework. Topics will include nuclear, air, and water pollution; deforestation; ozone destruction and global warming; human ecology; species diversity; sustainable agriculture and world population growth.

CHM.1001 PRINCIPLES OF CHEMISTRY I (3.00 cr.)
Topics include atomic and molecular structure, stoichiometry, thermodynamics, periodicity, the physical properties of gases, liquids, solids and solutions, acids and bases, chemical equilibrium, kinetics, electrochemistry, coordination chemistry, and nuclear reactions. High school chemistry is recommended before taking CHM 1001. Corequisite: CHM 1003.

CHM.1002 PRINCIPLES OF CHEMISTRY II (3.00 cr.)
Topics include atomic and molecular structure, stoichiometry, thermodynamics, periodicity, the physical properties of gases, liquids, solids and solutions, acids and bases, chemical equilibrium, kinetics, electrochemistry, coordination chemistry, and nuclear reactions. Prerequisite for CHM 1002: minimum grade of C- in CHM 1001 or permission from the Department Chairperson. Students should take CHM 1004 as corequisite. Prerequisites: take CHM.1001; minimum grade C-. Corequisite courses: CHM.1004.

CHM.1003 PRINCIPLES OF CHEMISTRY LAB I (1.00 cr.)
Laboratory techniques and experimental methods which demonstrate the principles studied in the corequisite lecture sequence CHM 1001/1002. Corequisite courses: CHM.1001.

CHM.1004 PRINC OF CHEMISTRY LAB II (1.00 cr.)
Laboratory techniques and experimental methods which demonstrate the principles studied in the corequisite lecture sequence CHM 1001/1002. Prerequisites: take CHM.1001 CHM.1003; minimum grade of C-. Corequisite courses: CHM.1002.

CHM.2001 ORGANIC CHEMISTRY I (3.00 cr.)
This course is a study of the major classes of organic compounds, designed to provide students with the background in organic chemistry needed for advanced study in chemistry and the life sciences. Topics will include: reaction mechanisms, synthesis, structure determination, stereochemistry and the relationships between structure and reactivity. Prerequisite: CHM 1002 or equivalent. Corequisite: CHM 2005/2006. Prerequisite: take CHM.1002; minimum grade of C-.

CHM.2002 ORGANIC CHEMISTRY II (3.00 cr.)
This course is a study of the major classes of organic compounds, designed to provide students with the background in organic chemistry needed for advanced study in chemistry and the life sciences. Topics will include: reaction mechanisms, synthesis, structure determination, stereochemistry and the relationships between structure and reactivity. Prerequisite: CHM 1002 or equivalent. Corequisite: CHM 2005/2006. Prerequisites: take CHM.1002; minimum grade C.

CHM.2005 ORGANIC CHEMISTRY I LAB (2.00 cr.)
This provides laboratory techniques in organic chemistry including methods of separation and purification and the synthesis and characterization of organic compounds. Prerequisite: CHM 1002 and CHM 1004 or equivalents. Prerequisites: take CHM.1002 CHM.1004; minimum grade of C-. Corequisite courses: CHM.2001.

CHM.2006 ORGANIC CHEMISTRY II LAB (2.00 cr.)
This provides laboratory techniques in organic chemistry including methods of separation and purification and the synthesis and characterization of organic compounds. Prerequisite: CHM 1002 and CHM 1004 or equivalents. Prerequisites: take CHM.2001 and CHM. 2005; minimum grade of C-. Corequisite courses: CHM.2002.

COMM.1001 INTRODUCTION TO COMM & MEDIA (3.00 cr.)
This course surveys human and media-enabled communication. Starting with concepts in communication theory, we consider interpersonal, public and nonverbal communication. A primary focus is the mass media—the history and means by which they communicate, the effects of this communication, and the professional and ethical issues involved. We cover print media, photography, radio, cinema, television and new media, and such related fields as advertising, public relations and political communication.
CAM 2009 MULTIMEDIA COMMUNICATION (3.00 cr.) This course helps students develop reliable vocal and listening techniques that will result in clear, healthy communication. Through oral presentation of formal and informal speeches, discussion and work with notable literary texts and speeches, and introductory studies in nonverbal, interpersonal and intercultural communication, students will practice the expression and exchange of ideas in a logical, well-organized manner.

CAM 2030 COMMUNICATING IN THE BUSINESS WORLD (3.00 cr.) This course prepares students to clearly express themselves in the business world. The focus is on understanding basic principles (listening and persuasive presentation, aspects of written communication), the culture of the workplace environment (diversity, ethics) and how to work in teams (leadership principles, decision making). We also cover negotiation and organizational issues, question and answer sessions, and interviewing skills.

CAM 2046 COMPUTER GRAPHICS (3.00 cr.) An introduction to computer graphics using the Macintosh computer, this course will teach students to differentiate between various types of programs (draw, paint, and page layout) and provide hands-on experience in each. Adobe Illustrator and Adobe Photoshop, Quark Express, Adobe, and InDesign will be used. Three required hours of lab time per week.

CAM 3030 HISTORY OF TV AND RADIO (3.00 cr.) Focusing on U.S. TV and radio, but touching on comparative media systems, we consider the technological, industrial, stylistic, historical, cultural and political contexts related to these media. We study audiences and creators, and explore the growth of genres, advertising, newscasting and media regulation. We develop theoretical tools for analyzing Golden Age radio; the 1950s quiz show scandal; the Vast Wasteland of 60s TV; children's programming; PBS and MTV; talk radio; cable, alternative and digital media; coverage of political events; growing media conglomerates. Highly recommended as background: COMM/CAM 1001. Prerequisite: COMM/CAM 1001

COMM.2050 INTRO TO DIGITAL MEDIA PRODUCTION (4.00 cr.) This course introduces basics of TV production: video camera usage, studio and/or on-location setups, sound, lighting and editing. It could focus on electronic field production, studio work, or both. Group work and class projects are emphasized, but students must also learn the terminology and appropriate equipment handling and conduct required of the field. COMM majors/minors will be given preference; no pre-requisites, but permission is required.

DTH.4104 BALLET 1 (2.00 cr.) This class will introduce students to the fundamental techniques of classical ballet, which is foundation for all dance forms. The class, which consists of barre and center floor work, will focus on developing correct placement and alignment, flexibility and coordination, technical execution as well as artistic expression and musicality. Students will learn to perform choreographed ballet combinations within the context of their abilities. The class will be tailored accordingly to the students’ levels.

ECO.1011 PRINCIPLES OF MACROECONOMICS I (3.00 cr.) This is an introductory treatment of nation-wide economic activity. Topics include the measurement and determination of gross output, inflation and unemployment. Major attention is given to fiscal and monetary policy.

ECO.1012 PRINCIPLES OF MICROECONOMICS II (3.00 cr.) This is an introductory treatment of the behavior of consumers and business firms and how they interact in markets. Demand and supply analysis is used to show how price and output will change when market conditions change in a variety of different competitive settings.

ECO.2015 MONEY AND BANKING (3.00 cr.) This course examines the nature of money, its history and its role in the economy, the demand and supply of money, the Federal Reserve and its relationship to banking and the economy and the financial structure of the economy including financial markets and institutions. Prerequisites: take ECO.1011.

ECO.2060 ECONOMIC AND BUSINESS STATISTICS (3.00 cr.) This course covers methods of analyzing and summarizing economic and business data; numerical measures of location and dispersion; probability and probability distributions; estimation and hypothesis testing; the correlation coefficient. Prerequisites: Principles of Economics I and II.
EDAD.5005 SUPPORTING STUDENT LEARNING AS A TEACHER LEADER (3.00 cr.)
This course examines contextual issues, current trends, and research-based educational practices that teacher leaders must consider when engaged in school improvement efforts that target curricular and instructional innovations. Through action research, teacher leaders will study the effectiveness of targeted best practices in their school settings. Individuals will examine their leadership roles and practice different ways to support their colleagues’ instructional effectiveness in the classroom.

EDAD.5009 TECHNOLOGY FOR ADMINISTRATORS (3.00 cr.)
This course strives to prepare current/prospective K-12 administrators to use information technologies effectively and efficiently in order to support student learning and professional productivity. This hands-on course is designed to move participants from theory to practice and to assist them in the application of technology skills and knowledge that will support the needs of their current school communities and future leadership settings.

EDAD.5011 TEACHER LEADER: MAKING DECISIONS & SOLVING PROBLEMS (3.00 cr.)
This course views the Teacher Leader as a change agent who has the potential to impact the school system when equipped with specific knowledge and skills that are often limited to administrator preparation. After laying a foundation of an effective problem solving and decision making process, case application will support issues that teacher leaders are confronting in their school sites. Integral to making effective, ethically sound decisions, is enhancing understanding of the implications of statutory and regulatory requirements and related school policies in the day-to-day operation of schools. Knowledge and application of budget development and resource allocation will support Teacher Leaders as they initiate special curricular or instructional projects at their schools.

EDAD.5019 HUMAN RESOURCES ISSUES (1.00 cr.)
This institute will take a problem-based approach, drawing upon current issues that school leaders are encountering. Specific focus will be placed on the impact of the current fiscal environment and significant budget cuts on organizational personnel. Legal issues will be integrated in the discussion, especially as relates to recruitment and selection of employees. Case scenarios will provide direction for making effective decisions and related HR communications. The institute will include an interactive labor relations component addressing issues of negotiations and grievances. Participants will be prepared to deal with discipline and employee discharge cases.

EDAD.5221: SCHOOLS, FINANCE & PERSONNEL MANAGEMENT (3.00 cr.)
This course combines an introduction to sound business practices in schools that includes basic accounting and budget procedures and provides an overview of basic personnel functions such as hiring, supervision, termination, and collective bargaining. The influence of larger contextual issues that include economic, political, and demographic factors in the financing of education will be explored.

EDAD.5501 COMMUNITY INTERNSHIP (2.00 cr.)
The Community internship experiences provide substantial, sustained, standards-based opportunities for leadership candidates to apply leadership competencies in real settings. During the internship, the leadership intern is supported by the college internship supervisor and the cooperating administrator. Bi-monthly seminars provide an opportunity for leadership interns to discuss their experiences, to relate them to best practices and theory, and to offer support and suggestions to one another. Students will work a minimum of 100 hours in a community setting and attend seminars.

EDAD.5502: SCHOOL INTERNSHIP (2.00-4.00 cr.)
The School internship experiences provide substantial, sustained, standards-based opportunities for leadership candidates to apply leadership competencies in real settings. During the internship, the leadership intern is supported by the college internship supervisor and the cooperating administrator. Bi-monthly seminars provide an opportunity for leadership interns to discuss their experiences, to relate them to best practices and theory, and to offer support and suggestions to one another. Students will complete a minimum of 300 hours in a public or non-public school setting. Students in full-time employment should be able to complete this requirement in their own schools or districts by arranging a special schedule with their principal, head of school, or superintendent.

EDAD.5503: DISTRICT INTERNSHIP (2.00-4.00 cr.)
The District internship experience provides substantial, sustained, standards-based opportunities for leadership candidates to apply leadership competencies in real settings. During the internship, the leadership intern is supported by the college internship supervisor and the cooperating administrator. Bi-monthly seminars provide an opportunity for leadership interns to discuss their experiences, to relate them to best practices and theory, and to offer support and suggestions to one another. Students will complete a minimum of 300 hours in a public or non-public school setting at the level of the school district. Students in full-time employment should be able to complete this requirement in their own districts by arranging a special schedule with their principal and/or superintendent.

EDU.0010 WRITING TUTORIAL IN EDUCATION (3.00 cr.)
This course refreshes the student’s knowledge of the basics. In a small group and individualized setting, critical issues pertaining to writing essays of the type considered standard in the teaching
profession are revisited. Writing skills fundamental to the successful completion of both the ATS-W and the School of Education Comprehensive Examination are sharpened.

**EDU.5000 FOUNDATIONS OF EDUCATION (3.00 cr.)**
This introductory course provides an overview of the field of American education. It investigates major issues, which have affected learning and teaching in the U.S. Through active class involvement, the learning/teaching dyad, its social, political, economic antecedents and possible consequences are analyzed. Field experience required.

**EDU.5017 FOUNDATIONS OF EARLY CHILDHOOD (3.00 cr.)**
An introduction to the historical, philosophical, and cultural roots of early childhood education including traditional, current and innovative models for early childhood programs. Field experience required.

**EDU.5026 LITERACY IN THE CONTENT AREAS (3.00 cr.)**
Learn to integrate literacy with English, Social Studies, Science, Mathematics and The Arts so that students can effectively construct meaning from informational texts. Teachers develop strategies based on current theory and practice to teach comprehension, vocabulary and study skills. Students acquire an integrated and balanced approach for improving literacy at the elementary, middle and high school levels.

**EDU.5032 COLLABORATION/CONSULTATN SED (3.00 cr.)**
The course will examine the need for collaboration between teachers of children with both typical and special education needs. Students will become knowledgeable of state and federal laws which establish special education services (NCLB) as well as accommodations for those individuals who require instructional modifications and do not clearly fit into one of the IDEA classifications (section 504). They will become familiar with the characteristics of the major disability areas identified by law and the modifications of instruction and classroom setting necessary to meet the individual’s needs. This will include those practices for planning and designing co-teaching and collaboration which have been shown to be effective in the collaborative setting. Classroom management needs and individualization of instruction of children in the inclusive setting will be addressed with emphasis placed upon the importance of using positive behavioral supports.

**EDU.5083 ASSESSMENT OF STUDENTS WITH LEARNING AND BEHAVIORAL PROBLEMS SPECIAL EDUCATION (3.00 cr.)**
This course is designed to provide an intensive study of the assessment process as it relates to the special education teacher. Students will learn the purpose of assessment, measurement concepts and technical adequacy and experience how to administer and interpret test data. Students will explore ways to communicate assessment information and assessment issues related to I.D.E.A. The focus will be on a combination of formal and informal assessment strategies. Teacher candidates will prepare a final report dealing with a comprehensive assessment to include the creation of an I.E.P. for a student with a disability. As part of a formative process, the required portfolio will be reviewed as part of the course. Field experience required. (Special Ed Course).

**EDU.5085 INSTRUCT STRAT FOR LD*SED (3.00 cr.)**
Examine the instructional strategies for students with learning disabilities. Cover topics including: language, reading, written expression, mathematics, behavior management, social interaction, alternative evaluation techniques and criteria.

**EDU.5088 INTRO TO STUDENTS WITH LD*SED (3.00 cr.)**
This course will provide an introduction to the field of learning disabilities and behavior problems for classroom teachers and psychologists in both regular and special education. We will identify the social, emotional and learning characteristics of children diagnosed as having behavior problems, brain-injured, neurologically impaired or learning disabled. We will explore perceptual disabilities, language, motivational and behavioral aspects of children who have learning and behavior problems. In addition, we will consider effective instructional methods for these students and the school settings in which they appear to learn well. The instruction strategies employed in teaching this course will include cooperative learning, lecture, discussion, role-playing, individual project presentations and videotape. The portfolio will be introduced. Field experience required.

**EDU.5098 LITERACY PRACTICUM (4.00 cr.)**
This course is the second part of a two-part practica sequence. Candidates work with children who have a variety of literacy needs in a supervised, clinical setting. Emphasis is placed on a sound understanding of the reading and writing processes; the effect of teacher theoretical orientation to literacy assessment, instruction, choice of materials and students’ view of reading and writing. (Literacy Course).

**EDU.5107 CHILDHOOD MATHEMATICS METHODS (3.00 cr.)**
Focus on methods and materials for teaching mathematics to elementary students. Learn to use concrete and representational materials and appropriate technology to develop math skills, independent thinking and problem solving. Demonstrate skills for applying relevant mathematics education research in the classroom.

**EDU.5108 CHILDHOOD SCIENCE METHODS (3.00 cr.)**
Learn process skills and content for elementary science programs.
Participate in direct, hands-on experiences as well as lecture and discussion. Develop a science unit. Corequisite courses: EDU.5109.

**EDU.5112 CHILDHOOD SOCIAL STUDIES METH (3.00 cr.)**
Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context. Corequisite courses: EDU.5113.

**EDU.5113 CHILDHOOD METH FOR THE ARTS (3.00 cr.)**
Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context. Use differential instruction to meet the needs of all learners. Demonstrate skills for applying relevant social studies education research in the classroom. Field experience required. Corequisite courses: EDU.5112.

**EDU.5130 CLASSROOM MGT: SPECIAL EDU (3.00 cr.)**
This course focuses on a theoretical and practical approach to classroom management, organization and discipline. It includes an analysis of the way these issues relate to the nature of learning and classroom interactions. Methods and techniques of effective teaching will be addressed, including organizing the classroom environment to include different learning styles, multilevel instruction, managing cooperative learning groups, preventive, supportive and corrective discipline, behavior modification, self-management techniques and assessment. Teacher candidates will prepare a classroom management plan. Field experience required.

**EDU.5134 TRANSITION FROM SCHOOL TO ADULT LIFE (3.00 cr.)**
Explore the issues faced by youth as they make the transition from school to employment and adult life and the competencies needed by professionals responsible for implementing transition services. Examine the transition services initiative (its history and legislation), theoretical and existing models of service delivery, characteristics of the population receiving transition services, strategies for building collaborative relationships among agencies and personnel, and strategies for planning and implementing instruction. Field experience required. (Special Ed Course).

**EDU.5200 STRUCTURE OF ENGLISH (3.00 cr.)**
Review English grammar for the purpose of developing classroom activities and materials for the teaching of semantics, syntax, morphology and phonology of English to students with limited proficiency. Field experience required.

**EDU.5201 PRINCIPLES LANG LEARN & TEACH (3.00 cr.)**
Explore recent research on the psychological, cultural, and related factors that influence the acquisition of a second language, including: linguistics and cognition, first- and second-language acquisition and social and affective variables in language learning. A foundation course is taken at or near the beginning of the program. Field experience required.

**EDU.5202 INTRO TO LANG/LINGUISTICS (3.00 cr.)**
Explore the universal underlying logical structure of human languages. Discuss phonological, morphological, syntactic, and semantic patterns found in language. Consider the evolution and psychology of language. Field experience required.

**EDU.5205 INTEGRATING CULTURAL LITERATURE & LITERACY IN SECOND LANG INSTRUCTION (3.00 cr.)**
Focus on developing methods for sensitizing and guiding students from awareness to appreciation of a second language/culture. Prepare required lesson and unit plans for teaching both culture and literature. Field experience required. Prerequisites: take EDU.5204.

**EDU.5215 TEACHING ESL IN CONTENT AREAS (3.00 cr.)**
Focus on second language teaching techniques to improve an LEP student’s proficiency in understanding content area subjects. Learn from required lesson and unit plans and peer teaching. Field experience required.

**EDU.5216 CULT PERSPECTIVES FOR EDUCATION (3.00 cr.)**
Utilize basic anthropological, psychological and historical principles for understanding cultural problems faced by non-native learners of English. Investigate the cultural background of various communities represented in New York State including selected Asian, Mediterranean and Spanish-speaking societies. Field experience required.

**EDU.5217 WORKING WITH PARENTS IN INCLUSIVE SCHOOLS (3.00 cr.)**
This course will develop strategies for more effective parent involvement in school programs. The focus will be on the particular needs and concerns of the parents of students with disabilities and will address broader parent involvement issues such as home/school communication and parent involvement. Field experience required.

**EDU.5237 PROBLEM SOLVING IN MATHEMATICS (3.00 cr.)**
Develop vital skills for teaching and critical thinking across the curriculum through mathematical problem-solving strategies. Recognize and construct connections across mathematical ideas as you solve problems using tools from counting strategies, algebra; Euclidean, transformational and coordinate geometry; matrices; finite graphs and trees. Examine connections between problem solving; listening, speaking, reading and writing skills; and secondary mathematics. Identify and create problem solving materials and assessments for students within the full range of abilities. Field experience required.
EDU.5274 METHODS OF TEACHING LITERACY: II (3.00 cr.)
The second part of Literacy methods courses that provides an understanding of research-based best practices in literacy instruction. Apply strategies and materials used in a comprehensive, balanced literacy program. Examine models of thematic units that integrate literacy with content areas. Construct a unit of study that demonstrates the ability to evaluate and select strategies that integrate a variety of texts across disciplines to meet the needs of diverse learners.

EDU.5295 TEACHING HEALTH ED, PE, FAMILY (1.00 cr.)
Examine the characteristics of positive and negative health behaviors while learning appropriate reinforcement and prevention strategies. Learn methods of teaching physical education skills at the childhood level. Focus on current issues in family and consumer science. Field experience required.

EDU.5339 TEACHING GEOGRAPHY (1.50 cr.)
Learn about methods for teaching key geographic concepts in the K-12 social studies curriculum. Explore ways to encourage students to use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live including local, national and global including the distribution of people, places and environments over the Earth surface.) Corequisite courses: EDU.5375.

EDU.5344 CHILD DEVELOPMENT & LEARNING (3.00 cr.)
Learn about the developmental milestones of childhood and adolescence. Explore ways in which the cognitive, emotional/social, motor and linguistic aspects of student development influence the curricular and instructional choices that teachers make. Satisfies prerequisite requirement.

EDU.5359 DESIGN-BASED LEARNING: PROJEC (3.00 cr.)
In this course, we will explore the promises and challenges of Problem-Based Learning (PBL) as an instructional strategy in secondary science education. In doing so, we will pursue two lines of inquiry. The first line of inquiry involves immersing ourselves in the PBL process by working in collaborative teams to address real world problems regarding issues related to climate change, clean water, natural resource depletion, green building and in general, sustainability in Westchester County. In the second line of inquiry we will seek through reflection on personal experiences with and analyses of selected readings on PBL to better understand the value of Problem-Based Learning and ways in which it can be implemented in the secondary school context.

EDU.5365 TEACHING READING IN ESL MATH, SCIENCE AND TECHNOLOGY (3.00 cr.)**
Survey and investigate methods for teaching reading to LEP students in the ESL classroom and in the mainstream. Learn how to assess reading attainment, adapt curriculum and techniques and help develop academic language proficiency. Field experience required. Not counted as Liberal Arts.

EDU.5367 METHODS TEACHING LITERACY I (3.00 cr.)
The first in a pair of courses that provides a research-based introduction to literacy teaching and learning for children in grades PreK-6. Students will be introduced to the theories, approaches and methodology of teaching reading and writing in the elementary classroom. Emphasis will be on helping students develop an informed, integrated and balanced approach to the planning and instruction of reading and the language arts; with a strong focus on phonemic awareness and strategies for teaching phonics. Field experience required.

EDU.5371 TECHNOLOGY IN SPECIAL ED (2.00 cr.)
This course will examine ways to use technologies in planning, implementing and managing the teaching and learning environments for students with special needs and learn how to evaluate, select, develop and adapt technologies. The focus will be on such topics as technologies for assessment and planning, as well as for implementing and modifying instruction, selecting hardware and software, uses of and regulations regarding assistive technology, and using technology to support the principles of universal design. Field experience required.

EDU.5374 CURRICULUM AND METHODS IN GRADES 5-12 (3.00 cr.)
Explore curriculum approaches, teaching and assessment strategies, classroom management, and other critical issues in teaching at the middle childhood and adolescence levels. Become familiar with the ways in which middle and high schools function, both within their buildings and within their broader communities. Field experience required.

EDU.5375 TEACHING ECONOMICS (1.50 cr.)
Must be taken in conjunction with EDU 5339. Develop strategies for teaching economics in the social studies classroom so that students will understand key macroeconomic and microeconomic concepts. Topics will include methods for teaching how the United States and other societies develop economic systems and associated institutions to allocate resources; how major decision-making units function in the U.S. and the other national economies; and how an economy solves the scarcity problem through market and non-market mechanisms. Corequisite courses: EDU.5339

EDU.5377 SCIENCE METHODS GR 5-12 (3.00 cr.)
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for Science education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for Science. Field experience required.
EDU.5380 CURRICULUM, MANGMNT & ASSESS (3.00 cr.)
Explore ways for childhood educators to develop curricula, plan and implement instruction within the full range of students’ abilities in a role as an apprentice in a school setting. Develop methods for assessing student learning. Examine the application of research as a method for gathering data, planning and assessment toward instruction improvement and student performance. Field experience required.

EDU.5387 FUNDAMENTALS MIDDLE CHILDHOOD (3.00 cr.)
This course will focus on the sociological and academic factors that have resulted in the creation of the modern middle school concept. The course will emphasize how active learning, team structures, and lesson design can support the social, emotional and intellectual development of students in the middle grades. We will develop strategies for motivation, instruction, assessment, and classroom management. We will also explore how to create a collaborative environment among students, colleagues, and parents and examine the effects of state standards and mandated testing. Students are expected to be active participants in the conception and creation of lessons.

EDU.5389 TEACHING LITERACY SKILLS 5-9 (3.00 cr.)
Learn to teach literacy skills at the middle school level through study of autobiography as a tool to understand the development of the individual in a cultural setting. Involve written and oral uses of language to discover and express cultural and social points of view. Learn to use strategies including online research, role-play, group discussion and debate to assist students as they explore the development of the individual in diverse cultural and social settings. Field experience required.

EDU.5393 FOUNDATIONS OF SPECIAL ED (3.00 cr.)
This course is designed to provide an overview of the field of special education. The objectives are to make the teacher-candidate more aware of federal and state special education laws which provide for the identification of individuals with disabilities, the process of determining entitlements to special education services, and the models of teaching that provide for educating the child in the least restrictive environment (LRE) under the umbrella of IDEA and NCLB. The importance of inclusive education and the use of Response to Intervention (RtI) are also addressed. The course provides an overview of theories, diagnostic procedures, and remedial teaching strategies which address students with the broad spectrum of ELNs including: learning disabilities, emotional and behavioral disorders, physical disabilities, autism spectrum disorders, intellectual disabilities, other health impaired, and low incidence disabilities (deaf/hearing impaired, blind/visually impaired). In addition, the course will address the special needs of ELLs and students from different cultural milieus in accessing the school curriculum. Further, teacher candidates learn about effective practices for planning and designing co-teaching and collaboration with peers, individualizing instruction, and applying interventions to address student and classroom management needs. Fifteen hours of field experience in diverse settings is an integral component of the course in order to assist the course participant in linking the classroom didactic with life experiences in the schools and agencies providing education and intervention.

EDU.5403 MATHEMATICS METHODS GR 5-12 (3.00 cr.)
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for Mathematics education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for Mathematics. Field experience required.

EDU.5406 LANG. LITERACY & CULTURE 5-12 (3.00 cr.)
This course will examine language development and its relationship to the development of proficient reading skill throughout the middle school and the high school years. This course will introduce students to theoretical approaches to language acquisition, the course of language development, and the ways in which oral language ability supports the improvement of literacy skills. The impact of culture on language and literacy development will be examined. Students will be exposed to research-based practices that foster the development of both language and literacy proficiency. The class format will include lecture, discussion, and student-led presentations. Students will be evaluated on class participation and several assignments and presentations.

EDU.5407 ENGLISH CURRICULUM AND METHOD (3.00 cr.)
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for English education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for English. Field experience required.

EDU.5411 SOCIAL STUDIES CURRICULUM & METHODOLOGY (3.00 cr.)
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for Social Studies education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for Social Studies. Field experience required.
EDU.5413 EARLY LITERACY (3.00 cr.)
Students will acquire the theoretical and practical knowledge needed to guide the literacy development of young children. They will explore the developmental influences on preschool learning and examine the role of language in supporting literacy development and consider research-based early literacy activities such as book reading, writing activities using invented spelling, storytelling, children’s literature, as well as other activities that foster phonemic awareness, print concepts, phonics skills, vocabulary development, and comprehension. Students will consider the role of families in supporting the literacy development of young children. They will also examine methods and materials to support literacy development.

EDU.5420 SITE-BASED TEACHING INTERNSHIP (4.00-6.00 cr.)
A field-based, supervised teaching experience. Requires approval by Associate Dean one full semester in advance.

EDU.5421 MULTISENS RDG PAF I "LIT"SED (2.00 cr.)
This course will train participants to use the Orton-Gillingham based reading program, Preventing Academic Failure (PAF). Current research, teaching techniques for the elementary classroom, lesson plans, materials, curricula and English orthography will be addressed. (Literacy and Special Ed Course)

EDU.5422 MULTISENSORY READING INST II (1.00 cr.)
This course is for participants who have completed Multisensory Reading Instruction: Part I and currently use the program. An in-depth review of prior topics and the introduction of syllabication, spelling rules, grammatical concepts and comprehension are provided. Prerequisites: take EDU.5421.

EDU.5452 STRATEGIES FOR TEACHING YOUNG (3.00 cr.)
This course will focus upon the application of theories of teaching and behavioral guidance to practice in the inclusive early childhood classroom. Students will be introduced to theoretical concepts and principles and shown how they may be integrated into the early childhood classroom by the use of specific methods and strategies. Topics include classroom organization, planning, instructional methods, instructional materials, grouping for instruction, teaching style, child guidance and management techniques. Field experience required.

EDU.5494 LITERACY DEVELOPMENT GR 3-6 (3.00 cr.)
Study the relationship among reading, writing, speaking and listening in the context of the elementary classroom. Investigate a variety of methods and strategies that strengthen vocabulary, comprehension, word study and fluency for diverse learners. Readers’ and writers’ workshop strategies will be emphasized as a means to structure the language arts curriculum and to provide authentic literacy experiences. Strategies to assess classroom work in order to inform differentiated instruction will be applied to an interdisciplinary unit that also includes technology. Students will complete a literacy profile on one student.

EDU.5527: TEACHING WITH TECHNOLOGY IN MATH, SCIENCE, ENGLISH OR SOCIAL STUDIES (3 cr.)
This course will prepare you to use technology to acquire and teach new content knowledge about important topics in your program content area: English, Math, Science, or Social Studies. Learn to use the Internet, research, media and software tools to deepen your knowledge of a significant topic in your content area and plan for classroom instruction building on that knowledge. Learn to use current best practices for teaching with technology in your area. Course requirements include a research project relating to a specific topic of your choice, followed by preparation and presentation of a related unit plan appropriate for middle or secondary students, using current technological teaching tools. Not counted as Liberal Arts

EDU.5536 FIELD-BASED EDUCATIONAL RESEARCH (4.00 cr.)
This course provides an opportunity for students to understand the fundamental methods of qualitative educational research. Issues in current educational research are explored and implications for practice are outlined. Students develop and complete an original research project in relation to fieldwork/internship experience in an education-based setting. This course is a seminar and requires significant student participation, fieldwork, research, and writing. Fieldwork required.

EDU.5549 SUSTAINABILITY EDU INSTITUTE (3.00 cr.)
The Institute for Sustainability Education is an intensive collaborative experience designed to build a community of K-12 educators who are sustainability education leaders and practitioners. The Institute features focused strands for grades K-5, 6-8 and 9-12. Participants will build content knowledge including sustainable development, ecological footprint, Green Chemistry, ecological economics, energy technology, and related topics. Participants will explore and create resources and curricula integrating concepts of sustainability into existing standards-based math, social studies, science and ELA curriculum, applying interdisciplinary problem-based, inquiry-based, constructivist learning and systems thinking. Extensive action-oriented resources will be provided. Program evaluation support for participants will continue throughout the year to assess the Institute’s impacts on student achievement.

EDU.5551 ENVIR CNCPTS/DESIGN FOR M.S. (1.00 cr.)
Participants explore a middle school unit that integrates standards in earth science, biology, and physics. Topics and concepts explored include food chains and bio magnification, entropy, energy recycling, polymers & biodegradation, product life cycles and materials use, price and cost, organic sustainability & more. Participants learn how to help middle schoolers build literacy and analytical skills leading to informed decision-making and meaningful action.
EDU.5590 MASTERS COMPREHENSIVE EXAM (0.00 cr.)
Capstone examination requiring synthesis of coursework, use of content knowledge, and analysis of teaching situations. To be taken in the next to last semester.

EDU.5591 CHILDHOOD ED CULMINATING EXP (0.00 cr.)
Capstone compilation of student’s original work, synthesizing education theory and practice, relevant to the grades 1-6 curriculum. Prerequisites or corequisites: EDU 5083, EDU 5226, EDU 5274, EDU 5380.

EDU.5592 MASTERS FINAL PROJECT (0.00 cr.)
Capstone presentation of substantial, mentored original research and/or development of curricular materials, relevant to the student’s program.

EDU.5612 LIT ASSESSMENT/INTERVENTION (3.00 cr.)
This course is the first part of a two-part practica sequence. Candidates work with students to learn and apply techniques for assessing the literacy abilities and needs of students, and designing effective interventions based on learner needs, including dyslexia, in the areas of word recognition skills, fluency, vocabulary, metacognition, comprehension, and writing. Candidates examine and analyze a broad array of formal and informal assessment techniques and their application to literacy instruction. They apply strategies for effectively communicating assessment results to parents, caregivers, and school personnel. (Literacy Course)

EDU.5613 TEACHING WRITING & THINKING (3.00 cr.)
This course offers the opportunity to develop an understanding of current research related to the teaching of writing and to apply the writing process in teaching writing in the classroom, including topic selection, drafting, conferencing, revising, editing, and publishing. Other topics include responding to and assessing student writing; writing in various genres and about various subjects; motivating students to write; sharing model texts for writers craft as read alouds, including multicultural texts; management of writing workshops; and, consideration of sociocultural and gender perspectives.

EDU.5614 WRITING WORKSHOP (3.00 cr.)
This summer session course takes place in two phases. In the first phase, a Writing Workshop for Teachers establishes a supportive community where teachers work as writers, explore their own writing process, look critically at writing craft, receive response to work in progress through writing conferences, and discuss the implications of this engagement for their teaching. Based upon the belief that engaging in writing can make a unique contribution to the teaching of writing, teachers learn to use a writer’s tools more effectively and heighten their sensibilities to form and craft by examining the work of other authors. With the instructor and peer writers in this intensive workshop, students will learn how to invent, develop and revise material, as well as develop a repertoire of techniques to share with young people. The second phase of the course is a field experience in the teaching of writing, which mirrors phase one. It is designed to provide hands-on experience in the teaching of writing to elementary and secondary students. Emphasis is placed on building inviting, creative, interactive environments in which young people explore with teachers topics of their own choosing to create, develop, revise, edit, and publish their own work. This field experience will provide students with a model for conducting a writing workshop in their classrooms and for interacting with writers in conferences. The goal of this course is to develop a repertoire of techniques for teaching writing and a personal understanding of the idiosyncratic nature of writing.

ENE.5005 LITERATURE FOR ADOLESCENTS (3.00 cr.)
This course is designed to introduce students to literature commonly taught in middle and high school classes. The readings will give students an opportunity to explore works that speak to the developmental and psychological needs of young adults. Through recent publications as well as classics of literature, we will examine the history of young adult literature and the social and literary movements that have influenced it. Because they depict conditions and experiences familiar to middle and high school students, these works are frequently included in the secondary school teaching canon. The readings are selected to be representative of genre and theme and reflective of reading levels from 6th grade through 12th. Most importantly, students will develop criteria for selecting literature for the classroom and become actively involved in creating strategies for effective instruction.

ENE.5516 THE LINGUISTICS OF ENGLISH (3.00 cr.)
This course explores the past, present and future of English within the universe of human languages and societies. Students will review the major linguistic structures of English (the “past”) at all levels of language—phonology, morphology, and syntax—with an eye towards those which are pedagogically useful. After an overview of the ubiquitous processes of language change, students will explore the history of English (the “past”) from its Indo-European and Germanic roots through the rise of Modern English in the age of science. Students will then consider the ways in which English is used and therefore varies by ethnicity, class and gender, within contemporary society. Students will finally turn to investigating the current status of English as a world language (the “future”) and the role of language policy in both core and periphery of the English-speaking world.

HLT.5150: ADVANCED PERSONAL HEALTH (3.00 cr.)
This course will explore the theories and concepts of individual health and wellness, including the relationship between the concept of self-responsibility and personal health goals. This
concept will be utilized in the areas of psychological and physiological health, which include: nutrition, fitness, stress, substance abuse, and overall lifestyle. The lab, lecture, and group discussion format offers opportunities to share opinions regarding the cohesive concepts of health. Specifically, students will consider the physical, mental, emotional, social, spiritual, and environmental factors that influence an individual’s health status. Furthermore, students will gain practical experience through conducting various labs with friends and family. Upon the completion of this course, the student will be able to integrate various methods for determining individuals’ health status.

**MPE.5538 INSTRUCTIONAL PLANNING FOR PR (3.00 cr.)**
Conveys an in-depth understanding of the common physical education instructional strategies used to teach preschool and elementary school age children. Special attention is focused on applying disciplinary and pedagogical knowledge in developing effective learning environments and experiences.

**MPE.5539 INSTRUCTIONAL PLANNING PE MID/ADOL (3.00 cr.)**
Delivers a comprehensive understanding of curriculum models common to secondary physical education. Attention is also given to learning how to plan progressions and sequence activities in order to teach advanced motor and sport skills, and ways to motivate older students to become lifelong participants in physical activity.

**MPE.5540 INCLUSION IN PE AND SPORT (3.00 cr.)**
Reveals instructional strategies, techniques for individualized programming, and assessment procedures in physical education for students with learning disabilities, emotional/behavioral disorders, and physical disabilities. Content also addresses integration of mainstreaming, modifications to existing rules, equipment, facilities, and considerations for coaches.

**MPE.5545: APPLIED EXERCISE PHYSIOLOGY FOR PHYSICAL EDUCATION AND SPORT PERFORMANCE (3.00 cr.)**
Individuals will develop an understanding of physiological terminology, concepts and principles, and their application for effective physical education and sports programs. Among the topics to be covered are: Neuromuscular Basis of Movement, Aerobic and Anaerobic Metabolism, Acute and Chronic Response to Exercise, Adaptations to Training, Designs for Effective Training Programs, Environmental Conditions, Nutritional Concerns for Activity and Training, Body Composition, Weight Control, Health-related Issues and Cardiovascular Disease, and physiological concerns for children and seniors.

**MPE.5546 SPORTS NUTRITION (3.00 cr.)**
This course is designed to advance the individual’s knowledge of sports nutrition and its effect on athletic performance for a variety of age levels. Individuals will examine through scientific inquiry the fundamentals of macro and micronutrients, fluids, ergogenic and vitamin supplementation, weight management, energy planning for specific sport implementation, and the effects of proper nutrition on physical activity. Special attention will be given to understanding key scientific factors that influence individualized and group programming.

**MPE.5562: ADVANCED USES OF TECHNOLOGY IN PE & ATHLETIC ADMINISTRATION (1.00 cr.)**
This course advances the individual’s understanding of the contemporary tools that are available in scheduling, creating physical education/athletic budgets, designing new or enhancing
existing programs, developing a website, maintaining student attendance, as well as introducing a variety of technology tools common to physical activity and curriculum development. Emphasis is placed on the application of technology skills and obtaining the knowledge of how these tools can support the current program and district-wide decision making.

**ENG. 1016 INTRODUCTION TO AMERICAN LIT (3.00 cr.)**
This course introduces students to some major authors and dominant genres of American literature in the Colonial, Civil War, Gilded Age, Modern, and Postmodern eras, roughly spanning the years 1776-1999. Some of the topics to be discussed include: reason and religion; slavery and its legacy; the rise of industrial capitalism; shifting attitudes toward gender and sexuality; the experience of immigration and global diaspora. Authors may include Jefferson, Franklin, Emerson, Hawthorne, Poe, Melville, Jacobs, Twain, Wharton, Frost, Cather, Hughes, Fitzgerald, Hemingway, O’Connor, Roth, Kingston, Baldwin, Morrison, Cisneros, Diaz, Lahiri. This course develops fundamental college-level skills in textual analysis (“close reading”) and constructing interpretative arguments about literary works.

**ENW. 1013 APPROACHES TO CREATIVE WRITING (3.00 cr.)**
In this introductory class, students study and practice several forms: fiction, poetry, non-fiction and dramatic. The class looks closely at diction, structure, voice, character, narrative tension and point of view. Students read, study and critique published and peer work, with later classes introducing the workshop method.

**FRN. 1001 FRENCH I**
An introduction to French language, grammar, and vocabulary, as well as, the reading of short dialogues and cultural texts, with the aim of developing the four skills of reading, writing, listening, and speaking. Language laboratory drills. Prerequisite for Introductory French II: Introductory French I, or its equivalent.

**FRN. 1002 FRENCH II**
An introduction to French language, grammar, vocabulary, the reading of short dialogues and cultural texts with the aim of developing the four skills of reading, writing, listening, and speaking. Language laboratory drills.

**HIS. 1015 Survey of Modern Latin America (3.00 cr.)**
Nineteenth and twentieth century Latin America were periods of intense political, social, and economic transformation. This introductory course will cover many of the principle themes that contributed to these changes, including the dissolution of the Spanish and Portuguese empires, the emergence of the independent republics, the problems of state formation, integration into the world economy, the struggle for democracy, and the changing patterns of gender, ethnic and racial relationships. The course surveys the factors common to the modern histories of Latin American nations as well as significant cultural and political differences between them.

**HIS.1034 WORLD HISTORY I: BEFORE 1500 (3.00 cr.)**
The course’s moto are these words attributed to Churchill: “The farther back you can look, the farther forward you can see”. Therefore, it covers the key events of the period including: the emergence, evolution and migrations of early humans from Africa; their settlements and the beginning of civilizations in Mesopotamia and Egypt; the ancient civilizations of Greece and Rome and their evolution; the rise of Christianity; the fall of Rome; the rise of Islam; the emergence of the medieval world and the Renaissance age; and finally the beginning of the modern world through new sciences, institutions, economy, geography, and society by around 1500’s.

**HIS.1036 WORLD HISTORY II: SINCE 1500 (3.00 cr.)**
This course is an examination of the salient political, socio-economic, and cultural features of world history since 1500. Special emphasis will be devoted to explaining why western initiatives helped to shape and influence the evolution of global civilization during the past 500 years.

**HIS 2012 AMERICAN SPORTS HISTORY (3.00 cr.)**
This course considers the history of American sports from its organized beginnings to the present, both as a significant social phenomenon itself, and as a reflection of and conduit for broader social, political, intellectual and religious aspects of American life. Great personalities, games, and events will be included.

**HIS 3071 WORLD WAR II REVISITED (3.00 cr.)**
This course offers an analysis of the causes and course of the greatest conflict in world history, covering all theaters of operation. Topics include the military and diplomatic implications of “total war” and the compelling personalities, both famous and otherwise, who struggled against each other.
ITL.1001 INTRODUCTORY ITALIAN 1 (4.00 cr.)
This course is designed to give the student a basic knowledge of spoken and written Italian. Pronunciation, fundamentals of grammar and vocabulary building are stressed. Attendance and participation figure in the final grade.

ITL.1002 INTRODUCTORY ITALIAN 2 (4.00 cr.)
This course is designed to give the student a basic knowledge of spoken and written Italian. Pronunciation, fundamentals of grammar and vocabulary building are stressed. Attendance and participation figure in the final grade. Prerequisites: take ITL. 1001.

LIS.2095 FUND OF ONLINE RESEARCH (1.00 cr.)
This online course combines four online course sessions with one face-to-face class session. Within this hybrid class, students are encouraged to work independently and together in virtual groups. This course will provide students with an overview of information locating research tools and strategies that will utilize catalogs, subscription databases, and the Internet. Students will be encouraged to critically analyze their information sources in order to locate credible resources for their research. Emphasis will be placed on citing sources in order to demonstrate ethical and legal use of information. The final project for this course is a cumulated annotated bibliography that demonstrates the acquisition of research techniques necessary to locate, retrieve, evaluate and cite reputable sources of information.

MKT. 1003 INTRODUCTION TO MARKETING (3.00 cr.)
Students are given a hands-on understanding of the tools of marketing. Marketing tools are integrated into the marketing system. Topics include consumer behavior, product design, segmentation, advertising, promotion, selling, pricing, distribution and financial feasibility.

MATH.1006 MATH FOR LIBERAL ARTS (3.00 cr.)
This course is intended as an invitation to anyone who, while not interested in developing a technical facility in calculation, is interested in gaining an appreciation of the methods and scope of mathematics. The emphasis will be on topics not usually covered in a general algebra - trigonometry sequence. The approach will be conceptual, rather than computational.

MATH.1012 PRECALCULUS (4.00 cr.)
The purpose of the course is to broaden and strengthen the student’s high school mathematics background and to prepare for the study of calculus. Topics will include algebra and functions including exponential, logarithmic and trigonometric functions.

MATH.1030 CALCULUS I (4.00 cr.)
Topics in this course will include functions, limits, and continuity; derivatives of polynomials, products, quotients, trigonometric, and implicit functions; applications to related rates, maximum-minimum problems and graphing; anti-derivatives, the Fundamental Theorem of Calculus, and area problems. A computer symbolic algebra component is included.

MATH.1032 CALCULUS II (4.00 cr.)
Topics in this course will include applications of integrals to volumes of revolution, differentiation and integration of logarithmic, exponential, and inverse trigonometric functions, indeterminate forms, techniques of integration, improper integrals, sequences and series, Taylor’s Theorem, parametric equations, and polar coordinates. A computer symbolic algebra component is included. Prerequisites: take MATH.1030.

MUA.4530A CLASSICAL AND POP GUITAR (0.50 cr.)

MUA.4575A PIANO (0.50 cr.)

MUA’S (various numbers, repeatable for credit) Applied Music Lessons (0.50 cr.)
Instrument or Voice: 75 min (.5 cr.). These courses provide study of voice, piano, guitar and band or orchestral instruments. The of lesson and materials will be determined by the abilities and interests of the students (Fee: $500 per .5 credit).
MUMG.1011 INTRO TO MUSIC BUSINESS (3.00 cr.)
This course explores the modern music business, offering important insights into a variety of professions, organizations, companies, operations and issues. Both digital and physical aspects of the music business are covered.

MUAT. 1007 MIDI AND MUSIC (3.00 cr.)
In this introductory course students learn the foundations of creating music with the computer. Beginning with an overview of computer concepts relating to MIDI and digital audio, students develop skills relating to MIDI and audio sequencing, recording and editing, and sound synthesis and processing. Software applications studied and used include: Digital Performer; Live Ableton; GarageBand; Band-in-a-Box; and MacCSound. Students create projects using these programs. No prerequisites.

PSY. 1004 FUNDAMENTALS OF PSYCHOLOGY (4.00 cr.)
This course is designed to introduce students to the major ideas in psychology. Prior knowledge of psychology is not expected. Topics include the history of psychology, sensation and perception, brain and behavior, learning, memory, and cognition, as well as developmental, personality, and social psychology, and psychopathology.

PYS.2018 DRUG USE AND ABUSE (3.00 cr.)
This course surveys the physiological and behavioral effects of recreational drugs, drugs of abuse, and drugs used to treat mental illness. Physiological mechanisms of action within the nervous system will serve as the framework in understanding how drugs affect behavior and mental activity. Drugs to be discussed include: crack/cocaine, amphetamines, nicotine, caffeine, alcohol, inhalants, marijuana, anabolic steroids, hallucinogens, antidepressants, antipsychotics, and antianxiety agents. Issues related to drug tolerance and dependence, and substance abuse treatment and prevention are among potential topics to be discussed.

PSY.2055 SPORT PSYCHOLOGY (3.00 cr.)
This course provides an introduction to the field of sport psychology through a critical examination of the major psychological theories and past research on human behavior in sport and exercise settings. Particular emphasis is placed on identifying cognitive, emotional, social, and developmental factors that influence sport participation and performance. Specific performance related topics include motivation, anxiety, concentration, confidence, leadership, and team dynamics. Behavioral problems in sport, such as aggression, substance abuse, and eating disorders are reviewed along with psychological factors related to burnout and athletic injuries. Prerequisite: PSY.1004: Fundamentals of Psychology or by faculty approval.

PSY.2012 STATISTICS FOR SOCIAL SCIENCE (4.00 cr.)
This course is an introduction to elementary statistics for psychology majors or other social science majors. Topics include: techniques for organizing and displaying data (e.g., tables and graphs), statistical techniques for describing data (e.g., percentages, averages, and variability), and statistical techniques for determining relationships or differences (e.g., correlation, probability, z-scores, t-tests, and ANOVA146s, and tests of proportionality). Recommended: PSY 1004: Fundamentals of Psychology.

PSY.2009 SOCIAL PSYCHOLOGY (3.00 cr.)
This course studies how other people affect individuals’ behaviors, thoughts, and feelings. Social psychology focuses on the situational, social, and interpersonal factors that affect the individual. Questions to be addressed include the following: How do people influence one another? How can we understand prejudice? What makes people obey or resist authority? How do people form impressions of one another? How accurate are people in their judgment of others? Recommended: PSY 1004: Fundamentals of Psychology.

PSY.2030 COMPUTER APPLICATIONS IN PSYCHOLOGY (3.00 cr.)
This course will provide a brief introduction to various computer software applications as they relate to professional activities of psychologists. Activities for which software use will be reviewed include writing research proposals and APA-style manuscripts (WORD), the handling, management, and organization of research data (EXCEL), statistical data analysis and graph making (STATISTICA, EXCEL), and developing multimedia conference presentations (POWERPOINT). Other topics may include information retrieval in psychology, using the Internet as a source of scholarly information, and the use of computers in the psychological laboratory.
PSY.2040 RESEARCH METHODS IN PSYCHOLOGY  
(4.00 cr.)
This course introduces students to research design and to the observational, correlational, and experimental methods used to examine research questions in various areas of psychology. Students will learn to critically evaluate research methods in terms of their appropriateness with regard to the data and to the specific research questions asked. The seminar format of the course will enable students to develop their abilities to communicate their questions, ideas, analyses, and interpretations. Prerequisites: PSY 2012: Statistics for the Social Sciences.

PHY.1001 COLLEGE PHYSICS I (4.00 cr.)
This course is the first half of the two-semester, non-calculus based general physics sequence, intended for students in life science, pre-health programs, and students interested in understanding the physical world and developing analytic reasoning and quantitative analysis skills. Topics include: kinematics, dynamics, Newton’s Laws, circular motion, work and energy, linear momentum, rotational kinematics and dynamics, simple harmonic, fluids, temperature, heat and heat transfer, ideal gases, thermodynamics, waves and sound, interference. There is an accompanying laboratory.

PHY.1002 COLLEGE PHYSICS II (4.00 cr.)
This course is the second half of the two-semester, non-calculus based general physics sequence. Topics include: electric force and electric field, electric potential energy and electric potential, direct-current circuits, magnetic force and magnetic field, magnetic induction, electromagnetism, alternating-current circuits, electromagnetic waves and light, geometrical optics, wave optics, and introduction to special relativity, quantum physics (particle-wave duality), atomic and nuclear physics. There is an accompanying laboratory. Prerequisites: Take PHY.1001

SOC. 1001 INTRODUCTION TO SOCIOLOGY (3.00 cr.)
This course provides an overview of the broad scope of the discipline of sociology. Basic concepts and theories will be discussed as students are introduced to the major fields of study within sociology. The sociological perspective, as a useful view of the human condition, will serve as the central theme of the course.

SPN.1001 INTENSIVE INTRO SPANISH I (4.00 cr.)
This is an intensive two-week Spanish immersion course for students with little or no previous knowledge of Spanish. It will cover the equivalent of one semester of introductory college Spanish. The focus is on oral communication and the meaningful use of language. It also introduces students to Hispanic culture. Spanish will be spoken at all times. Classroom instruction is based on the communicative approach, which encourages students to exchange and communicate real-life information and ideas.

SPN.1002 INTENSIVE INTRO SPANISH II (4.00 cr.)
This course is a continuation of SPN 1001 Intensive Introductory Spanish I. Prerequisite: 1 semester of college Spanish, or at 1 year of high school Spanish. Prerequisites: take SPN.1001.

SPN.1005 SPANISH FOR BEGINNERS I (4.00 cr.)
Beginning course designed primarily to teach the elements of Spanish grammar and language structure through a communicative approach. Emphasis is on building vocabulary and language patterns to encourage spontaneous language use in and out of the classroom. Open to students with no previous training in Spanish and to others on assignment by placement test.
**SPN.1008 SPANISH FOR BEGINNERS II (3.00 cr.)**
Continuation of SPN 1005.

**SPN.1013 INTERMEDIATE SPANISH I (3.00 cr.)**
This course reviews the principal elements of Spanish language structure and speaking, reading, and writing activities.

**SPN.1014 INTERMEDIATE SPANISH II (3.00 cr.)**
Reading and discussions of contemporary Hispanic texts and review of the main grammatical concepts of Spanish. Cultural videos are used in class.

**SPN.2023 SPEAKING ABOUT THE MOVIES: ADVANCED CONVERSATION IN SPANISH (3.00 cr.)**
This course is intended as both a stimulus for conversation among advanced students of Spanish and as an introduction to the world of Spanish and Latin-American film. Thus, rather than a conversation course based on a series of topics of the day, the course supports a language skills course based on a single, consistent subject matter throughout film. The goal is that any student who completes this course will gain a new appreciation of Spanish-language cinema and Hispanic culture while improving conversational skills.

**SPN.3032/5032 SPANISH THEATRE (3.00 cr.)**
This course examines the development of dramatic genres in Spain from their early manifestations to the present avant-garde experimental plays of authors such as F. G. Lorca and F. Arrabal. We frame the works in their social and historical context, analyzing the evolution in the history of the stage and spectatorship. Visits to a Spanish theatre performance and screenings of films are included.
SUMMER ACADEMY FOR
HIGH SCHOOL STUDENTS 2015

Make this Summer Count!

Manhattanville offers a Summer Academy for High School students. This program is designed to help students get a head start on their college career by allowing them to take courses that will either satisfy General Education Requirements, Pre-Requisites for Higher level courses or offer knowledge in new areas of interest. High School students who have completed their junior or senior year by June 2015 and are ready for college level work can earn credit for Manhattanville courses. To apply, submit the application and registration form and have your school submit a high school transcript and a letter of recommendation from a teacher or guidance counselor to the School of Business Admissions office address below. Refer to the schedule on pages 3-9 for dates and times.

To apply to the Summer Academy, please see the High School Student Application and Registration Form at the back of this catalog.

Manhattanville College
School of Business Admissions
Reid Castle B4/B5
2900 Purchase St.
Purchase, NY 10577

For more information on the Summer Session, contact us at business@mville.edu or 914-323-5150
NEW APPLIED BEHAVIOR ANALYSIS

Interested in working with individuals on the autism spectrum in schools, private homes, agencies or elsewhere? Seeking to improve your skills in guiding all students’ behavior?

Manhattanville College now offers the courses required by The Behavior Analyst Certification Board, Inc. to become a Board Certified Behavior Analyst (BCBA).

This sequence consists of 6 courses (18 credits) which include Applied Behavior Analysis applications in Regular and Special Education and in Clinical settings.

Classes may be taken for graduate credit or for personal development. A new cohort begins this summer.

For further information please contact Prof. Biffa at (914) 323-1317 or email at Francine.Baffa@mville.edu and/or Prof. Krute at 914-323-5366 or e-mail laurence.krute@mville.edu.

THE ENGLISH LANGUAGE INSTITUTE (ELI)

ELI is offering Intensive and General English courses in Summer Sessions I and II. Intensive English courses include English Grammar, Conversation, Reading, Writing, ESL American Culture, and TOEFL Preparation. Most classes meet between 9:30 a.m. and 2:50 p.m. Full-time Intensive program students receive a total of 21 hours of classroom instruction each week. The full-time Intensive program includes cultural activities.

Students who are not F-1 visa holders, and who do not wish to attend full-time, may select one or more of the Intensive or General English program courses.

ELI Intensive and General Courses meet the U.S. government education requirement for au pairs. Special programs can be arranged to suit the needs of corporations or specific groups of students. The ELI offers several credit-bearing courses each session.

For further information including session dates for full time, part-time and special programs, please contact the ELI at (914) 323-5271 or eli@mville.edu.
Summer Writers’ Weekend
June 19-21, 2015

Summer Writers’ Weekend offers writers an opportunity to spend an intensive weekend working closely with some of the country’s finest writers and teachers of writing. Writers at all stages of development are invited sign up for one of three workshops that meet Friday evening, and Saturday and Sunday during the day. This year we have an exceptional line-up of workshop teachers for Summer Writers’ Weekend:

FICTION: Jeffery Renard Allen
POETRY: Patricia Smith
CREATIVE NONFICTION: Mike Davis

Summer Writers’ Weekend at Manhattanville College will also feature a keynote reading and book signing by our guest faculty, a talk by Graywolf Press editor Jeffrey Shotts, and a closing reading featuring participants of the program.

For further information, please contact
mfa@mville.edu / 914.323.5239 or visit us online www.mville.edu/mfa

DUCHESENE ALLIANCE SUMMER PROGRAM – ROME ITALY,
JUNE 19 – JULY 11, 2015
Instructor: Meghan Freeman, Department of English
(Meghan.Freeman@mville.edu)

“To Do At Rome As Romans Do”: Tourism Culture & Nineteenth-Century Travel Literature

This course for the Duchesne Alliance summer program addresses this year’s theme—Civilization—by focusing on what in nineteenth-century British and American culture was considered one of the most “civilizing” experiences that an individual could have: an extended trip to Rome. Over the course of the three-week program, this class will introduce students to a variety of nineteenth-century British and American works of literature set in and around Rome as well as travel guides and other types of touristic publications aimed at Victorian travelers exploring the environs of the Eternal City. The course’s focus on scenes of intercultural encounter—of nineteenth-century British and American tourists exploring the sites, citizenry, art and artifacts, and customs of the “Old World”—will provide the students with myriad opportunities to interrogate and think critically about their own experiences in Rome, as they visit many of the same sites described in the literature they will be reading in the course. The trip will include texts (fiction, poetry, non-fiction, and film) and walking tours of specific neighborhoods in Rome, visits to museums, churches, and other sites of historical significance, and a day-trip to Pompeii. The course will be taught in English.

LOCATION:
Staying at the St. John’s Rome campus, Via Marcantonio Colonna, 21A / Rome, Italy 00192
UNDERGRADUATE PROGRAMS

UNDERGRADUATE DEGREES

• BACHELOR OF ARTS
• BACHELOR OF MUSIC
• BACHELOR OF FINE ARTS

AREAS OF STUDY


• Minors and areas of academic concentration include: African Studies, Classics, Criminal Law, Environmental Studies, Holocaust and Genocide Studies, German, Italian, International Management, Irish Studies, Latin American Studies, Legal Studies, Music Management, Neuroscience, Pre-Medical Studies, Social Justice, and Women’s Studies.

• Non-matriculated students are welcome to attend Summer School classes. Attendance at Summer School, however, does not constitute acceptance to the College.

If you are interested in enrolling, Admissions Office counselors are available to assist you every step of the way. Please contact the Office of Admissions and Financial Planning: (914) 323-5464, or 1-800-32-VILLE, Monday-Thursday, 8 a.m.-8 p.m., Friday, 8 a.m.-5 p.m.

Tuition: $810.00 per credit

ACCELERATED UNDERGRADUATE DEGREES

• BACHELOR OF SCIENCE IN ORGANIZATIONAL MANAGEMENT
• BACHELOR OF SCIENCE IN BEHAVIORAL STUDIES
• BACHELOR OF SCIENCE IN COMMUNICATIONS MANAGEMENT
• BACHELOR OF SCIENCE IN ACCOUNTING
• BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT

Summer Sessions

April 27 - June 12 and June 22 - August 8

Classes are scheduled in the evenings and/or on Saturdays. For further information, please contact Denise Cain, Coordinator of Summer Sessions at (914) 323-5446.

Tuition: $655 per credit

POST-BACCALAUREATE PRE-HEALTH PROFESSIONS PROGRAM

BIO 1001/1002 Principles of Biology I, II
CHM 1001/1002 Principles of Chemistry I, II
CHM 1003/1004 Principles of Chemistry Lab I, II
CHM 2001/2002 Organic Chemistry I, II
CHM 2005/2006 Organic Chemistry Lab I, II
MATH 1030 Calculus I
MATH 1032 Calculus II
PHY 1001/1002 College Physics I, II

For undergraduate students and graduates who are interested in medical, dental, veterinary and health related professional schools, this program provides an opportunity to complete course requirements and to prepare for the MCAT and DAT exams. Residence on campus is available. The following courses are offered in the summer:

For further information please contact Darlene Gandolfi, Coordinator of the Pre-Health Program at (914) 323-5475, or email at darlene.gandolfi@mville.edu or Denise Cain at (914)-323-5446 or email at denise.cain@mville.edu.

Tuition: $810 per credit plus laboratory fees
GRADUATE PROGRAMS

SCHOOL OF EDUCATION

• MASTER OF ARTS IN TEACHING
• MASTER OF PROFESSIONAL STUDIES
• MASTER OF EDUCATION STUDIES
• PROFESSIONAL DIPLOMA
• ADVANCED CERTIFICATION
• PROFESSIONAL DEVELOPMENT

The School of Education offers two Masters degrees that lead to NYS certification, a Master of Arts in Teaching and a Master of Professional Studies. Students may enroll in the Master of Arts in Teaching program in one of the following areas:

• Early Childhood (Birth – Grade 2)
• Childhood (Grades 1–6)
• Early Childhood and Childhood (Birth – Grade 6)
• Middle Childhood/Adolescence (Grades 5–12) in Biology, Chemistry, Physics (7–12), English, Mathematics, Social Studies, French, Italian, Latin, or Spanish
• Visual Arts Education (All Grades)
• Music Education (All Grades)
• Physical Education (All Grades)

Master of Professional Studies programs lead to certification in:

• Special Education in
  • Early Childhood
  • Childhood
  • Early Childhood and Childhood
  • Middle Childhood/Adolescence

• Childhood and Special Education
• Middle Childhood/Adolescence and Special Education
• Literacy (Birth – Grade 6 or Grade 5 – Grade 12)
• Special Education and Literacy (Birth – Grade 6 and Grade 5 – Grade 12)
• Teaching English to Speakers of Other Languages (TESOL)
• Educational Leadership
• Bilingual Education (Childhood, Spanish)

All of the MAT programs, and most of the programs which lead to dual certification, are options for students lacking prior certification in education.

Students who hold a Master’s degree in a functionally related area also have the option to pursue an Advanced Certification Program. Teachers who have three years of teaching experience, or who will have completed three years of teaching by the end of their program, can pursue an MPS degree or a Professional Diploma (PD) in Educational Leadership leading to School Building Leadership (SBL).

As part of its graduate degree programs, Manhattanville offers Professional Development opportunities in a number of areas of special interest to teachers. All courses may be taken on a non-matriculated basis towards professional development.

For further information about courses and programs, please contact the School of Education Graduate Advising Office at (914) 323-5366 or email Barbara.perezmarquez@mville.edu. Students registering for any School of Education course must have an advisor’s signature.

Tuition: $895.00 per credit
GRADUATE PROGRAMS

SCHOOL OF BUSINESS:

• MASTER OF FINE ARTS IN CREATIVE WRITING

The Master of Fine Arts in Creative Writing (MFA) program at Manhattanville College is intended for both experienced and aspiring writers who want to explore the craft of writing and improve their skills in fiction, creative nonfiction and poetry while working within a thriving literary community. Our small classes are conveniently scheduled in the evening.

The 32-credit program may be completed in two to three years. All core courses are scheduled in the evenings to accommodate working professionals and adult students. In summer and fall week-long and weekend workshops are offered, as well as a calendar of literary readings, master classes and other events.

For further information please contact the Graduate Admissions Office at (914) 323-5150 or at gpsadmissions@mville.edu.

Tuition: $755.00 per credit

GRADUATE BUSINESS PROGRAMS:

• MASTER OF SCIENCE IN BUSINESS LEADERSHIP

• MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT AND ORGANIZATIONAL EFFECTIVENESS

• MASTER OF SCIENCE IN MARKETING COMMUNICATION MANAGEMENT

• MASTER OF SCIENCE IN INTERNATIONAL MANAGEMENT

• MASTER OF SCIENCE IN SPORT BUSINESS MANAGEMENT

• MASTER OF SCIENCE IN FINANCE

Classes in the Graduate Business programs are highly interactive and provide many opportunities for teamwork and networking. Master of Science and Certificate courses are scheduled during the fall, winter, spring, and summer semesters. Most courses are conveniently scheduled on weekends, meeting all day Saturday and half-day on Sunday, one weekend a month for three months. Evening classes are also offered.

The Sport Business Management program caters to professionals in this field and offers courses during the week meeting once a week late afternoons and evenings. Students may enter this program in fall, spring or summer semesters.

The Master of Science in Finance program is offered on the weekend in the fall, spring and summer semesters. Evening classes are also offered in the fall and spring semesters.

Students can enter the programs in any semester and all programs can be completed between eighteen months and two years. Applications may be submitted throughout the year under our rolling admissions process. GMAT and GRE scores are generally not required for admission. We require a GPA of 3.0 or higher for admission to our programs.

For further information, please contact the Graduate Admissions Office at (914) 323-5150 or at business@mville.edu.

Tuition: $895.00 per credit

Graduate Business Programs Registration
Summer 15SU2M (May 30 – July 26, 2015)
Registration Begins: Monday, March 11, 2015
Registration Deadline: Monday before start of summer class
Add/Drop Deadline: Adding a course after its first weekend/week of classes has begun is not allowed. Drop deadline: before first summer class start date.
Withdrawal Deadline: Before third Monday after summer class start date.
GENERAL INFORMATION

ADMISSIONS AND ACADEMIC ADVISING
For more information regarding undergraduate and graduate courses in this brochure, and issues such as prerequisites for courses, please contact the School of Business at (914) 323-5446. For further information about School of Education courses, please call (914) 323-5214. For information regarding our accelerated undergraduate degree program and our business related graduate programs, please contact the School of Business Admissions at (914) 323-5150.

Summer session students are subject to all academic and student life rules and regulations, which are found in the 2014/15 Manhattanville College Student Handbook and Code of Conduct (available online at http://www.annex.mville.edu/images/stories/Undergraduate_StudentLife/ServicesForStudents_CampusLife/2014-2015_Student_Handbook_Code_of_Conduct.pdf)

FACILITIES

Library Information Services
The Library building provides the physical setting for a wide variety of information functions, including more than 225,000 books, thousands of journals and multi-media resources and nearly 100 public access computers. The Library subscribes to hundreds of databases from the latest in scientific research to historical newspapers.

These databases, e-books and e-journals are available in the Library or by means of remote access. The Library Café is a wonderful gathering spot to eat or have a coffee.

Academic Computing Center
Computing services at Manhattanville are state of the art and readily available to students in many areas around the campus. There are six multimedia-enabled computer labs available for student use, with a total of 110 computers as well as the Center for Computing Resources housed in the library. Manhattanville also provides students with access to high level MAC G5 and EMAC computing facilities in the Studio Art and Music departments.

Residence Life
On-campus housing is available on a limited basis to Summer School students. For more information please contact the Office of Residence Life at Benjamin.grant@mville.edu or (914) 323-5217

Disability Services
Office of Disability Information: Contact Gabriella Burd at 914-323-7127.
REGISTRATION

Registration begins Monday, March 20, 2015. School of Education students should contact the School of Education Graduate Advising Office at (914) 323-5366.

HOW TO REGISTER

Current Manhattanville Students: Register online in WebAdvisor for Summer Session classes as soon as you have been advised for the upcoming Spring registration and your advisement "Hold" has been removed.

Non-Manhattanville Students may use WebAdvisor to view available courses. Click the 'PROSPECTIVE STUDENTS' link. Select the "Search for Sections" link and then choose "2015 Summer 1 Term" or "2015 Summer 2 Term" from the Term drop-down list. Choose the Subjects and Course Levels you’re interested in and then click SUBMIT.

Visiting Student Registration:
If you are a visiting student and the course you wish to take does not require pre-requisites, please fill out the Visiting Student Registration Form and fax or deliver it directly to the Registrar's office. fax: 914-323-5211

Visiting Student with courses that require Pre-Requisites
Visiting Students who wish to register for courses that require pre-requisites, will first need to provide proof that the pre-requisites has been met. An unofficial/student transcript must accompany the Visiting Student Registration Form. Fax or mail the materials to the Summer Session Coordinator. fax: 914-694-3488

(please do not send official transcripts to Mville. A student copy/unofficial transcript is accepted for visiting students.)

High School Students
To apply, submit the application and registration form and have your school submit a high school transcript and a letter of recommendation from a teacher or guidance counselor to the School of Business Admissions office address below.

Manhattanville College
Summer Session Coordinator
School of Business BSB
2900 Purchase Street
Purchase, NY 10577
fax: (914) 694-3488

Forms are located at the end of this catalog and online at www.mville.edu/summer

HOW TO DROP OR WITHDRAW

All course drop or withdrawal requests MUST be submitted in writing to the Office of the Registrar at the address above. All requests MUST be signed by the student in order to be processed.

Session I (May 26 – June 27, 2015)
Registration Begins: Monday, March 20, 2015
Registration Deadline: Friday, May 22, 2015
Add/Drop Deadline: Thursday, May 28, 2015
Withdrawal Deadline: Monday, June 15, 2015

Session II (June 29 – July 31, 2015)
Registration Begins: Monday, March 20, 2015
Registration Deadline: Friday, June 26, 2015
Add/Drop Deadline: Wednesday, July 1, 2015
Withdrawal Deadline: Monday, July 20, 2015

Immunization Law
All part-time undergraduate and graduate students born after January 1, 1957 taking 6 or more credits are required by New York State Public Health Law 2165 to submit proof of immunity to measles, mumps and rubella. Call (914) 323-5245 for more information.
TUITION AND FEES

TUITION:
Undergraduate: $810 per credit*
Bachelor of Science: $655 per credit
Graduate Education: $895 per credit*
Graduate MS: $895 per credit
Graduate MFA: $755
Per Course Auditing Fee: $510

*Manhattanville offers a discount in the per credit tuition for summer school to full-time Manhattanville undergraduates; to matriculated School of Education students taking undergraduate liberal arts courses; and to high school students. For details, please call the School of Business at (914)323-5446.

Registration Fee $60
Late Registration Fee $150

FEES IN ADDITION TO TUITION:
Science Laboratory: $75 per course
Language Resource Center: $75
Studio Art: $115 per course
Transportation/Field Trip: varies per course
Student Teaching Fee: $373.00 (for 3 credits)
Music Lesson Fee Per Course: 1/2 hour: $50; 1 hour: $1,000

REFUND POLICY:
Once the Summer Session begins, 80% of tuition will be refunded after the first two days of classes; 50% after the third and fourth day of classes and 0% thereafter. Refunds must be requested in writing.

SUMMER HOUSING:

Residence Life
On-campus housing is available on a limited basis for Summer School students. For more information, please contact Benjamin Grant in the Office of Residence Life at benjamin.grant@mville.edu or (914) 323-5217.

Summer Housing
For matriculated Manhattanville College undergraduate students registered for 3 or more credits at Manhattanville, or working for Manhattanville on campus 30 or more hours per week, the housing rate during Summer Sessions I and II is: $250 per week.

For Manhattanville College undergraduate students, the housing rate for Interim I and Interim II is: $560 per week. Only Manhattanville College students who had a Spring 2015 housing assignment are permitted to remain on campus during Interim I. Only Manhattanville College students who have a valid Fall 2015 housing assignment are permitted to remain on campus during Interim II.

For all others, the housing rate during Summer Sessions I and II is: $555 per week. Non-Manhattanville students may not reside on campus during interim weeks. Housing for Non-Manhattanville students is not guaranteed. Non-Manhattanville students will be housed only after all current Manhattanville students who applied for Summer Housing have been housed.

Summer Housing Applications will be available in the Office of Residence Life.

For more information about summer housing or summer housing for graduate students, e-mail Benjamin Grant at Benjamin.grant@mville.edu or call (914) 323-5217. Please note that the specific dates of Interim I and II are subject to change as updated college-wide calendars are released.
TELEPHONE NUMBERS

Main College Number ................................................................. (914) 694-2200

For the following offices, dial direct using (914) 323 and the listed extensions:

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<thead>
<tr>
<th>Office</th>
<th>Extension</th>
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<tr>
<td>Academic Advising</td>
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<td>Academic Computer Center</td>
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<td>Academic Dean</td>
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<td>Academic Resource Center</td>
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<td>Admissions</td>
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<td>Bookstore</td>
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<td>English Language Institute</td>
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<td>School of Education</td>
<td>5320</td>
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<tr>
<td>Student Accounts (Bursar)</td>
<td>5266</td>
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DIRECTIONS TO MANHATTANVILLE

BY AUTOMOBILE

From New York City
Deegan Expressway/New York State Thruway (I-87) north to exit 8. Right to Cross Westchester Expressway (I-287) east to Hutchinson River Parkway. North on Hutchinson River Parkway to exit 27 (in New York, not Connecticut) at Route 120 (Purchase Street). Left on Purchase Street to campus.

From Putnam and Dutchess Counties
South on I-684 to Exit 2. Follow Route 120 (Purchase Street) south to campus (about 4 miles).

From Connecticut
Merritt Parkway South to Hutchinson River Parkway south to exit 27 (in New York, not in Connecticut) at Route 120 (Purchase Street). Right on Purchase Street to campus.

From Long Island
Throgs Neck or Whitestone Bridge to Hutchinson River Parkway. North to exit 27 (in New York, not Connecticut) at Route 120 (Purchase Street). Left on Purchase Street to campus.

From Upstate New York and Northern New Jersey
Tappan Zee Bridge East to Cross Westchester Expressway (Exit 8, I-287). East to Hutchinson River Parkway (Exit 9 north). North on Hutchinson River Parkway to exit 27 (in New York, not Connecticut) at Route 120 (Purchase Street). Left on Purchase Street to campus.

BY TRAIN OR BUS

From NYC Grand Central Terminal: Metro North Railroad Harlem Division Line to White Plains. Anderson Hill Road bus (Bee-Line No. 12) or taxi to campus.

If you have any questions concerning Summer Session, please contact
The School of Business - (914) 323-5150 - business@mville.edu - www.mville.edu/summer

The College reserves the right to withdraw any course for insufficient enrollment and to make schedule changes. Manhattanville College is an equal opportunity institution and does not discriminate on the basis of age, sex, race, religion or national origin in any of its educational programs or in any of the activities it operates, including college employment and student admissions. The non-discriminatory policy is in compliance with Executive Order 11246 and Title IX of the Education Amendments of 1972.
Manhattanville College, today a global community for men and women of all faiths, was founded in 1841 as the Academy of the Sacred Heart, a Catholic boarding school for girls. In 1917, Manhattanville received its charter as a college from the New York State Board of Regents. In 1952, the College moved to Purchase, to the former estate of Whitelaw Reid, publisher of the New York Herald Tribune and Ambassador to England. Today, the elegant and historic Reid Castle is the centerpiece of the 100-acre campus, overlooking the green of the quadrangle and the campus buildings.

Coeducational since 1969 and nondenominational in its governance since 1971, Manhattanville continues to embody the Society of the Sacred Heart’s tradition of service, value-based liberal arts education, and engagement with the global community. During the Great Depression and World War II, President Grace Cowardin Dammann, R.S.C.J., instilled in Manhattanville’s students a keen awareness of social problems by encouraging them to spend one day a week working with children at the Barat Settlement in the Bowery and at Casita Maria in East Harlem. Mother Dammann’s widely published speech, “Principles versus Prejudice,” inspired other colleges to break down racial barriers.

All members of the community are conscious of their responsibility to live and work in a manner that is consistent with the College’s mission: “to educate students to be ethical and socially responsible leaders in a global community.” As students, faculty and staff of all nations, races, religions, and economic backgrounds come together to learn and grow, Manhattanville celebrates the rewards and challenges of diversity.

Today, Manhattanville serves more than 1,700 full-time undergraduate and 1,200 graduate students from 53 countries and 36 states. The college offers Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music and Bachelor of Science degrees. Additionally, the College offers the following graduate degrees: Master of Arts in Teaching, Master of Professional Studies, Doctorate in Education Leadership, Master of Fine Arts in Writing, Master of Arts in Liberal Studies, Master of Science in Human Resources, Finance, Business Leadership, Marketing Communication Management, Sport Business and International Management.
High School students who have completed their sophomore year by June 2014 and are ready for college level work can earn credit for certain introductory Manhattanville courses. To apply, submit this application and registration form and have your school submit a high school transcript and a letter of recommendation from a teacher or guidance counselor to the summer school office address below.

Attendance in Summer does not constitute acceptance to the College.

SUMMER SESSION 2015 HIGH SCHOOL STUDENT APPLICATION AND REGISTRATION FORM

STUDENT ID: SSN: DATE:

LAST NAME: FIRST NAME: MIDDLE NAME:

ADDRESS
Street:
City:
State: Zip:

PHONE
Home:
Cell:

DOB:

Check one: Male Female

Emergency Contact

Information

First Name: Phone (Home):
Last Name: Phone (Cell):
Email Address:

High School Level as of Fall 2014: □ Junior □ Senior □ Graduate

High School currently attending:

PSAT Score: M W CR

SAT Score: M W CR

High School students who have completed their sophomore year by June 2014 and are ready for college level work can earn credit for certain introductory Manhattanville courses. To apply, submit this application and registration form and have your school submit a high school transcript and a letter of recommendation from a teacher or guidance counselor to the summer school office address below. Attendance in Summer does not constitute acceptance to the College.

Session Course & Section # Course Title Instructor Pass/Fail (enter P) # of Credits

2

2

PAGEMENT SHOULD BE MADE DIRECTLY TO THE OFFICE OF STUDENT ACCOUNTS (914-323-5266).

ALL STUDENTS MUST PAY THE $60 REGISTRATION FEE PER SEMESTER.

TUITION COST PER CREDIT COURSE FEES PER COURSE

Undergraduate: $810
Art Lab Fee: $115
Language Lab Fee: $75
Music Lesson Fee: ½ Hour: $500; 1 Hour: $1000
Science Lab Fee: $75

High School Students receive 1/3 off their Summer Tuition

Summer Session 2
June 29 – July 31, 2015

Registration Deadline: June 22
Payment Deadline: July 1
Add/Drop Deadline: July 1
Withdrawal Deadline: July 20

I understand that I must pay all charges for this registration. I understand that if I fail to do so, I will have to pay additional fees to cover the College’s collection costs, including but not limited to third party fees, attorney’s fees, and interest. NOTE: All course drop requests MUST be made in writing.

REQUIRED SIGNATURE

STUDENT DATE

OFFICE USE ONLY

DATE ENTERED: ENTERED BY:

RETURN COMPLETED FORM TO:
School of Business Manhattanville College 2900 Purchase St. Reid Castle B5 Purchase, NY 10577
Phone: 914-323-5446 Fax: 914-694-3488 Email: business@mville.edu
I understand that I must pay all charges for this registration. I understand that if I fail to do so, I will have to pay additional fees to cover the College’s collection costs, including but not limited to third party fees, attorney’s fees, and interest. By signing this form below, the student assumes responsibility for academic preparedness for all courses they attend and the transferability of completed course work back to their home institution (if applicable) NOTE: All course drop requests MUST be made in writing.

REQUIRED SIGNATURE

SIGNATURE: ____________________________    DATE: ____________________

(Required only for visiting students with pre-requisites)
Summer 2015

Session I: (May 26 – June 27, 2015)
Session II: (June 29 – July 31, 2015)