





**2016–2017**  
**Graduate Catalog**  
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While every effort has been made to ensure the accuracy of the information in this catalog at printing, Mercy College reserves the right to alter its degree requirements, regulations, procedures, and course offerings. The most up-to-date information can be found in the online catalog, available on Mercy Connect.

## A Mercy College Education

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Mercy College is a private, nonprofit institution, providing an engaging learning experience for students and offering more than 90 undergraduate and graduate degree and certificate programs within five schools: Business, Education, Health and Natural Sciences, Liberal Arts, and Social and Behavioral Sciences. The main campus is located just outside of New York City in Dobbs Ferry, on 66 acres of land overlooking the picturesque Hudson River, with additional campus locations in the Bronx, Manhattan and Yorktown Heights. Proud to be ranked as one of the most affordable, nonprofit private institutions in the country, Mercy College is committed to preparing students for rewarding, in-demand careers. The College's rigorous programs and comprehensive support services provide students with a strong foundation for academic and future success. The Mercy College faculty is dedicated to advancing student learning and engagement through excellence in teaching, mentorship and cultivating a love of learning. Mercy College professors include Fulbright Scholars, published authors and national authorities in their fields.

### **Mission Statement**

Mercy College is committed to providing motivated students the opportunity to transform their lives through higher education by offering liberal arts and professional programs in personalized and high-quality learning environments, thus preparing students to embark on rewarding careers, to continue learning throughout their lives and to act ethically and responsibly in a changing world.

### **Mercy College History**

Founded as a junior college in 1950 under the auspices of the Sisters of Mercy, Mercy College became a four-year college offering programs leading to the baccalaureate degree in 1961. The College received full accreditation from the Middle States Commission on Higher Education by the end of that decade. In the next half-decade, Mercy boldly set a course for its future with a series of actions which included declaring itself independent, and co-educational, doubling the size of the existing physical plant, and initiating the first of many community outreach efforts to non-traditional student populations through the establishment of a Spanish bilingual program.

Mercy's innovative spirit soared in the 1970s when it established extension centers and branch campuses throughout communities in Westchester County and New York City, and it positioned itself on the leading edge of the adult student market with flexible scheduling, multiple and convenient locations, and accelerated degree completion programs. New populations of students, many of whom were the first in their families to pursue higher education including veterans, police officers, fire fighters and immigrants, found a home at Mercy. Mercy College became a pioneer in online education more than 25 years ago, offering courses as well as entire degrees online.

By the early 1980s, Mercy was granted authority to offer its first graduate program. Throughout the next two decades, the College expanded its portfolio of graduate programs. Today, Mercy offers 35 graduate programs to thousands of students, primarily in teacher education, health professions and business. In 2006, Mercy was granted the authority to offer its first doctoral degree program in physical therapy.

Mercy College is known for its high-quality education, personalized experience, talented faculty, proximity to New York City and affordability. Students study on the main campus located on 66 acres overlooking the beautiful Hudson River, at campuses in the Bronx, Manhattan, Yorktown Heights or online.

As part of the College's commitment to preparing students for their future, the Personalized Achievement Contract (PACT) Program was founded in 2009. Professional mentors help students navigate their college career from the moment they are accepted until graduation.

To enhance the student experience and provide a comprehensive learning environment, Mercy College continues to make physical improvements to its campuses. The purchase of Our Lady of Victory Academy allowed the College to

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increase classroom space, particularly for experiential learning opportunities for Mercy students in many disciplines, including the Business, Health Sciences, and Music and Art. The College's Division II soccer, lacrosse, baseball and field hockey teams compete on a state-of-the art athletic turf field on the Dobbs Ferry campus. The multi-purpose field was awarded the New York American Council of Engineering Companies' Excellence Silver Award. Hudson Hall, a 350-bed residence hall and student commons completed in 2016, was designed and built with a mind to serve the needs of all students, both resident and commuter. Situated in the center of the Dobbs Ferry campus, it is intended to connect the whole college community. The addition of a student activity lounge and veterans' center on the Bronx campus meets the needs of Mercy's large veteran population, while continuous improvements classroom, student commons and lab space are made at the Manhattan and Yorktown campuses.

Mercy College is committed to developing engaged citizens and instilling the values contained in the Mercy College seal, *Inserviendo Consumere* (consumed in service). The College has a rich tradition of service through the "Mercy Gives Back" initiative, which encourages students to participate in, and lead, service opportunities. On-campus events and international travel experiences, such as medical missions to Central and South America, help students discover and appreciate cultures far from home. Throughout its history, Mercy College has remained dedicated to its mission—to make available the transformational power of a college education. Mercy's commitment to quality, student support and affordability—as well as innovation—remains as strong today as ever.

### **Commitment to Student Learning**

Grounded in the Mercy College mission to provide motivated students with the opportunity to transform their lives through education, our mission regarding educational assessment is to guide and support faculty and staff in their efforts to improve the quality of courses, programs and the student learning experience by clarifying expectations and using reliable and valid measures of learning achievement to determine the impact of pedagogical and support strategies. All academic programs have learning outcomes which provide expectations for student learning, and are published on the program websites.

### **Pre-Professional Preparation Programs**

Mercy College provides strong opportunities for students to take the first step toward a professional career. A broad scope of disciplines from the arts, humanities and sciences are offered to form the academic preparation for the competitive admissions tests required for law school, medical school, dental school and other professional training. Students are encouraged to contact the respective dean's office (Social and Behavioral Sciences for pre-law; Health and Natural Sciences for medical dental, and allied health professions) to schedule an appointment with a pre-professional faculty advisor.

### **Campuses and Online**

The main campus of Mercy College is located in Dobbs Ferry with additional campus locations in the Bronx, Manhattan and Yorktown Heights, making the educational process convenient and accessible to students throughout the New York metropolitan area.

Mercy Online offers students an accessible and convenient way to learn. No matter where students are located, they may take courses, or complete entire degrees, online. At Mercy College, there is no distinction between the expectations of traditionally taught classes and online classes.

Benefits of online learning include:

1. **Affordability.** Eliminate transportation time and expenses.
2. **Flexibility.** You set your schedule for success.
2. **24/7 Accessibility.** Study anywhere at any time.

Mercy Online currently offers more than 40 undergraduate and graduate degrees entirely online. Students also may satisfy their General Education curriculum requirements online.

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### **Libraries**

The Mercy College libraries serve students, faculty, staff and alumni of the College. The main library at the Dobbs Ferry Campus holds the majority of collections and supplements those at three branch campus libraries (Bronx, Manhattan and Yorktown Heights) through a timely shipping and delivery system. All library facilities afford space for collaborative or concentrated learning and easy accessibility to library holdings and services. Librarians are available to provide research assistance, consultations and information literacy instruction. Library resources are available in many formats, including traditional print books, e-books, journals, newspapers and audiovisual resources. Desktop computers, laptops and wireless network provide access to the libraries' online catalogs, electronic databases and Internet resources to support the College's on-site and online programs. Off-site users have access to the libraries' online catalogs, e-books and databases through the Mercy College libraries' website at <https://www.mercy.edu/academics/libraries/>.

Information resources are selected for quality and their ability to support the total curriculum and selected research areas. The libraries' total collection includes over 150,000 combined book and e-book titles. Library databases and e-journal subscriptions provide 24/7 access to over 22,000 journals and their full text articles. The libraries' resources are cataloged using OCLC, the major international bibliographic utility, and Sierra, the libraries' integrated online library system. The collection is arranged according to the Library of Congress classification system. The libraries have in place resource sharing arrangements for electronic and print resources with other libraries and library systems, principally through WALDO (Westchester Academic Library Directors Organization) and METRO (Metropolitan New York Library Council). Materials at other libraries can be requested through Interlibrary Loan; most arrive in a week to ten days, free of charge. Comments from students, faculty and other library users are encouraged and useful to the libraries as they continue to enhance the services, systems, and collection of physical and electronic resources.

### **Center for Academic Excellence and Innovation (Learning Centers)**

The Center for Academic Excellence and Innovation at Mercy College is designed to support and enhance the teaching and learning process at the College. The primary goal of the Learning Centers is to help students become self-sufficient, lifelong learners by offering academic support in efficient, effective and convenient ways. The services are open to all Mercy College students who want to improve or enhance their learning skills (not only to those who are having difficulties). Learning Centers are available at all campuses. For further information, please call 914-674-7402.

### **Center for Global Engagement**

The Center for Global Engagement (CGE)—launched in 2010—acts as a hub for students, faculty, and staff to engage with global issues on campus, in New York's international context—especially with the United Nations—and around the world. The Center supports a wide range of initiatives to facilitate exchange of knowledge across international boundaries—through interdisciplinary and experiential global learning opportunities, faculty-led study abroad programs, public events of global interest and speaker series on international topics, forums for interaction with international students and faculty, engagement with local community-based groups with international focus, opportunities for faculty exchanges, and research collaborations with international scholars.

### **Computer Resources**

Mercy College has an ongoing commitment to excellence in technology and continues to improve both the technology infrastructure and services to its community. The Mercy College website, <http://www.mercy.edu>, includes a secure online admissions application. The College has dozens of student computer labs, computer classrooms, and technology-enriched learning centers that provide a foundation for technology-based instruction. Students may borrow computers and other devices from Mercy's library. Wireless Internet access is available at all Mercy College campuses and in the residence halls. Resident students should be aware that the use of personal wireless routers is not necessary or permitted. The Mercy College intranet, Mercy Connect, provides access to online learning, email, discussion list, chat and Web-based services such as registration, advising, grades, tuition payment, financial aid and degree audit. Upon admission, all students are assigned a college email address and are expected to use both their email and the Web-based services as an integral part of their college experience. Many official communications from Mercy College are sent via email.

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### **College Communication**

Mercy College considers the College's email system, along with the United States Postal Service, as an official means of communication. Mercy College will consider employees and students to be duly informed and in receipt of notifications and correspondences sent by a college administrator, staff or faculty member when delivered to an employee's Exchange (@mercy.edu) or a student's Mercy Mavericks (@mercymavericks.edu) college email account. It is recommended that employees and students frequently access their college-assigned email account for official information. Students may choose to have their @mercymavericks.edu email accounts forwarded to an off-campus account. Such individuals, however, are responsible for managing their disk quota such that there is room for new mail to arrive and for forwarding their Mercy email account to a functioning alternative email address. The College is not responsible for delivery problems to non-official email accounts. In certain circumstances, the College may also deliver information to students via text message to the cellular telephone number listed on the official College records for the student. If the student wishes to opt-out of text communications, she/he must inform the Student Affairs office.

### **Institutional Review Board (Research Involving Human Participants)**

Mercy College is committed to the ethical treatment of human participants engaged in research. All Mercy College faculty, students, and employees wishing to engage in research are responsible for compliance with the College's Institutional Review Board (IRB) policies. The Mercy College IRB reviews each research proposal and consent process in order to safeguard the rights and welfare of human participants. The IRB must determine that each study conforms to ethical standards, including a reasonable balance of risks and anticipated benefits; adequate provisions for informed consent; and equitable selection of participants. Copies of the "Guidelines for Submitting a Proposal for Research Projects Involving Human Participants" may be obtained online through Mercy Connect. Information and resources regarding the IRB Guidelines are available at the Reserve Reading Desk of the Dobbs Ferry Campus library and online. All research proposals must be submitted to the IRB Chairperson by the first of the month. For further information, please contact the chairperson by email at mcirb@mercy.edu

# School of Business

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Ed Weis, Ph.D., J.D., CPA, *Dean*  
Victor Petenkemani, M.B.A., M.S., M.A., *Associate Dean*

## **GRADUATE BUSINESS PROGRAMS**

Raymond L. Manganelli, Ph.D., *Chair*

Business Administration (MBA)  
Human Resource Management (M.S.)  
Organizational Leadership\* (M.S.)

*\*Program also offered fully online*

## **GRADUATE ACCOUNTING PROGRAM**

Denise M. Stefano, MBA, CPA, CGMA, *Chair*  
Public Accounting (M.S.)

Honor Society:

Delta Mu Delta, International Honor Society in Business

## MASTER OF BUSINESS ADMINISTRATION

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Raymond L. Manganelli, Ph.D.

*Chair, Graduate Business Programs and Head, MBA Program*

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### **Purpose**

The Master of Business Administration degree at Mercy College is rooted in over a quarter century of tradition. It is an evolutionary program, geared to the requirements of today and the vision of tomorrow. The basic philosophy of the Master of Business Administration Program is to provide the graduate with an insight into the wide spectrum of business activity.

### **Objectives**

The objective of the Master of Business Administration program is to balance theory, reality, techniques and concepts that facilitate understanding of the spectrum of diverse management challenges. This is accomplished through the student's exposure to a rigorous curriculum and a professional faculty with credentials in both corporate and academic disciplines. A strong, integrated approach produces a graduate who has developed foundational skills in analysis, oral communication and decision-making that foster an ever-evolving search for knowledge.

### **Expectations of the Graduate**

Graduates of the Master of Business Administration program will be expected to demonstrate knowledge of:

- The application of essential business skills in decision-making, identifying problems, evaluation of options and implementation of recommended solutions.
- The utilization of foundational quantitative analysis and research skills to develop managerial strategies.
- Diverse communication strategies within the global business environment.
- The importance of today's manager as a leader and facilitator.

### **Admission Requirements**

Please refer to the general requirements for admission and matriculation in the *Graduate Admissions* section of this catalog.

### **Program Requirements**

1. Submit a completed Mercy College application.
2. Submit a baccalaureate transcript.
3. Submit a resume.
4. All international students must submit TOEFL scores and a formal evaluation of international coursework.

The applicant must have an acceptable record in undergraduate and other studies as reflected in official transcripts from all colleges and universities attended. Attention is given to overall grade averages, grade trends during undergraduate study and areas of scholastic strength. A strong knowledge of PC application in word processing database, spreadsheets and graphics is expected. Students with a GPA below 3.0 are required to make an appointment for an interview with the Graduate Business chair. GMAT is optional. Information and application forms for the test may be obtained from the Educational Testing Service, Box 966, Princeton, NJ, 08540. (800-GMAT-NOW.)











## — Course Descriptions —

# Master of Business Administration

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Not every course will be offered in each term or academic year; contact the Chair of the Graduate Business Programs for the most current course plan.

### GENERAL BUSINESS CORE COURSES

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#### **MBAA 501 Financial Accounting**

Study of basic accounting concepts and methods, and their significance to management and to the financial analyst. Topics include an introduction to financial statement analysis, the measurement of income and capital, accounting for fixed assets, inventory costing and price level changes, measuring and accounting for corporate debt, corporate investment in securities, and computer applications in accounting. This course does not require previous training in accounting. 3 credits.

#### **MBAA 502 Corporate Finance**

*Prerequisite: MBAA 501.*

A survey of the financial structure of the firm, its demand for funds to finance the acquisition of assets and the sources available to satisfy this demand. Analysis of the firm's capital structure and alternative financing sources and techniques will also be covered. Major attention will be on the capital budgeting, the investment and dividend decisions of a corporation. The course also studies the structure of the financial system, with emphasis on the supply and demand for lendable funds and the term structure of interest rates. 3 credits.

#### **MBAA 504 Marketing Systems**

Survey analysis of the operations of marketing systems. The course emphasizes strategic planning, coordination, and adaptation of marketing operations to opportunities in profit and non-profit organizations. Focus is placed upon the principal decision components of national and international marketing including product development, promotion, pricing and distribution. Case studies are extensively employed. 3 credits.

#### **MBAA 505 Economic Environment of Business**

Analysis of the economic basis of the firm's output and pricing decisions, including perfect and imperfect competition models. Distinctions are made between microeconomics and macroeconomics. A review of the national income accounts, the nature of money and the banking system, the role of the central bank, the theory and practice of fiscal policy, and an introduction to international economics. 3 credits.

#### **MBAA 507 Introduction to Quantitative Analysis**

An introduction to optimization strategies in business, using linear programming and calculus. Topics will include a review of algebra and statistics, linear systems, matrix and simplex methods, differentiation of single and multi-valued functions, some integration techniques, and applications. 3 credits.

#### **MBAA 509 International Business**

An introduction to international business examining those aspects of economics, finance, investment, and trade that have an international dimension. Topics include: historical development of multinational enterprises, relations between multinational corporations and host countries, and special problems associated with international operations. 3 credits.

#### **MBAA 530 Management and Life-Work Planning**

This course combines basic management with the theories and practices of organizational behavior. Structured early in the student's curriculum, this practical workshop-like course will begin with a life-work planning program designed to help students through the variety of life and work choices affecting them now and in the continuing of life and work transitions. Also included are the most current practices in human resource management, motivating the "emerging workforce," techniques in training and development, interpersonal and team dynamics, power and politics within traditional and emerging organizations, and the growing role of consulting in managing change. 3 credits.

#### **MBAA 535 Communication Processes**

This course in the MBA curriculum offers content that will be applicable throughout the student's program of study and business career. Written and oral communication skills will be emphasized through student practice. Topics covered will

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# MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT

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The Master of Science in Human Resource Management is designed to prepare managers to participate effectively in the management and development of human resources in business and industry. The program provides instruction to prepare students for careers as professionals in the field of human resource management; offers theoretical background, concepts and skills to those already in the field so that they may enhance their positions and facilitate their development within the profession; and presents an application-oriented, real-world focus for those wishing to build highly developed management skills.

## Objectives

The Mercy College Master of Science in Human Resource Management is dedicated to providing an educational experience of academic excellence that is both practical and theoretical. The program includes elements of management, psychology, law, statistics, computer applications and accounting as well as actual business problems presented by faculty who are, or who have been, practicing professionals.

## Expectations of the Graduate

Upon completion, graduates of the Mercy College Master of Science in Human Resource Management will be able to:

- Implement or apply the essential elements and skills involved in the management and administration of human resources.
- Apply techniques to enhance worker satisfaction, creativity and productivity.
- Participate in human resource management research by using applied research methodology, quantitative analysis and data base technology to evaluate and support management techniques and strategies.
- Assess and affect the dynamics of “the system” at all levels: individual, peer group, intergroup, and the organization; thereby affording students the opportunity to become internal consultants and change agents within their organizations.
- Become trainers within organizations in personal and professional development, stressing communications, leadership, team effectiveness, conflict mediation, problem-solving and planning.
- Act as mediators within their organizations, dealing with such ethical issues and dilemmas as social and environmental responsibility and employee rights.

## Admission Requirements

Please refer to the general requirements for admission and matriculation in the Graduate Admissions section of this catalog.

## Program Requirements

Requirements for matriculation and admission into the Master of Science in Human Resource Management include:

1. Submission of baccalaureate transcript.
2. A personal interview with the director of the Graduate Program in Human Resource Management (for applicants with GPA below 3.0).

All applicants whose native language is not English must demonstrate proficiency in English. The evaluation must measure reading, writing, speaking and an understanding of the spoken language at a level appropriate for graduate studies. Proficiency will be determined by a standardized test such as the Test of English as a Foreign Language

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## — Course Descriptions —

# Human Resource Management

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### **I. Human Resource Management: Introductory Core Courses**

#### **HRMG 500 Introduction to Human Resource Management**

The course is designed to be an introduction to, and overview of, the human resource management function in modern organizations. It focuses on the strategic role of human resource management in the accomplishment of organizational objectives and on specific personnel functions, policies, and practices. Topics will include: the external environmental factors affecting human resource management, typical organizational patterns of the human resource department, the role of the government in human resource management, human resource planning, employee development, and compensation administration. 3 credits.

#### **HRMG 520 Quality Measurement Techniques and Tools for Human Resource Management**

This course is an examination and use of statistical tools needed for the analysis and presentation of human resource data. It includes quantitative reasoning, survey of computer software and systems utilized by the human resource professional for the management of data, and spreadsheet applications and database management systems. 3 credits.

#### **HRMG 525 Management in a Changing Work Environment**

This course explores the traditional management tasks of planning, organizing, directing, and controlling within the context of today's rapidly changing organization. The historical development of management theory and practice as well as the day-to-day application of major concepts are examined. The course looks at how effective management techniques are derived from new trends and ideas. Functional areas, such as marketing and finance, are covered and their roles in business enterprises as well as related functions in not-for-profit and government organizations, are compared and contrasted. Case studies and contemporary issues are used to highlight the organizational transformation that is underway both in the United States and internationally. 3 credits.

#### **HRMG 530 Accounting and Finance for the Human Resource Professional**

This course provides students with an overview of the finance/accounting function of an organization, and its relation to human resource activities. Topics include: roles of key finance/accounting personnel, nature of the accounting system, external and internal financial reporting, introduction to cost accounting and the application of cost accounting techniques to human resource activities, and an introduction to budgeting and the application of budgeting techniques to planning and controlling human resource activities. 3 credits.

### **II. Human Resource Management: Advanced Core**

#### **HRMG 630 Employment Law — A Survey of Labor and Employment Laws**

In addition to providing an overview of the history, concepts, and issues involved in personnel law, this course helps the human resource manager design and implement practices and procedures that assure that the organization complies with federal, state, and city statutes and regulations. Topics include: age, sex, race and such issues as sexual harassment, health and safety, affirmative action and drug testing. 3 credits.

#### **HRMG 650 Current Issues in Human Resource Management**

This course is designed to provide an opportunity for the student to understand, critique and apply business and psychological problem-solving techniques to current and critical human resource management concerns. Recent topics have included: new training techniques, employee assistance programs, mergers and acquisitions, minority and cross-cultural issues, plant closings and worker forewarning, quality of work-life, and computer literacy. 3 credits.

### **III. Human Resource Management: Elective Courses**

#### **HRMG 710 Recruitment and Selection**

*Prerequisite: HRMG 520*

This course provides students with an overview of the skills and tools used in organizational recruitment and selection. Emphasis is on examining current assessment procedures and critiquing their value relative to specific situations. Activities involve hands-on experiences analyzing outside sources and testing, placing, and following up on inside-the-company personnel. 3 credits.

#### **HRMG 715 Training and Development**

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## MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

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Manuel Ron, J.D.  
*Program Head*  
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### **Purpose**

The purpose of this program is to enable students to acquire knowledge and develop competencies that will make them effective leaders at any level of an organization. This program can be completed in one year and can also be applied as a concentration in the MBA Program.

### **Objective**

The major objectives of the program are for students to:

1. Gain clarity of their purpose, values and commitment.
2. Develop the capacity to achieve goals through collaborative relationships.
3. Develop the capacity to initiate sustainable change in organizations.

### **Expectations of the Graduate**

Graduates will be expected to demonstrate knowledge of the following:

- Theories and styles of leadership, with emphasis on understanding the role of leaders in achieving organizational effectiveness.
- The processes through which ethical conflicts are resolved by organizations, with emphasis on understanding the role of leaders in setting and maintaining ethical standards.
- Motivational theory and practices, with emphasis on understanding the role of leaders in motivating individuals as members of organizations.
- Individual and group behavior in organizations, with emphasis on understanding the role of leaders in coordinating the efforts of people.
- Cultural differences and their influence on organizational behavior, with emphasis on understanding the role of leaders in adapting to such differences.
- Communication strategies in organizations, with emphasis on understanding the role of leaders in team-building through communications.
- The market environment, with emphasis on understanding the role of leaders in adapting to economic change.
- Technological change, with emphasis on understanding the role of leaders in adapting to such change.
- Strategic management, with emphasis on the role of leaders in establishing direction for organizations.

### **Admission Requirements**

Please refer to the general requirements for admission and matriculation in the Graduate Admissions section of this catalog.

### **Program Requirements**

1. Submit a baccalaureate transcript.
2. Submit a work statement or résumé that summarizes all work and supervisory experience.

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## — Course Descriptions —

### Organizational Leadership

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#### **ORGL 510 Becoming a Transformational Leader**

An introduction to the study and practice of transformational leadership. Students will develop an understanding of the differences between management and leadership, while examining levels of leadership in historical context from the hierarchical leadership of the industrial era to the generative leadership of the interactive-information era. Students will increase their emotional and cognitive self-awareness through a process of inquiry that will enable them to identify their leadership commitment. Through self-assessments, they will identify their current performance competencies and develop transformational practices to increase their effectiveness as leaders. 3 credits.

#### **ORGL 515 Practicing Ethical Leadership**

A study of ethics is the basis of any leadership process. Students will examine the role of leaders in setting and maintaining ethical standards for teams, communities, and organizations. Students will recognize that leaders must continuously examine their personal values and address the question of what they should stand for. They will examine conflicts between personal values, organizational values, and the ethical choices that they must make as leaders. They will develop an awareness of the need for leaders to make ethical choices that are not based solely on personal values or on organizational values. 3 credits.

#### **ORGL 520 Aligning Meaning and Purpose**

A study of how leaders unleash human potential in themselves and others by creating an environment in which there can be an alignment of an individual's meaning and purpose with the values and goals of the organization. Through a process of inquiry, students will identify what is meaningful in their own lives and will discover how meaning can be aligned with purpose in order to generate commitment. They will examine the role of emotional maturity in generating commitment in themselves and others. 3 credits.

#### **ORGL 540 Collaborative Communication**

A study of how groups achieve superior outcomes through collaborative communication. Through a process of inquiry, students will recognize their communication barriers (assumptions, beliefs, and attitudes), and they will develop strategies for communicating effectively as leaders of teams and as members of teams. They will identify effective behaviors for giving and receiving critical feedback. They will explore ways of handling conflict effectively through appropriate communication. 3 credits.

#### **ORGL 545 Leading Diverse Teams**

A study of the challenges and opportunities of leading diverse teams. Through a process of inquiry, students will recognize the challenges they face in leading teams whose members are diverse with respect to gender, race, ethnicity, culture and other factors. They will develop strategies for effectively leading diverse teams, based on an awareness of differences among members. They will discover the potential advantages of teams whose members have a wide variety of perspectives, and they will develop ways of building high-performance teams through the creative tension that is generated by these perspectives. 3 credits.

#### **ORGL 550 Leading Team Projects**

A study of how team projects are envisioned, developed, and implemented effectively. Students will examine how leaders establish and facilitate team projects to serve internal and external customers through continuous innovation in procedures, processes, products, and services. In a team project, students will demonstrate their understanding of the impact of time constraints, human resources, quality standards and other factors on team projects. Students will generate realistic commitments and establish in advance a clear set of acceptable outcomes. They will evaluate project success by applying relevant qualitative and quantitative metrics. 3 credits.

#### **ORGL 570 Building Sustainable Organizations**

A study of how leaders build sustainable organizations in changing environments. Students will examine organizations as open systems that interact with external environments, which are always presenting challenges and opportunities. Students will explore the role of leaders in maintaining the core values of an organization, while redefining its purpose and initiating changes in strategies, structures, policies, processes and systems in order to sustain organic growth in environments where change may be continuous or discontinuous. Students will identify particular challenges and opportunities in the interactive-information era. 3 credits.

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## MASTER OF SCIENCE IN PUBLIC ACCOUNTING

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### **Purpose**

The Master of Science in Public Accounting prepares its graduates for employment in a dynamic profession. The program is offered to qualified candidates who wish to enter or advance their careers in the profession of public accountancy or in industry, government or not-for-profit organizations. The program integrates advanced study and research in auditing, taxation, financial and management accounting with business courses in the Master of Business Administration Program, which provide depth and breadth to the learning experience. The Master of Science in Public Accounting is designed for individuals possessing undergraduate degrees in accounting/business or unrelated fields of study who wish to enter the public accounting profession and for those professional accountants who wish to meet the American Institute of Certified Public Accountants (AICPA) 150-hour curriculum criteria. Candidates who have no business or accounting background, or who have not completed the necessary prerequisite coursework, will need to complete the undergraduate prerequisite program prior to being eligible to start the M.S. degree. Contact the Accounting Department chair for information. Graduates of the M.S. in Public Accounting Program who aspire to become Certified Public Accountants will satisfy the New York State licensure requirement with one year of appropriate professional work experience.

### **Objectives**

The objective of the program is to prepare students for practice in the profession of public accountancy by enabling them to acquire, develop and apply the knowledge, skills, and competencies required in this field. Students will be encouraged to integrate and apply knowledge from accounting and business, think independently, engage in research and maintain high ethical standards.

### **Expectations of the Graduate**

Graduates of the Master of Science in Accounting program will be able to accomplish the following:

- Demonstrate the knowledge and skills required for careers in the field of public accounting or a related field.
- Demonstrate proficiency in comprehensive analysis, communication and information technology.
- Pursue careers in the field of public accounting or a related field and compete successfully.
- Apply knowledge of personal, ethical and social responsibilities toward effective decision-making

### **Admission Requirements**

Please refer to the general requirements for admission and matriculation in the *Graduate Admissions* section of this catalog.

### **Program Requirements**

Requirements for matriculation and admission into the Master of Science in Public Accounting include:

1. A baccalaureate transcript with 120 credits of prerequisite courses in the specific content areas of accounting, business, and liberal arts and sciences are required for entrance into the program. Contact the Accounting Department chairperson for prerequisite course specifics. International students must submit a formal evaluation of all international coursework; an evaluation by World Education Services (WES) is preferred. TOEFL scores must also be submitted.
2. A detailed Professional Goals Statement stating the reasons for applying to the program and how the applicant can benefit by its completion.
3. Interview with the Accounting Department chairperson or designee.

Satisfactory GMAT score may be required for applicants with no substantive business experience or GPA below 3.0.

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## — Course Descriptions —

### Public Accounting

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#### **ACCT 510 Global Financial Statement Analysis**

Approaches International Accounting Standards (IAS) and Generally Accepted Accounting Principles (GAAP) prepared financial statements from a user perspective. Discusses the concepts necessary to interpret domestic and international corporate financial statements. Analytic techniques and valuation models are used to assess profitability, cash flows, and quality of earnings. A comprehensive real-world financial statement analysis project helps students to apply learned techniques. *Prerequisite:* ACCT 241 or its equivalent. 3 sem. hrs. 3 crs.

#### **ACCT 520 Contemporary Issues in Auditing**

Based on contemporary issues in auditing, comprehensive factual scenarios are used to discuss the Professional Roles of Independent Auditors. Topics examined include: internal control issues, use of analytical procedures and audit planning, auditing high risk accounts, large scale earnings manipulations schemes, coping with complex or unique client transactions, ethics, auditor independence and legal liability issues. Requires students to address actual situations that auditing practitioners have coped with in the past. Extensive research, group projects, oral presentations, and an audit risk analysis project are required. *Prerequisite:* ACCT 420 or its equivalent. 3 sem. hrs. 3 crs.

#### **ACCT 530 Advanced Accounting Theory and Applications<sup>(ce)</sup>**

This capstone course provides students with a solid foundation in accounting theory and research to enable them to function more effectively in their employment situations, make meaningful contributions to the accounting profession, and meet the challenges of lifelong learning. The course begins with an in-depth study of accounting theory, moves on to the instruction of accounting research sources and methodologies including the Financial Accounting Research System (FARS), and applies both theory and structure to a variety of current applications in financial reporting. Application of appropriate research tools and methodologies aid in the completion of written case assignments and a research paper. This course is taken in the last term of accounting courses completed in the Master of Science in Public Accounting Program. *Prerequisite:* ACCT 241 or its equivalent, and ACCT510, ACCT520, ACCT540, ACCT560. *Corequisite:* ACCT550. 3 sem. hrs. 3 crs.

#### **ACCT 540 Advanced Business Entity Taxation**

Provides the students with a working knowledge of advanced business entity taxation. Students will be able to apply sophisticated tax principles in employment situations as well as communicate this information to their clients and the public. The Internal Revenue Code and Tax Regulations are applied to a research project involving current tax matters. Utilizes research tools to apply critical thinking skills used to discuss and interpret tax issues. Provide a working knowledge of international and entity tax issues along with the termination issues facing businesses. State compliance issues such as multi-state taxation and sales and use taxes will be covered as well as succession planning and exempt entity taxation. *Prerequisite:* ACCT 341 or its equivalent. 3 sem. hrs. 3 crs.

#### **ACCT 550 Cost Management for Controllership**

Uses articles on cost management from a variety of authors to examine today's approach to management accounting, activity-based costing systems, capacity costing, environmental cost management, strategic value chain analysis, improving process performance, performance measurement, planning and control, theory of constraints, and target costing. Encourages students to increase their understanding of the relationship between controllership theory and practice. Requires each student to complete independent research projects related to material being studied, and to present both a written report and group oral presentations. *Prerequisite:* ACCT 240 and ACCT 250 or their equivalents. 3 sem. hrs. 3 crs.

#### **ACCT 560 Fraud Examination**

This course helps students better understand the significance of fraud in the modern accounting world. Students are prepared to identify, detect and prevent financial fraud. Some topics include the discussion of financial statement, e-business, consumer and tax frauds. Students will use Financial Statement Fraud Standards, including SAS 99 and Sarbanes-Oxley. Research based case projects and presentations are required. *Prerequisite:* ACCT 241 and ACCT 420 or their equivalents. 3 sem. hrs. 3 crs.

#### **ACCT 890 Capstone Continuation**

Students who have completed all coursework but have not completed their capstone project within the required subsequent term must register for this course each subsequent term until the project is completed. No credit, but cost is equivalent to

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# School of Education

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Andrew Peiser, Ph.D., Interim Dean

Mary Ellen Hoffman, M.S., *Associate Dean for Administration*

Roseanne Vallice Levy, Ph.D., Interim Associate Dean for Academic Affairs

## **DEPARTMENT OF CHILDHOOD EDUCATION**

Elena Nitecki, Ph.D., *Chair*

Childhood Education, Grades 1-6

Early Childhood Education, Birth – Grade 2

## **DEPARTMENT OF SECONDARY EDUCATION**

Eric Martone, Ph.D., *Chair*

Adolescence Education, Grades 7-12

## **DEPARTMENT OF LITERACY AND MULTILINGUAL STUDIES**

JungKang Miller, Ph.D., *Chair*

Bilingual Education Extension

Teaching English to Speakers of Other Languages (TESOL)

Teaching Literacy, Birth-Grade 12

## **DEPARTMENT OF EDUCATIONAL LEADERSHIP**

Esther Wermuth, Ed.D., *Chair*

Educational Supervision - School Building Leadership

Educational Administration - School District Leadership

## **DEPARTMENT OF SPECIAL EDUCATION**

Christine Lang, Ph.D., BCBA-D, *Chair*

Master of Science in Teaching Students with Disabilities in Early Childhood and Childhood

Master of Science in Teaching Students with Disabilities – Birth through Sixth Grade and Early Childhood

Applied Behavior Analysis Coursework (BCBA)

Teaching Students with Disabilities Coursework

*Most programs are also offered online*

## EDUCATION PROGRAMS

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Andrew Peiser, Ph.D., *Interim Dean*

Roseanne Vallice Levy, Ph.D., *Interim Associate Dean for Academic Affairs*

914-674-7350

Mary Ellen Hoffman, M.S., *Associate Dean for Administration*

All initial certification programs are nationally recognized by the National Council for Accreditation of Teacher Education (NCATE) and the Council for Accreditation of Educator Preparation (CAEP)

### **Purpose**

The programs of study in the School of Education are designed to provide professional preparation for candidates planning to teach and serve as educational leaders.

### **Mission Statement of the School of Education**

The Mercy College educational unit is dedicated to preparing effective educators, including teachers and other school professionals who are reflective practitioners, equipped with the knowledge base, technological skills, research tools, and professional strategies and insights to empower them to help diverse populations of students succeed in their learning and community environments. The values of competency, diversity and ethical practice support the proficient development of candidates enabling them to become skilled professionals and lifelong learners. The unit is committed to creating innovative, flexible and accessible programs of study for its candidates, and to developing partnerships and opportunities for collaboration and clinical experiences within Mercy College and with external communities.

### **Goals of the School of Education**

The unit goals establish the shared vision, mission, philosophy and guiding principles agreed to by members of the faculty and other stakeholders in the learning community. The unit's proficiencies, strategies and assessments are designed to ensure that candidates acquire the academic, pedagogical, professional and interpersonal skills required of teachers and other school professionals who prepare students to succeed in a rapidly changing global environment. The six goals reflect the integrated knowledge, skills, and dispositions that together ensure that candidates develop as effective educators and reflective practitioners. These goals are as follows:

**CONTENT KNOWLEDGE:** Candidates demonstrate a solid content knowledge base that enables them to deliver effective educational and professional services based on current research, theory and practice.

**PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE:** Candidates employ multiple pedagogical and professional strategies and tools to enable them to be effective practitioners in educational settings and deliver services that promote students' intellectual, social and emotional development.

**DIVERSITY:** Candidates understand the diverse cultural, linguistic, learning and social strengths and needs of all populations, and incorporate and demonstrate sensitivity to the richness of diverse cultures when providing educational and other school-services.

**TECHNOLOGY:** Candidates employ technology to deliver information, instruction and professional services to all members of the school community.

**REFLECTION:** Candidates reflect on professional practice to make educational decisions and enhance student learning.

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## **DEPARTMENT OF CHILDHOOD EDUCATION**

### **MASTER OF SCIENCE IN**

## **EARLY CHILDHOOD EDUCATION, BIRTH –GRADE 2**

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The 39-credit Master of Science in Early Childhood Education, Birth – Grade 2, offered at Mercy College, leads to either initial or professional certification. Placement in the Initial or Advanced Teacher program is determined by a candidate’s undergraduate preparation and teaching experience. Pre-practice candidates will pursue a course of study leading to degree conferral and initial New York State certification. The Advanced Teacher program is open to teacher education candidates who are currently working as teachers of record in classrooms in private, parochial or charter schools, and are seeking both a graduate degree and initial certification. A minimum of one year of teaching experience as the teacher of record is required. Candidates who do not yet have appropriate experience at both the lower and upper grade levels covered by their prospective certification areas(s) will be required to fulfill this requirement during this program. This requirement will be fulfilled by completing 20 days of supervised student teaching in each area of certification(s) they are seeking, and do not already have appropriate experience. Professional candidates must also have completed three years of teaching in the area of the certificate to qualify for the professional certificate.

Qualified applicants in either the Initial or the Advanced Teacher program may earn as many as three certifications while pursuing the degree in Early Childhood Education Birth–Grade 2. Students complete the required courses for degree conferral and the additional courses specific to the Childhood Education and/or Students with Disabilities certification(s). Students pursuing additional certificate(s) will be required to complete additional student teaching and field experiences.

Degree-seeking candidates in all Early Childhood Education programs must successfully complete the education capstone requirement specific to the Early Childhood degree prior to degree conferral.

Degree candidates seeking initial certification will complete a capstone project and submit the edTPA in the clinical practice course. Degree candidates seeking either initial or professional certification in the Advanced Teacher program in Early Childhood Education will register for the capstone course, complete an action research project, and may need to complete additional student teaching as indicated above depending on their teaching experience.

### **Early Childhood Program Goals**

1. Candidates will understand, explain, analyze, and apply major theories and philosophies that address physical, affective and cognitive development during the critical early childhood years.
2. Candidates will create high-quality, meaningful learning opportunities that are based on competencies and content knowledge, utilize developmental knowledge, employ formal and informal assessment strategies and incorporate collaboration with all aspects of the broad school community to facilitate developmental processes and encourage growth to a child’s maximum potential.
3. Candidates will become reflective practitioners who continually reflect on their practice and actively pursue opportunities for professional growth.

**Master of Science in Early Childhood Education, Birth–Grade 2**  
**Course Requirements for Initial Certification Candidates**

Course Numbers and Titles

EDUC 500	Educational Perspectives from Diverse Perspectives	3 credits
EDUC 502	Foundations in Education for Students with Disabilities	3 credits
EDUC 505	Teaching English as a Second Language	3 credits
EDUC 506	Educational Evaluation and Assessment from Early Childhood through Adolescence	3 credits
EDUC 507	Approaches to Literacy Instruction in Early Childhood Through Adolescence	3 credits
EDUC 605	Assessing and Correcting Literacy Problems Practicum in Early Childhood and Childhood	3 credits
EDUC 513	Introduction to Early Childhood Education: Foundations, Methods, and Materials (cc)	3 credits
EDUC 514	Working with Parents and Families of Children, in Early Childhood and Childhood	3 credits
EDUC 551	Language Arts in Childhood and Early Childhood Education	3 credits
EDUC 552	Social Studies in Childhood and Early Childhood Education	3 credits
EDUC 553	Mathematics in Childhood and Early Childhood Education	3 credits
EDUC 554	Science in Childhood and Early Childhood Education	3 credits
EDUC 709	Student Teaching Experience <i>OR</i> EDUC 713* <i>Seminar in Teaching</i>	3 credits
<b>Total</b>		<b>39 credits</b>

*This degree leads to single certification in Early Childhood Education*

~~*cc = Core course — a course that must be taken at the student's home campus.*~~

Candidates may pursue additional certification(s) as listed below. Please note that your degree will still be in Early Childhood. The addition of these courses will lead to an additional New York State initial certification:

**Track 1:** Master of Science in Early Childhood Education, Birth–Grade 2 *with additional certification in Childhood Education, Grades 1–6*

Add:

EDUC 573	Learning Technology across the English Language Arts	3 credits
<b>Total</b>		<b>42 credits</b>

**Track 2:** Master of Science in Early Childhood Education: Birth–Grade 2, *with additional certification in Childhood Education, Grades 1–6 and Students with Disabilities.*

Add:

EDUC 531	Methods and Materials of Teaching Students with Disabilities from Birth to Grade 6	3 credits
EDUC 546	Educational Assessment for Students with Disabilities	3 credits
EDUC 548	Principles and Strategies of Classroom Management for Students with Disabilities	3 credits
<b>Total</b>		<b>48 credits</b>

**Master of Science in Early Childhood Education, Birth–Grade 2**  
**Course Requirements for Advanced Teacher Program candidates**

## Course Numbers and Titles

## Teaching English as a Second Language

EDUC 502	Foundations in Education for Students with Disabilities	3 credits
EDUC 504	Cultural Perspectives of the Teaching and Learning Process	3 credits
OR		
EDUC 607	School Law	3 credits
EDUC 505	Teaching English as a Second Language	3 credits
EDUC 506	Educational Evaluation and Assessment from Early Childhood through Adolescence	3 credits
EDUC 507	Approaches to Literacy Instruction in Early Childhood Through Adolescence	3 credits
EDUC 605	Assessing and Correcting Literacy Problems Practicum in Early Childhood and Childhood	3 credits
EDUC 513	Introduction to Early Childhood Education: Foundations, Methods, and Materials	3 credits
EDUC 514	Working with Parents and Families of Children, in Early Childhood and Childhood	3 credits
EDUC 522	Language Development and Literacy Acquisition	3 credits
EDUC 617	Literacy Instruction, Birth–Grade 6	3 credits
EDUC 642	Advanced Methods of Teaching Language Arts and Social Studies in Early Childhood and Childhood Education	3 credits
EDUC 646	Advanced Methods of Teaching Mathematics and Science in Early Childhood and Childhood Education (cc)	3 credits
EDUC 537	Current Critical Issues in American Education	3 credits
OR		
<u>EDUC 713</u>	<u>Seminar in Teaching</u>	

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**Total** **39 credits**

*This degree leads to single certification in Early Childhood Education.*

~~cc = Core course — a course that must be taken at the student's home campus.~~

Candidates may pursue additional certification(s) as listed below. Please note that your degree will still be in Early Childhood. The addition of these courses will lead to an additional New York State initial certification:

**Track 1:** Master of Science in Early Childhood Education, Birth–Grade 2 *with additional certification in Childhood Education, Grades 1–6*

Add:

EDUC 573	Learning Technology across the English Language Arts	3 credits
<b>Total</b>		<b>42 credits</b>

**Track 2:** Master of Science in Early Childhood Education: Birth–Grade 2, *with additional certification in Childhood Education, Grades 1–6 and Students with Disabilities.*

Add:

EDUC 531	Methods and Materials of Teaching Students with Disabilities from Birth to Grade 6	3 credits
EDUC 546	Educational Assessment for Students with Disabilities	3 credits
EDUC 548	Principles and Strategies of Classroom Management for Students with Disabilities	3 credits
<b>Total</b>		<b>48 credits</b>

## MASTER OF SCIENCE IN CHILDHOOD EDUCATION, GRADES 1-6

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The 36-credit Master of Science in Childhood Adolescence Education, Grades 1–6, offered at Mercy College, leads to either initial or professional certification. Placement in the Initial or Advanced Teacher program is determined by a candidate’s undergraduate preparation and teaching experience. Pre-practice candidates will pursue a course of study leading to degree conferral and initial New York State certification. The Advanced Teacher program is open to teacher education candidates who are currently working as teachers of record in classrooms in private, parochial, or charter schools, and are seeking both a graduate degree and initial certification. A minimum of one year of teaching experience as the teacher of record is required. Candidates who do not yet have appropriate experience at both the lower and upper grade levels covered by their prospective certification area(s) will be required to fulfill this requirement during this program. This requirement will be fulfilled by completing 20 days of supervised student teaching in each area of certification(s) they are seeking, and do not already have appropriate experience. Professional candidates must also have completed three years of teaching in the area of the certificate to qualify for the professional certificate.

Qualified applicants in either the Initial or the Advanced Teacher Program may earn two certifications while pursuing the degree in Childhood Education, Grades 1–6. Students complete the required courses for degree conferral and the additional courses specific to the certification area(s) desired. Students pursuing additional certificates will be required to complete additional student teaching and field experiences.

Degree-seeking candidates in all Childhood Education programs must successfully complete the education capstone requirement specific to the Childhood Education program prior to degree conferral.

Degree candidates seeking initial certification will complete a capstone project and submit the edTPA in the clinical practice course. Degree candidates seeking either initial or professional certification in the Advanced Teacher program in Childhood Education will register for the capstone course, complete an action research project, and may need to complete additional student teaching as indicated above depending on their teaching experience.

### **Childhood Education Program Goals**

1. Candidates will understand, explain, analyze, and apply major theories and philosophies that address physical, affective and cognitive development during the childhood years.
2. Candidates will create high-quality, meaningful learning opportunities that are based on competencies and content knowledge, utilize developmental knowledge, employ formal and informal assessment strategies and incorporate collaboration with all aspects of the broad school community to facilitate academic achievement to a child’s maximum potential.
3. Candidates will become reflective practitioners who continually reflect on their practice and actively pursue opportunities for professional growth.

**Master of Science in Childhood Education, Grades 1–6**  
**Course Requirements for Initial Certification Candidates**

## Course Numbers and Titles

EDUC 500	Educational Perspectives from Diverse Perspectives	3 credits
EDUC 502	Foundations in Education for Students with Disabilities	3 credits
EDUC 505	Teaching English as a Second Language	3 credits
EDUC 506	Educational Evaluation and Assessment from Early Childhood through Adolescence	3 credits
EDUC 507	Approaches to Literacy Instruction in Early Childhood Through Adolescence	3 credits
EDUC 605	Assessing and Correcting Literacy Problems Practicum in Early Childhood and Childhood	3 credits
EDUC 514	Working with Parents and Families of Children in Early Childhood and Childhood <del>(ee)</del>	3 credits
EDUC 551	Language Arts in Childhood and Early Childhood Education	3 credits
EDUC 552	Social Studies in Childhood and Early Childhood Education	3 credits
EDUC 553	Mathematics in Childhood and Early Childhood Education	3 credits
EDUC 554	Science in Childhood and Early Childhood Education	3 credits
EDUC 709	Student Teaching Experience	3 credits
OR		3 credits
EDUC 713*	Seminar in Teaching	
<b>Total</b>		<b>36 credits</b>

*This degree leads to single certification in Childhood Education.*

*\* Required in lieu of student teaching course for eligible candidates.*

~~ee = Core course – a course that must be taken at the student's home campus.~~

Candidates may pursue additional certification as listed below. Please note that your degree will be in Childhood Education. These courses will lead to an additional New York State certification:

**Track 1:** Master of Science in Childhood Education: Grades 1-6, *with additional certification in Students with Disabilities.*

Add:

EDUC 531	Methods and Materials of Teaching Students with Disabilities from Birth to Grade	3 credits
EDUC 546	Educational Assessment for Students with Disabilities	3 credits
EDUC 548	Principles and Strategies of Classroom Management for Students with Disabilities	3 credits
<b>Total</b>		<b>45 credits</b>

**Master of Science in Childhood Education, Grades 1–6****Course Requirements for Advanced Teacher Program Candidates**

## Course Numbers and Titles

EDUC 502	Foundations in Education for Students with Disabilities	3 credits
EDUC 504	Cultural Perspectives of the Teaching and Learning Process	3 credits
OR		
EDUC 607	School Law	3 credits
EDUC 505	Teaching English as a Second Language	3 credits
EDUC 506	Educational Evaluation and Assessment from Early Childhood through Adolescence	3 credits
EDUC 507	Approaches to Literacy Instruction in Early Childhood Through Adolescence	3 credits
EDUC 605	Assessing and Correcting Literacy Problems Practicum in Early Childhood and Childhood	3 credits
EDUC 514	Working with Parents and Families of Children in Early Childhood and Childhood	3 credits
EDUC 522	Language Development and Literacy Acquisition	3 credits
EDUC 617	Literacy Instruction, Birth-Grade 6	3 credits
EDUC 642	Advanced Methods of Teaching Language Arts and Social Studies in Early Childhood and Childhood Education (cc)	3 credits
EDUC 646	Advanced Methods of Teaching Mathematics and Science in Early Childhood and Childhood Education	3 credits
EDUC 537	Current Critical Issues in American Education	3 credits
OR		
EDUC 713*	Seminar in Teaching	3 credits
<b>Total</b>		<b>36 credits</b>

*This degree leads to single certification in Childhood Education.*

~~cc = Core course — a course that must be taken at the student's home campus.~~

Candidates may pursue additional certification as listed below. Please note that your degree will be in Childhood Education. These courses will lead to an additional New York State certification:

**Track 1:** Master of Science in Childhood Education: Grades 1-6, *with additional certification in Students with Disabilities.*

Add:

EDUC 531	Methods and Materials of Teaching Students with Disabilities from Birth to Grade	3 credits
EDUC 546	Educational Assessment for Students with Disabilities	3 credits
EDUC 548	Principles and Strategies of Classroom Management for Students with Disabilities	3 credits
<b>Total</b>		<b>45 credits</b>

## DEPARTMENT OF SECONDARY EDUCATION

### MASTER OF SCIENCE IN

### ADOLESCENCE EDUCATION, GRADES 7-12

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The 36-credit Master of Science in Adolescence Education, Grades 7–12, offered at Mercy College, leads to either initial or professional certification. Placement in the Initial or Advanced Teacher program is determined by a candidate’s undergraduate preparation and teaching experience. Pre-practice candidates will pursue a course of study leading to degree conferral and eligibility for Initial New York State certification. The Advanced Teacher program is open to teacher education candidates who are currently working as teachers of record in classrooms in private, parochial, or charter schools, and are seeking both a graduate degree and initial certification. A minimum of one year of teaching experience as the teacher of record is required. Candidates who do not yet have appropriate experience at both the lower and upper grade levels covered by their prospective certification area(s) will be required to fulfill this requirement during this program. This requirement will be fulfilled by completing 20 days of supervised student teaching in each area of certification(s) they are seeking, and do not already have appropriate experience. Professional certification candidates must also have completed three years of teaching, in the area of the certificate, to qualify for the professional certificate.

Qualified applicants in either the Initial or Advanced Teacher program may participate in courses leading to eligibility for two certifications while pursuing the degree in Adolescence Education, Grades 7–12. Candidates complete the required courses for degree conferral and additional courses specific to the certification area(s) desired. Students pursuing additional certificates will be required to complete additional clinical and field experiences.

Degree-seeking students in all Adolescence Education programs must successfully complete the education capstone requirement specific to their degree program prior to degree conferral. Degree candidates in the Adolescence Education program leading to Initial certification must complete an e-portfolio project in the clinical practice course. Degree candidates in the Advanced Teacher program in Adolescence Education will register for the capstone course, complete an action research project, and may need to complete additional clinical experience(s) as indicated above.

All candidates in Adolescence Education are encouraged to join the national professional organization in their respective content fields: the National Council of Teachers of English, the National Council of Teachers of Mathematics, the National Science Teachers Association, or the National Council for the Social Studies.

#### **Adolescence Education Program Goals:**

The goals of the Adolescence Education Program are predicated on the belief that teachers of students in grades 7–12 need to be grounded in a thorough understanding of one or more content fields, as well as methods of teaching that engage adolescent learners who are in their final years of K–12 education and who are preparing to enter the world of civic responsibility, higher education, and/or the job market. Thus, the program goals are:

1. The candidate will understand, explain, analyze, and apply the major concepts, principles, theories, and underlying philosophies of adolescence education programs that address the cognitive and psychological development of adolescent learners.
2. The candidate will be able to create learning opportunities and approaches to assessment that reflect an understanding of adolescent learners in ways that value and respond to the diversity of the student population and use family and community resources to extend the curriculum, while addressing the learning standards of the candidate’s content field of study.

**Master of Science in Adolescence Education, Grades 7–12****Course Requirements for Initial Certification Candidates**

## Course Numbers and Titles

EDUC 500	Educational Foundations from Diverse Perspectives	3 credits
EDUC 502	Foundations in Education for Students with Disabilities	3 credits
EDUC 505	Teaching English as a Second Language	3 credits
EDUC 506	Education Evaluation and Assessment from Early Childhood through Adolescence	3 credits
EDUC 507	Approaches to Literacy Instruction in Early Childhood through Adolescence	3 credits
EDUC 511*	Methods and Materials in Adolescence Education Pertinent to the area of Certification: A-Mathematics; B-Science; C-Social Studies; D-English (cc) <sup>1</sup>	3 credits
EDUC 517	Educational Psychology and Adolescent Development <del>(ee)</del>	3 credits
EDUC 518	Methods and Materials in Middle Childhood Education	3 credits
EDUC 643	Reading and Writing in the Content Areas, Gr. 5–12	3 credits
EDUC 709	Student Teaching Experience	3 credits
OR		
EDUC 713**	Seminar in Teaching	3 credits
Specialization Courses (Select Two Courses from the Same Content Area – See Below)		6 credits
<b>Total</b>		<b>36 credits</b>

~~ee – Core course – a course that must be taken at the student's home campus~~

\* Recommended to be taken in the semester prior to EDUC 709 or EDUC 713. Requires completion of a minimum of 12 credits of coursework prior to course registration.

<sup>1</sup> EDUC 511 core course is specific to your final area of certification

\*\* Required in lieu of EDUC 709, the student teaching course for eligible candidates.

Specialization Courses (Select Two – Must be From Same Content Area)

**Content Area Specialization Courses***English*

ENGE 540	Applied English Grammar	3 credits
ENGE 541	Analyzing Short Fiction	3 credits

*Social Studies*

Select one of the following:

HSTE 533	Critical Issues in U.S. History	3 credits
HSTE 535	American Government	3 credits

and select one of the following:

HSTE 534	Critical Issues in Global History	3 credits
HSTE 536	Theories of Globalization	3 credits

*Mathematics*

MTHE 535	Problem Solving in Mathematics	3 credits
MTHE 536	History of Mathematics	3 credits

*Biology*

Select two of the following:

SCIE 555	Forensic Science	3 credits
SCIE 556	Oceanography	3 credits
SCIE 557	Bioengineering	3 credits

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**DEPARTMENT OF SPECIAL EDUCATION**  
**MASTER OF SCIENCE IN**  
**TEACHING STUDENTS WITH DISABILITIES IN**  
**EARLY CHILDHOOD AND CHILDHOOD**  
**AND**  
**MASTER OF SCIENCE IN**  
**TEACHING STUDENTS WITH DISABILITIES,**  
**BIRTH TO SIXTH GRADE AND EARLY CHILDHOOD**

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The Department of Special Education offers two degree programs as well as add-on Teaching Students with Disabilities certification options for candidates pursuing degrees in other areas.

The 42-credit Master of Science in Students with Disabilities, Birth – Grade 2, and Grades 1-6 offered at Mercy College, leads to either initial or professional certification in students with disabilities. Pre-practice candidates will pursue a course of study leading to degree conferral and initial New York State certification. Candidates who do not yet have appropriate experience at both the lower and upper grade levels covered by their prospective certification areas (s) will be required to fulfill this requirement during the program. This requirement will be fulfilled by completing 20 days of supervised student teaching in each area of certification(s) they are seeking, and do not already have appropriate experience. Professional candidates must also have completed three years of teaching in the area of the certificate to qualify for the professional certificate.

Qualified applicants earn certifications in Students with Disabilities, Birth-2 and Students with Disabilities 1-6 while pursuing the degree. Degree-seeking candidates in all Students with Disabilities programs must successfully complete the required capstone (clinical practice), including submission of the edTPA exam prior to degree conferral.

The 48-credit Master of Science Teaching Students with Disabilities, Birth to Grade 6 and Early Childhood, Birth to Grade 2, leads to either initial or professional certification. Pre-practice candidates will pursue a course of study leading to degree conferral and initial New York State certification. Candidates who do not yet have appropriate experience at both the lower and upper grade levels covered by their prospective certification areas(s) will be required to fulfill this requirement during this program. This requirement will be fulfilled by completing 20 days of supervised student teaching in each area of certification(s) they are seeking, and do not already have appropriate experience. Professional candidates must also have completed three years of teaching in the area of the certificate to qualify for the professional certificate.

Qualified applicants earn three certifications: Students with Disabilities, Birth-2, and Students with Disabilities 1-6, and Early Childhood while pursuing the degree. Degree-seeking candidates must successfully complete the capstone requirement (clinical practice) specific to the Students with Disabilities degree, and submit the edTPA exam prior to degree conferral.

### **Special Education Goals**

#### **(Based on the Council for Exceptional Children’s initial preparation Standards)**

Candidates in the Bilingual Extension to a Teaching Certificate Program are expected to acquire the knowledge, skills, and professionalism necessary to use both the native languages of English language learners and English the English language for instruction. The candidates will develop expertise in the following areas:

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1. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
2. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
3. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
4. Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
5. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
6. Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
7. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities.

### **Master of Science in Teaching Students with Disabilities in Early Childhood and Childhood**

#### Course Numbers and Titles

EDUC 500	Foundations in Education for Students with Disabilities From Birth through Adolescence	3 credits
EDUC 502	Teaching English as a Second Language	3 credits
EDUC 522	Language Development and Literacy Acquisition	3 credits
EDUC 523	Development and Exceptionalities	3 credits
EDUC 529	Diversity, Equity and Inclusion	3 credits
EDUC 531	Methods and Materials in Teaching Students with Disabilities, Grades B-6	3 credits
EDUC 534	Differentiated Instruction and Materials (cc)	3 credits
EDUC 546	Educational Assessment for Students with Disabilities.	3 credits
EDUC 548	Principles and Strategies of Classroom Management	3 credits
EDUC 617	Literacy Instruction, Birth to Grade 6	3 credits
EDUC 641	Autism	3 credits
EDUC 657	Collaboration and Consultation for Students with Special Needs	3 credits
EDUC 674	Assistive and Learning Technology for Students with Disabilities and Special Learning Needs	3 credits
EDUC 709	Student Teaching Experience	
OR		
EDUC 713	Seminar in Teaching	3 credits
OR		
EDUC 537	Current Critical Issues in American Education	
<b>Total</b>		<b>42 credits</b>

**MASTER OF SCIENCE IN TEACHING STUDENTS WITH DISABILITIES, BIRTH TO SIXTH GRADE AND EARLY CHILDHOOD**

## Course Numbers and Titles

EDUC 500	Foundations in Education for Students with Disabilities From Birth through Adolescence	3 credits
EDUC 502	Teaching English as a Second Language	3 credits
EDUC 513	Introduction to Early Childhood Education: Foundations, Methods, and Materials	3 credits
EDUC 522	Language Development and Literacy Acquisition	3 credits
EDUC 523	Development and Exceptionalities	3 credits
EDUC 529	Diversity, Equity and Inclusion	3 credits
EDUC 531	Methods and Materials in Teaching Students with Disabilities, Grades B-6	3 credits
EDUC 534	Differentiated Instruction and Materials (cc)	3 credits
EDUC 546	Educational Assessment for Students with Disabilities.	3 credits
EDUC 548	Principles and Strategies of Classroom Management	3 credits
EDUC 553	Mathematics in Childhood and Early Childhood	3 credits
EDUC 617	Literacy Instruction, Birth to Grade 6	3 credits
EDUC 641	Autism	3 credits
EDUC 657	Collaboration and Consultation for Students with Special Needs	3 credits
EDUC 674	Assistive and Learning Technology for Students with Disabilities and Special Learning Needs	3 credits
EDUC 709	Student Teaching Experience	
OR		
EDUC 713	Seminar in Teaching	3 credits
OR		
EDUC 537	Current Critical Issues in American Education	
<b>Total</b>		<b>48 credits</b>





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## DEPARTMENT OF LITERACY AND MULTILINGUAL STUDIES

### MASTER OF SCIENCE IN TEACHING LITERACY

### BIRTH—GRADE 12

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The Master of Science in Teaching Literacy, Birth–Grade 12 program is designed for students seeking professional certification in the teaching certificate they presently hold. Three years of teaching experience are also required for professional certification. This program leads to dual certification as a literacy teacher in Birth–Grade 6 and Grades 5–12.

The program offers teachers a philosophical foundation with hands on strategies for developing an awareness that speaking, listening, reading, and writing are interrelated and how these skills as a whole impact a child’s literacy development. Applicants to the program must also include a copy of the initial certificate with their application materials.

#### Teaching Literacy Program Goals

Students in the Teaching Literacy Program will acquire the knowledge, skills, and attitudes necessary to meet the literacy needs of children in urban and suburban settings, and will be able to do the following:

1. Link theory and practice to create environments conducive to literacy learning.
2. Provide appropriate instruction for students experiencing difficulty in acquiring literacy skills including students with disabilities and English language learners.
3. Analyze assessment data for instructional decision-making.
4. Communicate information about literacy to parents, caregivers, and school personnel.
5. Set professional goals and responsibilities.
6. Provide differentiated instruction that focuses on students diversities.

Fieldwork experiences pertinent to the grade level of the certificate are required. Degree-seeking candidates must complete an e-portfolio capstone project in EDUC 658, “Seminar in the Organization and Administration of Literacy Programs,” and pass the Content Specialty Test in Literacy within 27 credits of course registration.

#### Course Requirements for the Master of Science in Literacy, Birth–Grade 12

EDUC 507	Approaches to Literacy Instruction in Early Childhood through Adolescence	3 credits
EDUC 522	Language Development and Literacy Acquisition	3 credits
EDUC 561	Literacy Instruction and Coaching for Diverse Populations	3 credits
EDUC 573	Learning Technology across the English Language Arts	3 credits
EDUC 590	The Teaching of Writing and the Writing Process	3 credits
EDUC 591	Child and Adolescent Literature	3 credits
EDUC 643	Reading and Writing in the Content Area Grade 5–12	3 credits
EDUC 648	Dimensions of Learning and Literacy	3 credits
EDUC 659	Practicum in Literacy Assessment, Birth–Grade 12 (cc)	3 credits
EDUC 660	Practicum in Literacy Instructional Practices, Birth–Grade 12	3 credits
EDUC 658	Seminar in the Organization and Administration of Literacy Programs (Capstone)	3 credits
<b>Total</b>		<b>33 credits</b>

**Program Progression:**

- Courses EDUC 507 561 and 648 should be completed prior to registering for EDUC 659.
- At the completion of 12 credits, students should register for EDUC 659.
- At the completion of 15 credits, students should register for EDUC 660.
- EDUC 658 should be taken in the student’s last semester and students must have completed 27 credits, at least one practicum, and have permission from the chair.

\*Degree-seeking candidates must pass the CST in Literacy in order to enroll in the clinical course, EDUC 658.

**Advanced Certificate in Teaching Literacy, Birth–Grade 6**

The 15-credit Advanced Certificate in Teaching Literacy, Birth–Grade 6, will permit qualified applicants, who have a master’s degree and hold a teaching certificate in another teaching area to earn initial or professional certification in Teaching Literacy, Birth–Grade 6. This certificate requires completion of the five courses listed below, completion of Content Specialty Test in Literacy, development of an e-portfolio project and completion of 50 hours of practical experience in EDUC 659. Applicants to this program must also include a copy of the initial certificate with their application materials.

**The five courses are:**

EDUC 522	Language Development and Literacy Acquisition	3 credits
EDUC 561	Literacy Instruction and Coaching for Diverse Populations	3 credits
EDUC 590	The Teaching of Writing and the Writing Process	3 credits
EDUC 617	Literacy Instruction, Birth–Grade 6	3 credits
EDUC 659	Practicum in Literacy Assessment, Birth–Grade 12 (50 hours required) (cc)	3 credits
<b>Total</b>		<b>15 credits</b>

~~cc = Core course — a course that must be taken at the student’s home campus.~~

**Advanced Certificate in Teaching Literacy, Grades 5–12**

The 15-credit Advanced Certificate in Teaching Literacy, Grades 5–12 will permit qualified applicants, who have a master’s degree and hold a teaching certificate in another area to earn initial or professional certification in Teaching Literacy, Grades 5–12. This certificate requires completion of the five courses listed below, completion of Content Specialty Test in Literacy and completion of 50 hours of practical experience in EDUC 659. Applicants to this program must also include a copy of the initial certificate with their application materials.

**The five courses are:**

EDUC 561	Literacy Instruction and Coaching for Diverse Populations	3 credits
EDUC 590	The Teaching of Writing and the Writing Process	3 credits
EDUC 621	Literacy Instruction and Adolescent Literature, Grades 5–12	3 credits
EDUC 643	Reading and Writing in the Content Area, Grades 5–12	3 credits
EDUC 659	Practicum in Literacy Assessment, Birth–Grade 12 (50 hours required) (cc)	3 credits
<b>Total</b>		<b>15 credits</b>

~~cc = Core course — a course that must be taken at the student’s home campus.~~

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## MASTER OF SCIENCE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

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The Master of Science in Teaching English to Speakers of Other Languages (TESOL) program may lead to initial or professional certification. Track I candidates in the initial certificate program must complete the 15-week New York State required student teaching experience. Track II candidates are required to complete 20 days of clinical practice experience within an ESL Pre-K–12 school environment. Professional Certification in New York State requires three years of teaching experience.

Additional admission requirements for the Master of Science in TESOL include 12 credits of college-level work in a language other than English, or its equivalent, and a 30-credit undergraduate major in one of the liberal arts or sciences. EDUC 610 Developmental Psychology, or its equivalent, is a prerequisite for the TESOL Program. Candidates pursuing additional certificates will be required to complete further clinical practice and field experiences.

### TESOL Program Goals:

Candidates in the M.S. Program in TESOL are expected to acquire the knowledge, skills, and professionalism necessary to meet the English language and content area needs of English Language Learners in inclusive or mainstream classrooms, in urban and/ or suburban settings. Program participants, with faculty guidance and support, are expected to become reflective practitioners and develop expertise in the following areas:

1. Develop the necessary skills, attitudes and sensitivities to understand that language is a comprehensive and complex system of communication and use such knowledge to meet the educational needs of English Language Learners from diverse cultural backgrounds and learning styles, who are foreign born, or who come from homes where a language other than English is spoken, who are mainstream or students with disabilities.
2. Understand the importance and impact that culture and cultural identity have on family relationships, including those of extended families and students.
3. Understand how assessment informs instruction in determining the needs of the whole child, academically, psychologically, socially, culturally and linguistically and to apply such knowledge in planning for instruction, based on the students' linguistic assessment and second-language teaching strategies and in accordance with the New York State and National Core Learning Standards.
4. Become lifelong learners of emerging research and technologies, able to apply sound criteria in selecting and adapting materials and approaches that support the effective teaching of diverse linguistic populations. **Track 1: Program and Course Requirements for Master of Science in TESOL -Initial Certificate**

The Admission to the Master of Science in TESOL requires 12 credits of college-level work in one language other than English, or its equivalent, and a 30 credit undergraduate major in one of the liberal arts or sciences. EDUC 610 Developmental Psychology, or its equivalent, is a prerequisite for the TESOL Program. The program requires completion of an e-portfolio, and obtaining a passing score on the CST in ESOL prior to registration in the clinical practice course, and completion of the following graduate courses:

### Course Numbers and Titles

EDUC 501	Education in Today's Schools	3 credits
EDUC 504	Cultural Perspectives and the Teaching Learning Process	3 credits
EDUC 505	Teaching English as a Second Language	3 credits
EDUC 506	Education Evaluation and Assessment from Early Childhood through Adolescence	3 credits
EDUC 507	Approaches to Literacy Instruction in Early Childhood through Adolescence	3 credits

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EDUC 508	Theory and Practice in Bilingual Education	3 credits
EDUC 509	Linguistics and the Study of Language	3 credits
EDUC 590	the Teaching of Writing and the Writing Process	3 credits
EDUC 616	Theory and Practice of Second Language Acquisition for Students with Disabilities (cc)	3 credits
EDUC 629	Modern English Structure and the Teaching of English as a Second Language	3 credits
EDUC 636	Methods and Materials of Teaching English as a Second Language through the Content Areas, Pre-K–12	3 credits
EDUC 709	Student Teaching Experience	3 credits
<b>Total</b>		<b>36 credits</b>

~~cc = Core course — a course that must be taken at the student's home campus.~~

**Initial Certificate Program Progression:**

- EDUC 505 and EDUC 507 must be completed prior to registering for EDUC629 and EDUC 636
- EDUC 636 must be completed prior to registering for EDUC 709
- EDUC 709 should be taken in the candidate’s last semester and candidates must apply for the placement during the semester prior to registration.

**Track 2:**

**Master of Science in Teaching English to Speakers of Other Languages - Professional Certificate**

The Master of Science in Teaching English to Speakers of Other Languages (TESOL) is designed for those students who hold an initial certificate in another content area and are seeking professional ESOL certification. The program requires the same prerequisites as the initial certification program, development of an e-portfolio, passing the CST in ESOL prior to registration for EDUC 707 and completion of the following graduate courses:

**Course Numbers and Titles**

EDUC 504	Cultural Perspectives and the Teaching Learning Process	3 credits
EDUC 505	Teaching English as a Second Language	3 credits
EDUC 506	Education Evaluation and Assessment from Early Childhood through Adolescence	3 credits
EDUC 508	Theory and Practice in Bilingual Education	3 credits
EDUC 509	Linguistics and the Study of Language	3 credits
EDUC 590	Teaching of Writing and the Writing Process	3 credits
EDUC 591	Child and Adolescence Literature	3 credits
EDUC 616	Theory and Practice of Second Language Acquisition for Students with Disabilities (cc)	3 credits
EDUC 629	Modern English Structure and the Teaching of English as a Second Language	3 credits
EDUC 636	Methods and Materials of Teaching English as a Second Language through the Content Areas, Pre-K–12	3 credits
EDUC 707	Mentoring Seminar in TESOL	3 credits
<b>Total</b>		<b>33 credits</b>

~~cc = Core course — a course that must be taken at the student's home campus.~~

**Professional Certificate Program Progression:**

- EDUC 505 should be completed prior to registration for EDUC 636.
- EDUC 636 must be completed prior to registering for EDUC 707.
- A passing score on the Content Specialty Test in ESOL is required prior to registering for EDUC 707.
- EDUC 707 should be taken in the candidate’s last semester and candidates must apply for placement during the semester prior to registration.

## ADVANCED CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

The 12-credit Advanced Certificate in Teaching English to Speakers of Other Languages (TESOL) permits qualified applicants, who have an M.S. degree in Education, and who hold a teaching certificate in certain acceptable disciplines, to earn initial or professional certification in Teaching English to Speakers of Other Languages. This certificate requires completion of the four courses listed below, a 20-day clinical practice experience in teaching ESL to English Language Learners (ELLs), documentation of 12 credits in one language other than English, successful completion of the Content Specialty Test in ESOL, and completion of the workshop for the Dignity for All Students Act (DASA).

**The four courses are:**

EDUC 505 Teaching English as a Second Language	3 credits
EDUC 629 Modern English Structure and the Teaching of English as a Second Language	3 credits
EDUC 636 Methods and Materials of Teaching English as a Second Language	3 credits
EDUC 707 Mentoring Seminar in TESOL	3 credits
<b>Total</b>	<b>12 credits</b>

## BILINGUAL EXTENSION TO TEACHING CERTIFICATE

The Bilingual Extension program is offered to candidates who are already certified to teach in New York State and wish to teach English Language Learners (ELLs) in a bilingual setting. Upon successful completion of the Bilingual Education Assessment (BEA) and course requirements for this extension, teacher candidates, holding a NYS base teaching certificate, will be certified to teach English Language Learners in a bilingual setting. As part of the required clinical experience, candidates must complete college supervised field experiences of 50 hours within a bilingual setting. A copy of a valid teaching certificate, passing score on the BEA test, and a language proficiency assessment are additional requirements for participation.

### **Bilingual Extension Program Goals:**

Candidates in the Bilingual Extension to a Teaching Certificate Program are expected to acquire the knowledge, skills, and professionalism necessary to use both the native languages of English language learners and English the English language for instruction. The candidates will develop expertise in the following areas:

1. Understand major theories of Bilingual Education and Bilingualism.
2. Develop multicultural perspectives and sensitivity to English language learners from diverse cultural and family backgrounds.
3. Acquire pedagogical skills to teach English language arts, native language arts and other content areas in a bilingual setting.
4. Develop linguistic knowledge of language as a complex system of language acquisition and of second language acquisition theories and research.

### **Course Numbers and Titles**

EDUC 505 Teaching English as a Second Language	3 credits
EDUC 508 Theory and Practice of Bilingual Education	3 credits
EDUC 509 Linguistics and Language Development, from Birth through Adulthood	3 credits
EDUC 602 Native Language Arts and Social Studies in Bilingual Education	3 credits
EDUC 604 Mathematics and Science in Bilingual Education	3 credits
<b>Total</b>	<b>15 credits</b>

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## INTENSIVE TEACHER INSTITUTE IN BILINGUAL SPECIAL EDUCATION (ITI-BSE)

The 15-credit NYSED sponsored Bilingual Extension Certificate permits qualified applicants who hold an approved NYS base teaching certificate in a NYSED-approved content area/level to earn a NYS initial/professional/permanent bilingual extension to their current initial/professional or permanent certificate. These teacher candidates must meet all program prerequisites and are required to complete all the courses listed below, demonstrate appropriate experience in teaching bilingual special education students, as well as pass the NYSED required BEA examination. A copy of a valid base teaching certificate are additional admissions requirements. The bilingual extension when granted by the NYSED demonstrates the candidate's competency to teach English Language Learners (ELLs) in bilingual special education mainstream classes.

Candidates for this scholarship incentive need to apply to NYSED.gov for acceptance to this tuition-assisted program. For additional information, please contact the department Chair of Literacy and Multilingual Studies.

### Required Courses

EDUC 505	Teaching English as a Second Language.	3 credits
EDUC 508	Theory and Practice in Bilingual Education	3 credits
EDUC 602	Native Language Arts and Social Studies in Bilingual Education	3 credits
EDUC 604	Mathematics and Science in Bilingual Education	3 credits
EDUC 616	Theory and Practice of Second Language Teaching for Students with Disabilities	3 credits
<b>Total</b>		<b>15 credits</b>

## SPECIALIZED PROGRAMS IN EDUCATION Five Year Teacher Education Programs Leading to Bachelor of Science and Master of Science

The School of Education offers a unique opportunity to qualified undergraduates in several varied academic disciplines to complete a bachelor's and master's degree at an accelerated pace. The Bachelor of Science Programs are offered in the psychology, behavioral science, biology, English, mathematics and history majors. After the completion of 70-75 credits of undergraduate coursework with a 3.0 GPA, candidates begin taking a maximum of 15 graduate education credits. Upon completion of the Bachelor's Degree, candidates apply to the Graduate School of Education where they finish the Master's Degree. Depending upon the major chosen, candidates will earn New York State initial teacher certification in Adolescence Education, Early Childhood Education, or Childhood Education. Please see the Mercy College undergraduate catalog for more information.

# MASTER OF SCIENCE IN EDUCATIONAL STUDIES

## (Non-certification Program)

The 30-credit Master of Science in Educational Studies degree is a unique program designed for professionals working with children and adolescents who do not wish to pursue New York State teacher certification. Individuals with at least a baccalaureate degree may seek this master's degree if they are interested in career advancement or employment in education-related fields. The program seeks to prepare professional education experts who are reflective, knowledgeable, empowered to serve diverse populations and communities, and are equipped with technological and research skills. The goal of the program is to provide the necessary flexibility and range of options to develop professional educators with the understanding, strategies, and commitment to work in a variety of settings.

This degree is available fully online or in person. The program would meet the needs of Distance Learning students outside of New York State and students interested in careers in education, but not in teaching public school. Examples of such careers include early childhood administration, children's publishing and media, children's library or literacy services, educational policy, advocacy, and government, preparation for doctoral study, children's museum directors, summer camps and youth sports leaders, not-for-profit organizations, and charter school management or professional development services.

Coursework includes a 9-credit foundation core. Students may then choose an 18-credit concentration in: Early Education, Secondary Education, or Literacy. A 3-credit capstone thesis course is required at the end of the program. The program includes elective choices allowing a substantial focus on the individual's area of interest, and builds up to a creative yet practical, individualized research project.

Please note that this degree does not lead to New York State teaching certification.

### Course Requirements:

EDUC 500	Foundations of Education from Diverse Perspectives	3 credits
EDUC 502	Foundations in Education for Students with Disabilities from Birth through Adolescence	3 credits
EDUC 506	Educational Evaluation and Assessment from Early Childhood through Adolescence	3 credits
Concentration Courses (Six – Select from Below)		18 credits
EDUC 721	Thesis Course	3 credits
<b>Total</b>		<b>30 credits</b>

### Concentration Courses – Select Six from One of the Three Concentration Areas:

#### Early Education

EDUC 513	Introduction to Early Childhood Education: Foundations, Methods, and Materials	3 credits
EDUC 514	Working with Parents and Families of Children, in Early Childhood and Childhood	3 credits
EDUC 551	Language Arts in Childhood and Early Childhood Education	3 credits
EDUC 552	Social Studies for Early Childhood and Childhood	3 credits
EDUC 553	Mathematics for Early Childhood and Childhood	3 credits
EDUC 554	Science for Early Childhood and Childhood	3 credits
EDUC 642	Advanced Methods of Teaching Language Arts and Social Studies in Early Childhood & Childhood Education	3 credits
EDUC 646	Advanced Methods of Teaching Mathematics and Science in Early Childhood & Childhood Education	3 credits

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## – Course Descriptions – Education

### **EDUC 500 Educational Foundations from Diverse Perspectives**

This course provides a critical overview of the historical, legal, financial, organizational and philosophical groundings of education. Candidates will examine, debate and speculate about a variety of issues as they impact schools and teachers now and into the future. These basic concepts of education are examined from the diverse perspectives of race, gender, disabilities, and language learners. Aspects of education such as funding, instructional strategies, and due process procedures will be examined from a social justice perspective. Concerns such as equity and access, alternative ways of knowing, funds of knowledge, and other cultural factors will be examined. The role of the teacher as facilitator of critical thinking and as promoter of socially responsible action in the society will be considered. Ten hours of fieldwork required. 3 credits.

### **EDUC 501 Education in Today's Schools**

This course provides a critical overview of the forces (historical, legal, financial, organizational and philosophical) that provide for the foundation of education. It examines the structure, culture, and the curriculum of "A Place Called School." It will provide a forum for students to examine, debate, and speculate about the controversies that impact schools and teachers now and into the future. It explores the current educational challenges including charter schools, global education, technology, bilingual education, diversity, racism, sexism, school violence, and child abuse. Ten hours of fieldwork required. 3 credits.

### **EDUC 502 Foundations in Education for Students with Disabilities**

This course offers a comprehensive perspective on students with disabilities and provides an in-depth understanding of disabilities and the impact of those disabilities on learning and behavior. Candidates examine disability categories, current trends, effective planning, and the historical, legal and social foundations of education for students with disabilities. Candidates explore life span issues, community agency partnerships, career issues, and support services needed by students with disabilities and their parents. Fifteen hours of fieldwork required. 3 credits.

### **EDUC 503 Methods and Materials for Teaching Students with Disabilities from Birth through Adolescence**

*Prerequisite:* EDUC 502

This course examines curriculum and instruction from the perspective of Early Childhood, Childhood, and Adolescent teachers of students with disabilities whose individual learning needs require teachers to go beyond typical models of general classroom instruction to give students with disabilities access to the general education curriculum and assessments. Teachers identify, examine and practice a variety of effective teaching strategies for the education of students with disabilities. Teachers learn to differentiate and individualize instruction and engage in collegial collaboration. They examine learning processes, lesson and unit planning, motivation and communication in order to stimulate and sustain student interest, involvement, and achievement. Fifteen hours of fieldwork required. 3 credits.

### **EDUC 504 Cultural Perspectives and the Teaching Learning Process**

Required for TESOL and bilingual students only, other students will need chair's permission. In this course, candidates will investigate those multicultural factors that have the greatest impact on teaching and learning: cultural, racial, ethnic, language and socioeconomic diversity. As a result of scholarly research, classroom presentations and group discussion, students will be able to prepare lesson plans that are culturally and ethnically responsive to diverse learners and that center on issues of social justice and civic action. This course will focus on the selection and integration of teaching strategies, assessment and curriculum in order to reflect language, ethnicity, gender and other components of culture. In addition, students will integrate into the course appropriate learning and performance standards as described in New York State curriculum guides. Research and site-based observations of diverse classrooms will help students acquire the background knowledge, skills, and attitudes needed to effectively teach students who are learners of diverse cultural, ethnic and linguistic backgrounds, including special needs. Ten hours of fieldwork required. 3 credits.

### **EDUC 505 Teaching English as a Second Language**

This course introduces students to the historical, legal, theoretical and practical frameworks of teaching English to learners of English as a Second/Other Language, in pre-school through 12th grade classrooms, in the U.S.A. Course content includes language acquisition theories for children and adults, as well as for students with special needs, inclusive of considerations of Standard English as a second or third language for children who speak other languages, or dialects at home. Research

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**DEPARTMENT OF EDUCATIONAL LEADERSHIP**  
**MASTER OF SCIENCE IN EDUCATIONAL SUPERVISION**  
**AND**  
**MASTER OF SCIENCE IN EDUCATIONAL ADMINISTRATION**

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The Department of Educational Leadership offers two degrees: an M. S. in Educational Supervision leading to a certification in School Building Leadership and an M. S. in Educational Administration leading to certifications in School Building Leadership and School District Leadership. An Advanced Certificate in School District Leadership is also offered.

**Admission Requirements**

1. For the M. S. in Educational Supervision, an undergraduate degree in a related field from an accredited institution, with a GPA of at least 3.0, is required. For the M. S. in Educational Administration, a Master's degree in a related field is also required.
2. Initial or professional teacher or pupil personnel certification.
3. Two years of paid teaching or specialty area experience.
4. A resume.
5. Submission of scores on the Verbal Reasoning, Mathematical Reasoning, and Analytic Writing subtests of the Graduate Record Examination (GRE).

**Degree Requirements**

1. Successful completion of the all required course work plus six credits of internship/clinical practice experience.
2. A 3.0 GPA is required for degree conferral.
3. Successful completion of a Taskstream e-portfolio project.
4. Candidates in the degree programs must also meet with the chair or advisor to plan his/her courses prior to course registration and to establish a plan of study for degree completion.

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## MASTER OF SCIENCE IN EDUCATIONAL SUPERVISION

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**Purpose**

The 30 credit Master of Science Degree in Educational Supervision leads to certification in School Building Leadership and prepares practicing teachers and other eligible school personnel to be effective motivated, and visionary school-building leaders. They will work in a range of positions including assistant principal, principal, executive director, director, staff developer, and curriculum supervisor.

The New York State School Building Leader certification requires successful completion of the Master of Science in Educational Supervision program, a passing score on the New York State School Building Leadership Examination (Parts I and II), and on the Educating All Students (EAS) exam.

**School Building Leadership Goals**

Graduates of the School Building Leadership Program will act with integrity and fairness, and in an ethical manner as they demonstrate the following knowledge, skills, and dispositions:

1. Establish, articulate and sustain a vision of student learning and professional growth that is shared and supported by stakeholders to become effective school building leaders.
2. Implement effective management of school operations and resources for a safe, effective and efficient learning environment.
3. Collaborate with family and community organizations to respond to diverse needs and mobilize community resources to promote school goals.
4. Understand, respond to, and influence the larger social, cultural, legal, and economic trends impacting the school.

**Course Numbers and Titles**

EDSA 510	Using Data for Instruction and Educational Policy	3 credits
EDSA 520	Curriculum and Teaching: Theories into Practice	3 credits
EDSA 535	Family and Community Engagement	3 credits
EDSA 540	Leadership in Instructional Supervision	3 credits
EDSA 551	Organizational Dynamics and Cultures of School Systems	3 credits
EDSA 555	Educational Finance and Management	3 credits
EDSA 560	Legal Aspects of the Administration of Schools	3 credits
EDSA 580	Clinic for School and District Administrators	3 credits
EDSA 590	School Building Internship I (cc) *	3 credits
EDSA 591	School Building Internship II	3 credits
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<b>Total</b>		<b>30 credits</b>

\* Core Course not required after Fall 2016.

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## MASTER OF SCIENCE IN EDUCATIONAL ADMINISTRATION

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### Purpose

The 36-credit Master of Science Degree in Educational Administration will lead to certifications in both School Building Leadership and School District Leadership. Graduates will be qualified to serve at the building or district level as principal, assistant superintendent, superintendent, and in other multi-building supervisory positions in public and private education.

The New York State School District Leader certification requires successful completion of the Master of Science in Educational Administration program, a passing score on the New York State School District Leadership Examination, and on the Educating All Students (EAS) exam.

### School District Leadership Goals

Graduates of the School District Leadership Program will act with integrity and fairness, and in an ethical manner as they demonstrate the following knowledge, skills, and dispositions:

1. Utilize current research findings to evaluate and modify programs and procedures in the school system.
2. Become knowledgeable in the use and application of technology within the classrooms, at the school building level and from a district-wide perspective.
3. Establish, articulate, and sustain a vision of student learning and professional growth that is shared and supported by all stakeholders to become effective school building leaders.
4. Identify and implement district-wide professional and in-service programs to develop the human capital that will provide the knowledge, skills, and abilities of caring, critical and reflective professionals who are responsive to the needs of a diverse society.

### Course Numbers and Titles

EDSA 510	Using Data for Instruction and Educational Policy	3 credits
EDSA 520	Curriculum and Teaching: Theories into Practice	3 credits
EDSA 535	Family and Community Engagement	3 credits
EDSA 540	Leadership in Instructional Supervision	3 credits
EDSA 551	Organizational Dynamics and Cultures of School Systems	3 credits
EDSA 555	Educational Finance and Management.	3 credits
EDSA 560	Legal Aspects of the Administration of Schools	3 credits
EDSA 580	Clinic for School and District Administrators	3 credits
EDSA 590	School Building Internship I (cc) *	3 credits
EDSA 592	Administrative Internship II	3 credits
EDSA 597	Government and Policy Issues for School District Leaders	3 credits
EDSA 598	Functions of Human Capital in Educational Administration	3 credits
<b>Total</b>		<b>36 credits</b>

\* Core Course not required after Fall 2016.

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## Advanced Certificate in School District Leadership

The 12 credit Advanced Certificate in School District Leadership will permit qualified applicants who have earned a Master of Science in School Building Leadership and have completed at least 48 graduate credits, to extend the School Building Leadership Certificate to School District Leadership through the completion of the four courses listed below. Candidates must also pass Part I and Part II of the School District Leader Assessment. Three years of teaching or pupil-personnel experience is also required for admission to the program.

### Course Requirements for School District Administrator Advanced Certificate

EDSA 592	School District Administration Internship in Clinical Practice Settings	3 credits
EDSA 594	School District Administration	3 credits
EDSA 595	Advanced Human Resource Strategies for District Office Administration	3 credits
EDSA 596	Special Education Law	3 credits
<b>Total</b>		<b>12 credits</b>

### Program Progression

Completion of EDSA 594, 595, and 596, is required prior to registration for EDSA 592.

## – Course Descriptions – Educational Leadership

### **EDSA 510 Using Data for Instruction and Educational Policy**

This class will study the essential concepts, principles, and methods employed in the field of education research. Focus will be on formulation and development of improvement of one problem affecting student achievement for investigation in the student's workplace; survey of the related literature; selection and use of one or more appropriate methods for gathering evidence coupled with statistical analysis for experimental and control groups; interpretation of data; and reporting and implications of the findings. Eighteen hours of fieldwork required. 3 credits.

### **EDSA 511 Perspectives on Leadership**

This course exposes participants to various theories of leadership, to have them examine their own experience in working with a leader, to have them probe their own sources of motivation in seeking to exercise leadership, and to have them develop specific leadership skills and approaches. (For students who completed an equivalent research course.) Fifteen hours of fieldwork required. 3 credits.

### **EDSA 520 Curriculum and Teaching: Theories into Practice**

This course stresses the developmental mental processes, the principles of curriculum development, the role of school personnel, curriculum goals and objectives, the characteristics of excellent teachers, the problems that new teachers face, the mentoring process, what administrators can do to keep good teachers, what students must learn, differentiated instruction, multicultural education, and data driven decision making. The learning activities for this course are designed to prepare each student with essential knowledge and competencies for effective instructional leadership and curriculum development and the supervision of teachers in implementing effective pedagogical strategies in this millennium. Eighteen (18) hours of fieldwork. 3 credits.

### **EDSA 535 Organization of the Community Relations Program**

This course studies the nature of interest groups in urban and suburban areas seeking to influence schools. Focuses on the role of school administrators in developing school community and school-home programs and the involvement of school and community personnel in a program to further the educational aims of the community. Eighteen hours of fieldwork required. 3 credits.

### **EDSA540 Leadership in Instructional Supervision**

This examines the new standards procedures, processes, and practices specifically related to the administration of the teaching-learning process, an understanding of staff motivation as a contributing factor to the success of the teaching-learning process and will gain insight as to how to integrate technology into all curriculum areas. The observation process is studied in detail. Eighteen hours of fieldwork required. 3 credits.

### **EDSA 551 Organizational Dynamics and Culture of School Systems**

This course will explore the different theories that guide educational leadership practices in school systems. The focus of this course explains organizational administrative behavior in school systems, with special emphasis on structure, politics, decision making, and quality outcomes. The class will include discussion and analysis of cases, examination of experiences in schools and districts, and the application of theory to practice. Eighteen hours of fieldwork. 3 credits.

### **EDSA 555 Educational Finance and Management**

Federal, state, and local support of education will be analyzed. The influence of economic, political, and demographic factors on the financing of education will be explored. Principles and practices of sound school business management will be emphasized in relation to basic accounting and budget procedures. The construction of individual school budgets and their relationship to the district budget will be considered. Twelve hours of fieldwork. 3 credits.

### **EDSA 560 Legal Aspects of the Administration of Schools**

This course will study the legal framework (National and New York State) within which public education operates.

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## School of Health and Natural Sciences

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Joan Toggia, O.T.R., Ph.D., F.A.O.T.A., *Dean*

Kathleen Golisz, O.T.D., O.T.R., *Associate Dean*

### **HEALTH PROFESSIONAL PROGRAMS:**

Communication Disorders Program

Nursing Administration Program\*

Nursing Education Program\*

Occupational Therapy Program

Physical Therapy Program

Physician Assistant Program

*\*Program also offered fully online*

## MASTER OF SCIENCE IN COMMUNICATION DISORDERS

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### **Purpose**

Speech-language pathologists provide habilitation and rehabilitation services to individuals across the life span who demonstrate disorders in communication. These disorders may include language, articulation, phonology, voice, motor, memory, fluency, swallowing, attention and/or hearing deficits. The profession is built upon basic and applied physical and social sciences, educational principles and clinical research. The curriculum of this Program offers students a variety of opportunities for academic, clinical, research and specialized area experience reflecting that foundation. The program prepares students to work in a variety of different health care settings including hospitals, rehabilitation centers, outpatient programs, schools, community centers and private practice. Graduates are eligible to begin their Clinical Fellowship (CF) in accordance with requirements of the American Speech-Language-Hearing Association (ASHA) and are eligible to apply for state licensure.

### **Objectives**

The Master of Science Program in Communication Disorders (CD) offers a comprehensive combination of academic and clinical education for students to become speech-language pathologists in accordance with ASHA certification guidelines and licensure requirements of New York State. The objective of the program is to instill in students the solid theoretical, clinical and research components of speech-language pathology.

#### **The program seeks to:**

- Develop academic and clinical excellence through commitment to teaching, research and service.
- Promote a culture of scholarship and respect of individuals.
- Provide a foundation of knowledge and skills that foster competent, autonomous, clinical practice for the professional lifetime.

### **Expectations of the Graduate**

Graduates of the Mercy College Master of Science Program in Communication Disorders are expected to:

1. Demonstrate understanding of anatomic, biologic, neurologic, physiologic and psychologic bases of speech, language and hearing.
2. Demonstrate understanding of the nature of communication disorders.
3. Demonstrate knowledge of the professions of Speech/Language Pathology and Audiology.
4. Recognize the relevance of cultural and linguistic diversity in all aspects of the profession.
5. Exhibit competency in academic and clinical skill areas.
6. Exhibit understanding of scientific inquiry and research methods.
7. Demonstrate ability to counsel clients and families.
8. Demonstrate knowledge of hearing problems across the life span and in a variety of populations.
9. Demonstrate knowledge of assessment techniques for identifying hearing loss.
10. Demonstrate ability to screen hearing ability according to ASHA guidelines.
11. Demonstrate ability to develop and execute appropriate aural rehabilitation programs within the scope of practice of speech-language pathology.

### **Undergraduate Prerequisites**

Anatomy and Physiology of the Speech and Hearing Mechanisms  
Phonetics  
Speech and Hearing Science  
Introduction to Communication Disorders (Speech Pathology I)  
Introduction to Audiology  
Normal Speech and Language Development  
Introduction to Linguistics

The seven courses above and the four listed below must have been completed during the last 10 years. Applicants may be in the process of completing the 7 prerequisite courses during the spring semester of the application process. The following courses must be completed during the application process or within the first year of Graduate School:

Statistics\*  
Aural Rehabilitation\*  
Physical Science\*\*(Must be Physics or Chemistry)  
Human Biological Science\*\*

\* *Must be taken for undergraduate credit during the first year of graduate study.*

\*\* *Required for ASHA Certification; must be completed by the end of the first year of graduate school.*

Only grades of "C" or better in any of the above-noted 11 courses will be accepted.

### **Admission Requirements**

Please refer to the general requirements for admission and matriculation in the Graduate Admissions section of this catalog.

### **Application Requirements:**

Requirements for matriculation and admission into the Master of Science Program in Communication Disorders include:

1. Transcripts for all undergraduate and graduate programs attended.
2. Minimum GPA of 3.2 in the undergraduate major. Applicants with a lower average may be considered for admission if their last two years of grades show steady improvement. The student may be required to complete a specified number of credits as a part-time student with an overall GPA of 3.0.
3. Minimum GPA of 3.2 in the seven primary prerequisite courses.
4. Completion of the GRE (to be submitted to Mercy College using ETS code 7110)
5. Oral communication skills necessary to provide services to a wide range of clients.
6. Adequate written communication skills.
7. "Personal Statement" in response to the question, "Why do you want to be a speech/language pathologist?" Any or all of the following information may be included: life experiences affecting career choice, future career goals and/or where the applicant sees her/himself in ten years in the field.  
The statement is to be double-spaced in a font of 12 and no more than two type-written pages in length.
8. Completion of application through Communication Science Disorders Centralized Application Service (which includes completion of "Pre-Requisite Checklist"). <https://csdcas.liaisoncas.com/applicant-ux/#/logi>
9. Résumé.
10. Two letters of recommendation, at least one letter must be from Communication Disorders faculty member who has taught the applicant in class and can attest to applicant's capacity to successfully complete graduate study. The other letter must be from a Communication Disorders faculty member who has taught the applicant and/or an academic clinical supervisor (who has supervised the applicant planning for, implementing and documenting speech/language therapy).
11. "Application Requirements" Submission of entire application packet is due by February 1 (Applications are accepted for fall admission only).









## — Course Descriptions — Communication Disorders

### **CMDS 505 Professional Issues in Speech-Language Pathology and Audiology**

*Offered summer semester only.*

This course provides an introduction to issues related to the professional practice of speech-language pathology and audiology. These issues affect the delivery of service according to the political, cultural, linguistic, economic, social, health care and educational priorities of the country. The course will acquaint students with strategies for coping with a variety of professional clinical issues and continuous changes in the field. Information pertaining to professional ethics, credentials, contractual aspects of the client-clinician relationship, malpractice, legislation, managed health care, copyright, documentation, patient rights and scope of practice will be included. 1 sem. hr., 1 credit.

### **CMDS 510 Neuroanatomy of Human Communication**

*Offered fall semester only.*

An analysis of the structure and function of the brain and the brainstem germane to speech, language, hearing, auditory perception and related disorders is presented. Classification of brain function, organization of speech and motor function, and specific clinical correlates of CNS dysfunction are included. Additional course fee may apply. *Prerequisite:* Undergraduate course in Anatomy and Physiology of Speech and Hearing Mechanisms. 3 sem. hrs. 3 crs.

### **CMDS 515 Advanced Speech and Hearing Science and Instrumentation**

*Offered fall semester only.*

A study of the application of acoustic and physiological principles to the production and perception of speech and voice in children and adults is included in this course. Relationship of normal speech and voice production to pathologies found in children and adults is presented. Relationship of normal speech perception to perceptual problems found in children with hearing losses (i.e., conductive and sensorineural hearing loss) is also presented. Applications of various instrumentation in the diagnosis and treatment of these production and perceptual disorders in children are reviewed. *Prerequisite:* Undergraduate course in Speech and Hearing Science. 3 sem. hrs. 3 crs.

### **CMDS 520 Language Disorders in Children**

*Offered fall semester only.*

This course will provide students with information regarding theory, processes, development, assessment, and treatment of children with language/communication delays, disorders and differences. Individual and group therapy methods will be discussed as they relate to clinical, home-based and school therapy as well as collaborative classroom environments. Theoretical and clinical issues will be presented and discussed using evidenced-based practice research. 3 sem. hrs. 3 crs

### **CMDS 525 Speech Sound Disorders**

*Offered spring semester only.*

Study of speech-sound disorders (SSD) in children will be discussed including functional articulation disorders, phonological processing disorders, cleft palate, childhood apraxia of speech, and problems in research. The course includes development, assessment, and treatment. The primary goal is to acquire the knowledge base of the area including the underlying explanations, as well as the assessment and treatment literature, and sufficient critical thinking skills so that students, with practice, can provide appropriate assessment and treatment. Through exercises and activities with case-based examples, students will be asked to prescribe appropriate assessment protocols and treatment goals/procedures and provide a rationale for each. The class will use a variety of teaching methods including lecture/discussion, practice exercises, individual and group problem solving exercise, and student presentation/discussions. Students are expected to take an active role during the class (presenting information, , and communicating higher level thinking and comprehension skills (application, analysis, synthesis, evaluation). 3 sem. hrs. 3 crs

### **CMDS 530 Advanced Audiology**

*Offered spring semester only.*

This course will prepare the speech language pathology student with an understanding of advanced principles governing audiology, inclusive of central auditory processing problems and their effects on language and reading. In addition to the ability to read and understand audiometric data, students will also be able to discuss the impact of hearing loss on the individual's speech communication ability, as well as potential linguistic, social and cultural effects. An overview of the educational audiologist will be provided, along with the essential aspects of classroom noise measurement and management and the use of personal and sound field FM systems. *Prerequisite:* CMDS 510. 3 sem. hrs. 3 crs.

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## NURSING PROGRAMS

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### Overview

The Master of Science Degree Program in Nursing prepares nurses for roles in advanced leadership and education. Graduate study in nursing is grounded in the theoretical and research bases of the discipline, which provide a foundation for advanced practice and doctoral work.

### Graduate Nursing Program Goals

The graduate nursing program is designed to prepare students in nursing administration and nursing education to:

1. Assume leadership roles to enact change and improve quality outcomes
2. Commit to lifelong learning to advance a culture of excellence.
3. Build, lead, and coordinate collaborative interprofessional teams
4. Design and implement innovative nursing practices
5. Navigate and integrate care services across the health care system
6. Translate evidence into nursing practice and disseminate knowledge
7. Prepared for doctoral study

### Graduate Nursing Program Outcomes

Graduates of the Mercy College Master of Science Degree Programs in Nursing will be expected to:

1. Assess findings from nursing, bio-psychosocial fields, genetics, public health, quality improvement and organizational sciences for the continued betterment of advanced nursing practice across diverse settings
2. Develop leadership behaviors that emphasize interprofessional collaboration, systems thinking, and business and financial acumen toward the improvement of health care systems
3. Design advanced nursing practices that recognize regulation and national benchmarks to identify actual or potential failures in processes and systems and create a just culture which ensures continuous quality improvement and safety
4. Participate in or lead collaborative teams in evidence based practice, quality improvement initiatives, and ethical conduct of research using translational research to generate and disseminate knowledge to improve care outcomes
5. Evaluate the use of safe and effective information technologies to support decision making, coordination of care, education of health care staff, clients and caregivers in order to achieve optimal health outcomes
6. Promote health and guide the health delivery system using advocacy and policy processes that advance values and improve health outcomes of populations and the health care delivery system
7. Lead and coordinate interprofessional teams across care environments in order to reduce barriers, facilitate access to care and improve health outcomes
8. Design and implement evidence-based clinical prevention strategies that are patient centered and culturally responsive to promote health, prevent disease and reduce risk among individuals and populations at the local, national and global levels
9. Construct a variety of care experiences using informatics to evaluate nursing outcomes, and assist diverse clients to manage within a complex health delivery system while understanding the foundations of nursing care and the art and science of nursing practice as it relates to individuals, families and populations with a commitment to life-long learning

### Admission Requirements

Please refer to the general requirements for admission and matriculation in the Graduate Admissions section of this catalog.

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## MASTER OF SCIENCE IN NURSING/NURSING ADMINISTRATION

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**Overview**

The Nursing Administration Program prepares nurse administrators for interprofessional practice in today's complex, changing, dynamic health care environment. Application of advanced nursing management principles is applied in the final practicum course.

**Program Design**

The program is designed for part-time students taking six credits per semester. The curriculum is organized so that the core courses are offered prior to the specialization courses. Specialization courses are offered prior to the practicum course. All courses are offered either on site or online.

**Capstone Requirement**

The Nursing Administration Program requires completion of a written comprehensive Capstone project as part of the degree requirements.

**Degree Requirements**

Requirements for the Nursing Administration Program include:

Core	15 credits
<u>Specialization</u>	<u>21 credits</u>
<b>Total</b>	<b>36 credits</b>

**Nursing Administration Curriculum****I. Core**

NURS 502	Computer Technology <sup>(cc)</sup>	3 credits
NURS 503	Health Policy	3 credits
NURS 510	Diversity	3 credits
NURS 514	Philosophical and Theoretical Foundations of Nursing	3 credits
NURS 520	Research Perspectives and Methods	3 credits

**II. Specialization**

NURS 601	Capstone - Part I	3 credits
NURS 602	Capstone - Part II	3 credits
NURS 638	Healthcare and Human Resource Management for Nurse Administrators	3 credits
NURS 644	Nursing and Health Care Financing	3 credits
NURS 646	Strategic Planning for the Health Care Organization for Nurse Administrators	3 credits
NURS 648	Measuring and Enhancing Organizational Performance in Health Care Delivery Systems for Nurse Administrators	3 credits
<u>NURS 700</u>	<u>Nursing Administration Practicum and Role Development</u>	<u>3 credits</u>
<b>Total</b>		<b>36 credits</b>

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## MASTER OF SCIENCE IN NURSING/NURSING EDUCATION

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**Overview**

The Nursing Education Program prepares Nurse Educators for faculty positions in Associate and Baccalaureate Degree Programs, and for staff development positions in health care agencies. Students are prepared to use state of the art technology in the planning, implementing and delivery of educational programs.

**Program Design**

The program is designed for part-time students taking six credits per semester. The curriculum is organized so that the core courses are offered prior to the specialization courses. Specialization courses are offered prior to the practicum course.

**Capstone Requirement**

The Nursing Education Program requires completion of a written comprehensive Capstone project as part of the degree requirements.

**Degree Requirements**

Requirements for the Nursing Education Program include:

Core	15 credits
<u>Specialization</u>	<u>21 credits</u>
<b>Total</b>	<b>36 credits</b>

**Nursing Education Curriculum****I. Core**

NURS 502	Computer Technology <sup>(cc)</sup>	3 credits
NURS 503	Health Policy	3 credits
NURS 510	Diversity	3 credits
NURS 514	Philosophical and Theoretical Foundations of Nursing	3 credits
NURS 520	Research Perspectives and Methods	3 credits

**II. Specialization**

NURS 601	Capstone - Part I	3 credits
NURS 602	Capstone - Part II	3 credits
NURS 604	Integrated Health Assessment for Nurse Educators	3 credits
NURS 606	Curriculum Processes	3 credits
NURS 609	Instructional Strategies	3 credits
NURS 614	Student Evaluation	3 credits
<u>NURS 700</u>	<u>Nursing Education Practicum and Role Development</u>	<u>3 credits</u>
<b>Total</b>		<b>36 credits</b>

## — Course Descriptions — Nursing

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### **NURS 502 Computer Technology<sup>(co)</sup>**

This course integrates a variety of innovative computer technologies that support nursing and evidence-based practice. The course emphasizes computer technology needed for research, nursing administration and nursing education. This course also addresses nursing informatics for the advanced practice nurse. Principles of distance learning, use of the internet and the integration of computer technologies are explored. *Prerequisites:* Matriculation in graduate nursing program or permission of Nursing Program director. 3 sem. hrs., 3 crs. This is a core course and it must be taken at Mercy College.

### **NURS 503 Health Policy**

This course is designed to provide an overview of the politics and economics of health care. Key policy issues are presented as well as the organization of the health care system, health care financing and barriers to care. Special emphasis is placed on the role of the masters prepared nurse in shaping health care policy. *Prerequisite:* Matriculation in graduate nursing program or permission of Nursing program director. 3 sem. hrs., 3 crs.

### **NURS 510 Diversity**

This course examines diversity in culture, ethnicity, religion, social class, gender and sexual orientation and the influence such diversity has on health behaviors. An understanding and appreciation of the varied perspectives and experiences will enable both the Nurse Educator and Nurse Administrator to provide competent care, educate patients and students, develop organizations and affect changes on local, national and international level. *Prerequisite:* Matriculation in graduate nursing program or permission of Nursing Program director. 3 sem. hrs., 3 crs.

### **NURS 514 Philosophical and Theoretical Foundations of Nursing**

This course explores the development of nursing as a scholarly discipline. Theories and models related to the phenomena of concern to nursing are explored and evaluated with application made to nursing practice, education and administration. Students develop an understanding of the ethical and moral issues relevant to contemporary nursing. *Prerequisite:* Matriculation in graduate nursing program or permission of Nursing Program director and NURS 502, 503. 3 sem. hrs., 3 crs.

### **NURS 520 Research Perspectives and Methods**

This course focuses on the principles and methods of quantitative and qualitative research as applied to nursing and the ethical implications inherent in conducting research. The steps of the research process are examined in-depth by critically analyzing published studies of interest to nursing. The vital role of research in evidenced based practice, quality management and outcomes evaluation is explored. *Prerequisite:* NURS 371 or undergraduate statistics within the past seven years, NURS 502, 503, 510, 514. 3 sem. hrs., 3 crs.

### **NURS 525 Independent Study**

This is an original course of study planned by the student in conjunction with a graduate faculty member to provide the graduate student the opportunity to pursue an area of educational interest or to conduct a project that advances professional preparation. 1–3 crs.

### **NURS 601 Capstone—Part I**

*Offered fall semester only*

This capstone course is devised for students to synthesize their nursing education by beginning, under the guidance of a faculty mentor, a capstone project. In this course, students identify a topic of interest related to nursing education or nursing administration. Once the topic is identified, students develop proposal that includes purpose, significance, literature review and methodology. The proposal will be written and formatted according to the Nursing Program and American Psychological Association Guidelines. *Prerequisite:* NURS 502, 503, 510, 514, 520. 3 sem. hrs., 3 crs.

### **NURS 602 Capstone—Part II**

*Offered spring semester only.*

This capstone course is devised for students to synthesize their nursing education by beginning, under the guidance of faculty, a capstone proposal. In this course, students complete the research proposal started in Capstone Part I, and focuses on

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## MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

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### **Purpose**

Occupational therapy is a health, education and rehabilitation profession that helps people maximize potential and build skills that are important for independent functioning, health, well-being and participation in communities. Occupational therapy practitioners work with people of all ages who may need specialized assistance in learning skills to enable them to lead independent, productive and satisfying lives.

Occupational therapy includes: (1) administering and / or interpreting standardized and non-standardized assessments for the purpose of identifying areas of function and/or dysfunction; (2) evaluation and treatment of motor, cognitive, sensory, psychosocial impairments contributing to difficulty in daily living; (3) customized treatment programs aimed at improving abilities to carry out daily life activities within the home, community, school, or work; (4) comprehensive evaluation of home and job environments and recommendations on necessary adaptations and environmental modifications to prevent injury or enhance independent functioning; (5) design, training and recommendations in the use of specialized tools, adaptive equipment, assistive technology and orthotics; (6) teaching methods that prevent injury or promote and maintain healthy habits and routines; and (7) the provision of consultative, educational or research services.

Occupational therapists work with people experiencing daily living problems that may result from the effects of normal aging, disability or illnesses such as stroke, spinal cord injuries, cancer, autism, cerebral palsy or developmental problems, congenital conditions, and mental illness. Occupational therapists work in a wide range of practice settings including hospitals, rehabilitation centers, nursing facilities, home health agencies, outpatient rehabilitation programs, psychiatric facilities, private and public schools, community centers and private practices. There are expanding opportunities for occupational therapists in the areas of health promotion and prevention within private practices, industry, social and public or community agencies.

### **Objectives**

The Graduate Program in Occupational Therapy is a full-time 60-credit weekend program designed to prepare graduates to apply for licensure in Occupational Therapy and to practice at an entry level. Classes are completed in 20 months and are followed by twenty-four weeks of full-time clinical fieldwork. Entry into the M.S. degree program requires a bachelor degree and prerequisite courses. Students without a bachelor degree can apply for a B.S. in Health Sciences that includes prerequisites or pre-professional occupational therapy courses.

The Occupational Therapy Program is organized around development stages and incorporates three strands of knowledge within courses in the curriculum. The strands are 1) the importance of engagement in occupation in promoting health and participation; 2) client centered occupational therapy evaluation and intervention approaches focused on the interaction of the person, environment and occupation; and 3) exploration and application of available evidence based knowledge and information to support critical thinking and clinical decision making. All three strands contain themes that are reflective of the program's philosophy and mission. The program provides students with entry-level proficiency in occupational therapy practice with people of all ages, cultures and disabilities. The program places a strong emphasis on encouraging clinical reasoning and critical thinking and is designed to reinforce the self-directed learning style inherent in the professional role. The Occupational Therapy Program is committed to preparing practitioners who can competently fulfill responsibilities of the professional role within a changing health care world.

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## - Course Descriptions –Occupational Therapy -

### **OCTR 500 Models of Occupational Therapy Practice<sup>(cc)</sup>**

*Offered fall trimester only.*

This course provides the conceptual foundations for occupational therapy practice. Students will study various occupation-based models in occupational therapy and will develop an understanding of the way in which theory and models of practice guide occupational therapy evaluation and treatment and provide a framework for understanding the client and the client's response to intervention. Concepts of client-centered practice will be discussed throughout the course. The influence of contextual factors on occupational performance will be emphasized. Students will learn to identify the underlying assumptions, similarities and differences between different practice models.

The course will also provide an introduction and overview of the clinical reasoning process involved in selecting assessment tools and interventions. Skills in occupational and activity analysis, which were initially introduced in the Introduction to Occupational Therapy course, will be further expanded and refined. Professional skills in interviewing, treatment planning, goal setting, and documentation will be linked with practice models. Students will learn to analyze clinical cases from the perspective of different models and develop the ability to articulate a rationale for occupational therapy assessment and treatment. This course requires student participation in online modules. 3 sem. hrs., 3 crs.

### **OCTR 503 Applied Research**

*Offered fall trimester only.*

The purpose of this course is to provide the student with an introduction to the basic language, logic and methods of research, as they relate to occupational therapy. Specifically, the course will provide the student with a basic understanding of evidence-based practice, research ethics and the literature review. These skills will establish a foundation to initiate research projects that will be developed in future courses. This course will begin the process to enable the student to become an informed consumer of occupational therapy research. 1 sem. hrs. 1 cr.

### **OCTR 505 Childhood and Occupational Therapy Practice**

*Offered fall trimester only.*

This course reviews the biopsychosocial components of human growth and development and the occupational functioning of typically developing children from birth to age 9. The effect that impairment can have on children's health, occupational development, and occupational participation is then explored. Methods of assessing children's capacities to participate fully in their present and developing occupations including assessing the underlying performance skills and performance patterns that underlie competent occupational performance are studied and practiced. Intervention approaches designed to facilitate occupational participation and performance within the contexts of children's social, physical, and cultural environments are introduced, studied and practiced. Models of health care, educational, and community practice are explored as they affect occupational therapy service provision for children. Students develop basic skills in movement and activity analysis/synthesis, clinical observation, interviewing, and assessment techniques. They also learn an evidence-based approach to selection of appropriate practice frameworks and intervention strategies. Students learn to design appropriate intervention plans and study how to methodically select, modify and adapt intervention activities to promote the occupational participation and performance of children with disabilities. They learn to document assessment results, interpret assessment findings, set goals for intervention and plan appropriate intervention strategies and activities based upon assessment results. Student readings, assignments, class discussions and activities foster the integration of course knowledge with the students' concurrent educational experiences in OCTR 506 (Fieldwork I Practicum Experiences: Facility/School or Hospital Based Programs) and OCTR 507 (Problem-Based Learning in Child Healthcare). This course requires student completion of online modules. 5 sem. hr., 5 crs.

### **OCTR 506 Level I Fieldwork in Pediatric Occupational Therapy**

*Offered fall trimester only.*

Level I Fieldwork is required by the Accreditation Council of Occupational Therapy Education and includes those experiences designed to enrich didactic coursework connected with the pediatric developmental module with the Graduate Occupational Therapy Program. Level I Fieldwork is an opportunity to begin to integrate academic learning with clinical practice through directed observation and participation in selected aspects of the occupational therapy process in school, hospital-based, and home-based settings. Students are assigned to individual occupational therapy supervisors who they observe in the supervisor's clinical site. Students, under structured supervision, participate in therapeutic interactions with individual

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## DOCTOR OF PHYSICAL THERAPY

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### **Purpose**

Physical Therapy, which is the care and services provided by or under the direction and supervision of a physical therapist, includes:

1. Examining and evaluating patients with health-related conditions, impairments, functional limitations and disability in order to determine a diagnosis, prognosis and intervention.
2. Alleviating impairments and functional limitations by designing, implementing and modifying therapeutic interventions.
3. Preventing injury, impairments, functional limitations and disability, including promoting and maintaining fitness, health, and quality of life in all age populations.
4. Engaging in consultation, education and research. (Adopted by the APTA Board of Directors, March 1995).

Physical Therapists (PTs) are health care professionals who diagnose and treat people of all ages with medical problems or health-related conditions that limit their ability to perform functional activities in their daily lives. PTs also help to prevent conditions associated with loss of mobility through fitness and wellness programs designed to promote healthy and active lifestyles. PTs examine individuals and develop treatment plans utilizing techniques that promote the ability to move, reduce pain, restore function, and prevent disability. They provide care in a variety of settings, including, hospitals, clinics, schools and sports facilities.

### **Objectives**

The Physical Therapy Program at Mercy College is an accredited 3 + 3.5 full-time weekend program designed to prepare graduates to practice with entry-level proficiency and to obtain licensure in Physical Therapy; graduates of the program are granted a dual B.S. in Health Science/Doctor of Physical Therapy (DPT). Students are required to complete 60 General Education credits, a minor concentration (15 credits of upper level coursework in a designated area), the Physical Therapy prerequisites and the Physical Therapy curriculum. Students who already hold a bachelor's degree are only required to complete the prerequisite courses and the Physical Therapy curriculum.

The curriculum is based on a developmental, life span model that considers the unique needs of each individual. The program is dedicated to the promotion of high standards of physical therapy practice, education, collaboration and research in accordance with guidelines established by the American Physical Therapy Association.

The Physical Therapy Program encourages the motivated, self-directed student to use critical thinking and problem solving skills to integrate theoretical knowledge with clinical and research applications. Collaboratively, the faculty and students strive to develop and implement progressive learning methods to respond to the changing needs of the health care profession as it strives to better serve the community.

The Physical Therapy Program is committed to developing skills and competencies needed by future professionals. Its dedicated faculty has both academic and clinical experience to instill in students a spirit of inquiry, and to provide them with high quality clinical educational experiences.

### **Program Goals:**

1. Students are expected to master entry-level proficiencies in physical therapy knowledge and practice skills with individuals of all ages.
2. Students are expected to display professional behaviors, cultural competence, ethical values and a commitment to remain current with professional knowledge and practice.
3. Students are expected to demonstrate competency in applying methods of scientific inquiry and/or evidence-based learning to guide clinical/professional/scientific decision making within the physical therapy profession.
4. Students are expected to analyze the implications of social, political, demographic and economic trends on physical therapy practice.

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## Degree Requirements

Requirements for the Doctor of Physical Therapy include:

Professional Courses	84 credits
<u>Clinical Education</u>	<u>12 credits</u>
<b>Total</b>	<b>96 credits</b>

## Physical Therapy Curriculum

The physical therapy curriculum builds upon itself therefore students must complete the coursework in sequence. (Each term is a prerequisite for the consecutive term.)

### YEAR ONE:

#### 1st Semester

HLSC 205 Safety Precautions for Health Professionals	1 credit
BIOL 303 Human Anatomy with Cadaver	3 credits
PHTR 507 Human Gross Anatomy Laboratory (in lieu of BIOL303A)	2 credits
PHTR 509 Physiology	3 credits
PHTR 511 Rehabilitation Research I	2 credits

#### 2nd Semester

PHTR 506 Kinesiology	4 credits
HLSC 410 Applied Neuroscience for the Rehab Professional	4 credits
PHTR 500 Introduction to Physical Therapy Measurement (cc)	2 credits
PHTR 508 Applied Physiological Foundations of Exercise	1 credit

#### 3rd Semester

PHTR 516 Patient/Client Management I	3 credits
PHTR 525 Pathology for Rehabilitation	3 credits
PHTR 566 Introduction to Teaching and Learning	1 credit
PHTR 505 Pharmacology for Physical Therapy	1 credit
PHTR 520 Motor Learning and Control	1 credit

### YEAR TWO:

#### 4th Semester

PHTR 535 Childhood and Physical Therapy Practice	6 credits
PHTR 536 Childhood and Problem-Solving Application	1 credit
PHTR 541 Patient/Client Management II	3 credits

#### 5th Semester

PHTR 545 Adolescence and Physical Therapy Practice	5 credits
PHTR 546 Adolescence and Problem-Solving Application	1 credit
PHTR 531 Rehabilitation Research II.	2 credits
PHTR 556 Physical Therapy: Ethics, Values and Practice	1 credit
PHTR 561 Patient/Client Management III	3 credits

#### 6th Semester

PHTR 567 Teaching and Learning Applications in Physical Therapy	1 credit
PHTR 605 Basic Clinical Education	3 credits
PHTR 611 Rehabilitation Research III	2 credits

### YEAR THREE:

#### 7th Semester

PHTR 616 Adulthood and Physical Therapy Practice	3 credits
PHTR 617 Adulthood and Physical Therapy Practice II	3 credits

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PHTR 618 Adulthood and Problem-Solving Application	1 credit
PHTR 619 Medical Differential Diagnosis	2 credits
PHTR 621 Radiology for Physical Therapy	1 credit

**8th Semester**

PHTR 627 Maturity and Physical Therapy Practice I	3 credits
PHTR 628 Maturity and Physical Therapy Practice II	3 credits
PHTR 631 Maturity and Problem-Solving Application	1 credit
PHTR 630 Case Study Clinical Problem Solving	3 credits

**9th Semester**

PHTR 620 Professional Management and Administration	3 credits
PHTR 700 Advanced Clinical Education I	3 credits
PHTR 705 Advanced Clinical Education II	3 credits
PHTR 709 Research Externship I	2 credits

**YEAR FOUR:**

**10th Semester**

PHTR 710 Research Externship II	2 credits
PHTR 720 Advanced Clinical Education III	3 credits
<del>PHTR 621 Radiology for Physical Therapy</del>	<del>1 credit</del>
<u>§Professional Practice Preparation</u>	<u>1 credit</u>

**Total** **96 credits**

§ Professional Practice Preparation (1 credit) is required for completion of the D.P.T. program.







## – Course Descriptions –Physical Therapy

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### **PHTR 500 Introduction to Physical Therapy Measurement<sup>(cc)</sup>**

*Offered spring trimester only.*

The course consists of lecture and laboratory exposure to basic physical therapy measurements. Principles of joint range of motion, postural assessment, muscle flexibility, and strength testing are included. Students are expected to be able to perform postural assessments, goniometric evaluations and manual muscle testing in standard and modified positions. 2 sem. hrs., 2 crs.

### **PHTR 505 Pharmacology for Physical Therapy**

*Offered summer trimester only.*

This course provides the physical therapy student with knowledge on how drugs interact with the human body. Basics concepts of pharmacokinetics are introduced and the major classifications of drugs commonly prescribed to patients referred to physical therapy are covered, as are possible side effects and implications for rehabilitation. Special emphasis is placed on drugs affecting the nervous system, cardiovascular system, respiratory system and musculoskeletal system. 1 sem. hrs., 1 cr.

### **PHTR 506 Kinesiology**

*Offered spring trimester only.*

This course will provide students with a sound working knowledge of several aspects of theoretical and clinical kinesiology including osteokinematics, arthrokinematics, biomechanics, and bone and muscle palpation. Joint structure and function as well as properties of muscle function (e.g., synergists, agonists, antagonists, active and passive insufficiency, length/tension relationship) will be stressed. Students will learn a variety of techniques for evaluation and testing human motion and, in the laboratory portion of the course will practice surface anatomy and palpation and measurement of normal movement. Abnormal and compensatory movement due to injury or disease will be studied by viewing videos of patients. Principles of biomechanics will be presented and tested in hands-on-activities and problems that include calculations of torque, composition and resolution of forces. Additional course fee applies. *Prerequisites:* BIOL 303, PHYS 160, PHTR 507. 3 hrs. lecture, 2 hrs. lab, 4 crs.

### **PHTR 507 Human Gross Anatomy Laboratory**

*Offered fall trimester only.*

This laboratory course will focus on regional anatomy emphasizing the relationship between various structures including bones, muscles, neurological system, vascular system, internal organs and related relevant structures. Students will apply anatomical knowledge to clinical cases emphasizing physiological and pathophysiological function. The laboratory is designed to facilitate the study of human gross anatomy through the dissection of human cadavers and examination of skeletal materials and anatomical models. 4 hrs. lab, 2 crs. Additional course fee may apply.

### **PHTR 508 Applied Physiological Foundations of Exercise**

*Offered spring trimester only.*

This course will explore the applied physiological foundations of exercise. This course will move from substrates and their effects on exercise, through metabolic processes, to energy systems. Various exercise states will be identified, and the body's immediate response and long-term adaptation will be explored. Nutrition and its impact on movement will be detailed. Information from metabolic gas analysis will be coupled with other clinical tests and measures to design exercise programs. The course will culminate in the application of principles of exercise physiology in the prescription/progression of exercise for health and prevention across the lifespan and in the treatment of various patients and at risk populations. Current research will provide the basis for examining the evidence underlying principles of exercise for various populations across the lifespan. 1 sem. hrs., 1 cr.

### **PHTR 509 Physiology**

*Offered fall trimester only.*

This course is a continuation of human anatomy (BIOL 303). Students will continue their detailed study of the human body, dealing with the remaining organ systems of the body: digestion, respiration, circulation, immunity, urinary and osmoregulation, hormone secretion and function, and reproduction. Additional course fee may apply. 3 hrs. lect., 3 crs.

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## MASTER OF SCIENCE IN PHYSICIAN ASSISTANT

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Lorraine Cashin, M.P.S., PA-C, *Program Director*  
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Brian C. Baker, MD, J.D., *Associate Director*  
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### **Purpose**

The Graduate Physician Assistant Program educates students to become highly qualified physician assistants. Physician assistants are health professionals licensed to practice medicine under the supervision of a physician. Physician assistants perform a wide array of medical duties and work in a variety of medical settings, ranging from primary care to various subspecialties. Physician assistant education also prepares graduates to practice in emergency medicine or any surgical subspecialty. Physician assistants are able to attend to many medical emergencies, act as first or second assistants in major surgery and provide pre and postoperative care.

The Physician Assistant Program at Mercy College embodies the principles of primary care medicine incorporating the biopsychosocial model of medical education. With this model, students learn to incorporate knowledge from biologic science, while integrating psychological and social factors with population/community-based medicine in order to deliver comprehensive primary health care. It utilizes broad-based medical knowledge incorporating internal medicine, pediatrics, obstetrics & gynecology, emergency medicine and psychiatry. Graduates of this program are educated to practice in any field of medicine they choose.

### **Objectives**

The Graduate Physician Assistant Program is a full-time program designed to prepare graduates to pass the National Commission on Certification of Physician Assistants (NCCPA) examination and to practice clinical medicine at an entry-level. The program grants a dual B.S. degree in Health Sciences and a Master of Science degree in Physician Assistant Studies. Those students who do not have a baccalaureate degree must first complete 90 credits, including all general education requirements. All students must complete 33 credits of specific prerequisite courses prior to beginning the physician assistant curriculum.

The Mercy College Physician Assistant Program emphasizes research and writing skills as well as skills necessary to practice clinical medicine. As a master's degree-awarding program, many of the required natural science courses are completed before entering the program, which enables the curriculum to focus on the advanced study of medicine and public health. It further allows for a three-month study on the principles of community and population-based research, ending with the presentation of a capstone project based on participation in a community-based research initiative.

### **Expectations of the Graduate**

The Mercy College Physician Assistant Program is designed to provide students with the skills needed to practice at an entry-level proficiency with their clinical supervisors while observing all appropriate ethical and legal boundaries. Upon completion of the program, graduates are expected to:

- Master entry-level proficiencies in physician assistant knowledge and practice skills with emphasis on the biopsychosocial approach to community based medicine toward individuals across the entire life span.
- Display professional behaviors, cultural competence, ethical values and a commitment to maintaining currency with professional knowledge and practice.
- Use a dynamic process of inquiry to guide evidence-based clinical decisions to competently fulfill a physician assistant's responsibilities within a complex and changing health care environment.
- Demonstrate commitment and ability to advocate as part of an interdisciplinary team for access by a diverse population to health care education, fostering life and community integration after illness.
- Analyze the implications of current health care policy and identify various health care delivery systems.

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**Spring Semester – 15 Weeks**

PHAS 618 Clinical Clerkship VII	<del>2</del> 4 credits
PHAS 619 Clinical Clerkship VIII	4 credits
PHAS 620 Clinical Clerkship IX	2 credits

**YEAR III:**

**Summer - 10 Weeks**

PHAS 700 Seminar in Community Health Research	3 credits
PHAS 701 Epidemiological Methods	3 credits
PHAS 702 Master's Project Seminar	6 credits
<b>Total</b>	<b>90 credits</b>

## — Course Descriptions — Physician Assistant

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### **PHAS 500 Gross Anatomy<sup>(cc)</sup>**

*Offered summer semester only.*

This course provides students with a thorough understanding of the anatomy of the human body with a strong emphasis on the body cavities and organ systems including thorax, abdomen and pelvis. A study of the extremities and musculoskeletal systems is included. The student will attain a more thorough understanding of normal human anatomy and its variations, surgical interventions and disease sequelae that are encountered in the dissecting laboratory. 4 hrs. lecture, 3 hrs. lab, 4 crs.

### **PHAS 502 Pathophysiology**

*Offered summer semester only.*

This course is designed to promote the understanding and application of fundamental disease processes in clinical settings. Students will study the essential mechanisms and sequence of events leading to the development and functional changes associated with the disease process. General concepts of diseases, including etiology, pathogenesis, morphology, and biochemistry will be discussed. General pathophysiological concepts including cell injury, necrosis, inflammation, wound healing, and neoplasia will also be taught. A review of anatomy and physiology will be incorporated in this course. 3 sem. hrs. 3 crs.

### **PHAS 503 Fundamentals of Clinical Medicine I**

*Offered summer semester only.*

The principles of clinical care will be taught through the intensive study of the symptoms, anatomy, physiology, etiology, epidemiology, history, physical examination findings, diagnosis and treatment of disease states. Counseling, management and patient education issues will be explored. Clinical case discussions through weekly case presentations and case write-ups will be included. The internal medicine components in this course are neurology, dermatology, genetics, and ophthalmology. 2 sem. hrs., 2 crs.

### **PHAS 504 Fundamentals of Clinical Medicine II**

*Offered fall semester only.*

The second in the yearlong series, this course is a continuation of the principles of clinical care. Fundamentals of Clinical Medicine II will cover the major areas of internal medicine: cardiology, nephrology, rheumatology, psychiatry, gastroenterology, infectious diseases, geriatrics, and pulmonology. Weekly case presentations and write-ups utilizing the Subjective, Objective, Assessment Plan (SOAP) format are essential in this course. 4 sem. hrs., 4 crs.

### **PHAS 505 Fundamentals of Clinical Medicine III**

*Offered spring semester only.*

An exploration of clinical care concentrating on disorders found in common specialties such as surgery, emergency medicine, pediatrics, obstetrics and gynecology, otolaryngology, endocrinology, and hematology. A study of the principles of prescription writing and actual prescriptive order writing are incorporated in the weekly case presentations and write-ups. 5 sem. hrs., 5 crs.

### **PHAS 506 Patient Interviewing**

*Offered fall semester only.*

Patient Interviewing is the first in a series of courses concentrating on the behavioral aspects of primary care medicine through the integration of individual, family and community concerns, an approach commonly used in primary care medicine. Patient Interviewing will teach students the skills needed in interviewing, history taking and medical note writing. Communication skills, including cross-cultural competencies, self-reflection and clinician bias will be discussed. Patient-centered care and patient education will be an integral part of this course. Class participation and role-playing is required in order to develop these skills. 1 sem. hrs., 1 crs.

### **PHAS 509 Pharmacology I**

*Offered fall semester only.*

This course presents a study of the mechanisms of drug action in the treatment of disease, including the determinants of bioavailability such as uptake, distribution, metabolism and elimination, and drug-receptor interaction and competition.

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The basis of therapeutic and adverse effects of each class of drug will be discussed by system. The modification of drug action and adverse effects will also be discussed. 3 sem. hrs., 3 crs.

### **PHAS 510 Pharmacology II**

*Offered spring semester only.*

The therapeutic and adverse effects of each class of drug will continue from the previous course. The process through which the government regulates drug approval and other relevant concerns will be addressed during this course. 3 sem. hrs., 3 crs.

### **PHAS 512 Preventive Medicine and Public Health**

*Offered spring semester only.*

Fundamental concepts in preventive medicine and public health will be introduced in this course. Topics include control and prevention of communicable diseases relevant to the U.S. population, toxicology; occupational health; environmental health; prevention of chronic conditions; and violence as a public health problem. Students will also learn about the organization of the health care system in the U.S. and other countries and will familiarize themselves with administrative, ethical and legal issues important for Public Health practice. 2 sem. hrs., 2 crs.

### **PHAS 513 Physician Assistant Seminar**

*Offered summer semester only.*

The history of the Physician Assistant profession, role socialization, credentials, rules and regulations governing clinical responsibilities and dynamics of membership on a health care team will be discussed in this seminar. The seminar will further explore the social dimensions of health care; literature will be used to define our role as health care providers. Controversies in the profession and current issues in health care will be raised. 2 sem. hrs., 2 crs.

### **PHAS 514 Evidence-Based Medicine**

*Offered fall semester only.*

A critical evaluation of journal articles and the practice of using research to answer clinical questions will be explored during this course. Articles concerning treatment, diagnosis, prognosis and harm will be discussed in detail as well as statistical methods used to validate findings. Techniques of critical appraisal will be stressed. 2 sem. hrs., 2 crs.

### **PHAS 518 EKG and Radiology**

*Offered fall semester only.*

Basic concepts needed to read electrocardiographs (EKG) and radiographic studies will be introduced. The basic principles of radiology and imaging techniques and procedures such as plain radiographs, ultrasound, computed tomography and MR images will be reviewed. Normal and abnormal findings on these commonly ordered studies will be emphasized. Practice in reading and interpreting electrocardiograms will also be covered. 2 sem. hrs., 2 crs.

### **PHAS 528 Communication in the Medical Encounter**

*Offered spring semester only.*

This course is the continuation of PHAS 506, Patient Interviewing. It focuses on the clinician-patient encounter. This course will focus on developing and refining communication and interviewing skills. The importance of establishing rapport with patients and creating an atmosphere that promotes empathy and supports good listening skills will be emphasized. Topics will include learning how to promote healthy behavior and apply motivational interviewing; discuss difficult news with patients and engage in conversations regarding care at the end of life. Sensitive topics such as domestic violence, eating disorders, and sexuality will be discussed as well as interviewing across the life span. Throughout the course students will be asked to reflect on those aspects of the clinician-patient encounter that are most personally challenging. 2 sem. hrs., 2 crs.

### **PHAS 529 Clinical Decision Making and Problem Solving**

*Offered spring semester only.*

This course is designed to foster the critical clinical thinking skills necessary to develop patient databases and differential diagnoses for medical problems encountered in the primary care setting. Emphasis is on correlation of historical information, physical findings, and pertinent laboratory results to formulate a diagnosis and a patient management plan. Students will develop these skills through analyzing and presenting clinical cases. 3 sem. hrs., 3 crs.

### **PHAS 530 Medical Spanish I**

*Offered fall semester only.*

This course is designed to impart the language skills and vocabulary necessary for communication with Spanish speaking

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people in a variety of health care related situations. No previous knowledge of Spanish is required. Emphasis will be on conversation. 1 sem. hrs., 1 cr.

### **PHAS 531 Medical Spanish II**

*Offered spring semester only.*

Building upon the foundation of knowledge gained in Medical Spanish I, this course is designed to continue to impart medical vocabulary and practical language skills to conduct medical interviews and physical examinations in the clinical setting. 1 sem. hrs., 1 cr.

### **PHAS 532 Physical Diagnosis I**

*Offered fall semester only.*

This course will explore the principles and skills required to perform a complete physical examination and special diagnostic maneuvers. A combined lecture and laboratory format is utilized. Using an organ systems approach, emphasis is on normal adult physical findings. The examination of children, adolescents, and the elderly will also be discussed. This forms the basis for correlating pathologic findings and underlying diseases. Students will also learn to accurately integrate and record historical and physical findings in written format. 2 hrs. lecture, 1 hr. lab, 2 crs.

### **PHAS 533 Physical Diagnosis II**

*Offered spring semester only.*

Building upon the foundation of knowledge gained in Physical Diagnosis I, this course continues to explore the principles and skills required to perform a complete physical examination and special diagnostic maneuvers. A combined lecture and laboratory format is utilized. Using an organ systems approach, emphasis is on normal adult physical findings. The examination of children, adolescents and the elderly will also be discussed. This forms the basis for correlating pathologic findings and underlying diseases. Students will continue learning to accurately integrate and record historical and physical findings in written format. Actual gynecological and female breast examinations on live models are integrated in this course. 2 hrs. lecture, 1 hr. lab, 2 crs.

### **PHAS 540 Clinical Laboratory Procedures I**

*Offered fall semester only.*

This laboratory-based course is designed to teach students technical procedures frequently encountered in primary care, emergency medicine, and surgical settings such as sterile technique, intravenous cannulization, suturing, urethral catheterization, and endotracheal and nasogastric intubation. Key concepts will be discussed in lectures, demonstrations and supervised laboratory practice. 2 sem. hrs., 2 crs.

### **PHAS 541 Clinical Laboratory Procedures II**

*Offered spring semester only.*

Building upon the foundation of knowledge gained in PHAS 540 Clinical Laboratory Procedure I, this course will provide the student with the basic knowledge to analyze and determine normal and abnormal blood serum tests, arterial blood gases, and urine laboratory tests. This course will enhance the student's ability to correlate the clinical significance of changes in the normal values of common laboratory tests to formulate the correct diagnosis. 2 hrs. lecture, 1 hr. lab, 2 crs.

### **PHAS 612 - 620 Clinical Clerkship I, II, III, IV, V, VI, VII, VIII, IX**

Nine supervised clinical rotations provide students with hands-on clinical experience and evaluation in the care of pediatric and adult patients. Students are actively engaged in the delivery of care in inpatient, outpatient and long term care settings. The 6 week long clerkship experiences (minimum of 240 hrs. each) offer training in internal medicine, pediatrics, surgery, emergency medicine, obstetrics and gynecology, and primary care. These clerkships are equal to 4 credits each. Students also complete 3 week long clerkship experiences (minimum of 120 hrs. each) in psychiatry and a chosen field of medicine to explore or to gain intensive experience in one of the core practice areas of medicine. This elective clerkship placement must be approved by the Physician Assistant Program. These elective clerkships are equal to 2 credits each.

During these clerkships, students evaluate medical and surgical patients and follow their daily progress; thereby developing the ability to elicit history and physical findings, correlate those findings along with the patients' physiologic and biochemical data and emotional state in order to formulate a plan for patient management. Students are also given opportunities to develop skills and demonstrate competency in performing and interpreting certain medical procedures and tasks. Students also receive instruction and evaluation in professional competencies including relating to colleagues, communicating with patients, understanding the PA role and limitations, self-confidence, reliability, dependability, attitude and appearance. 2-4 crs.

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**PHAS 700 Seminar in Community Health Research**

*Offered summer semester only.*

Methodological and practical guidelines on how to assess approach and address community health problems and to develop effective and culturally appropriate interventions, for application to the program's Masters Project. Students will learn to design, produce, and administer survey questionnaires, which are important tools of primary data collection at the community level. 3 sem. hrs., 3 crs.

**PHAS 701 Epidemiological Methods**

*Offered summer semester only,*

An introduction to biostatistics and epidemiology with application to medical and biological research will be covered. Topics will include an overview and history of epidemiology, study designs, rates and proportions, contingency tables, measures of association, confounding and effect modification, infectious disease, epidemic surveillance, and evaluation of clinical tests. Practical application will consist of analysis of data collection and analysis and as well as reviews of current literature. Students will be trained in the use of SPSS. 3 sem. hrs., 3 crs.

**PHAS 702 Master's Project Seminar**

*Offered summer semester only,*

This course is designed as a "capstone" to the Physician Assistant Program's graduate curriculum. It is conducted as a seminar with the students working in groups. Utilizing tools and skills developed in PHAS 700 and PHAS 701, the students design a community research project. The students work through the various stages of project design, culminating in a Research Proposal and an Institutional Review Board application. 6 sem. hrs., 6 credits.

**PHAS 890 Capstone Continuation**

Students who have completed all coursework but have not completed their capstone project within the required one term must register for this course each subsequent term until the project is completed. No credit, but cost is equivalent to one credit. Only two consecutive terms of capstone continuation registration permitted.

**PHAS 899 Maintenance of Matriculation**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required.

The fee for maintaining matriculation is \$100 per term and is processed as a registration. Maintenance of matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee. No credit.

## School of Liberal Arts

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Tamara Jhashi, Ph.D., *Dean*

Richard Medoff, Ph.D., *Associate Dean*

### DEPARTMENT OF LITERATURE AND LANGUAGE

Celia Reissig-Vasile, Ph.D., *Chair*

English Literature\*

### DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCES

Zhixiong Chen, Ph.D., *Chair*

Cybersecurity\*

*\*Program also offered fully online*

## MASTER OF ARTS IN ENGLISH LITERATURE

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Christopher Loots, Ph.D., *Program Head*  
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cloots@mercy.edu

### **Purpose**

The Master of Arts in English Literature program at Mercy College offers a rigorous and accessible learning opportunity for those with teaching and/or scholarly aspirations, as well as for those who hope to enrich their intellectual and creative lives. Students in the program learn advanced methodologies of literary criticism while engaging with major authors and writers from British, American, and other traditions. Graduates of this 30-credit program are qualified to apply to most full-time community college English faculty openings, and to teach as an adjunct at most four-year colleges. The degree may also be a stepping stone to a PhD.

### **Objectives**

Students will be exposed to a broad range of major genres, authors and texts from diverse cultural and historical traditions. Students will develop their writing, critical thinking and information literacy skills through seminar discussions and the submission of essays and research papers. The English Literature program seeks to develop independent and creative thinkers who are culturally literate and effective communicators, prepared to pursue careers inside and outside academe.

### **Student Learning Outcomes (SLOs):**

By the end of the program students are expected to be able to:

1. Demonstrate critical thinking and interpretive skills reflecting knowledge and comprehension of important British literary texts.
2. Demonstrate critical thinking and interpretive skills reflecting knowledge and comprehension of important American literary text.
3. Demonstrate critical thinking and interpretive skills reflecting an awareness of theoretical trends and criticism.
4. Demonstrate knowledge of some of the literary traditions, and/or cultural situations, and /or historical eras from which the literature referenced in SLO1, SLO2, and SLO3 emerged.
5. Create original research topics, research primary and secondary sources on those topics using digital databases, and produce writings on those topics which demonstrate clear grammatical prose and accurate style.

### **Admission Requirements**

Please refer to the general requirements for admission and matriculation in the Graduate Admissions section of this catalog.

### **Program Requirements**

1. Baccalaureate transcript, either:
  - a) B.A. or B.S. in English or a humanities discipline (minimum of 15 credits in English Literature beyond basic composition and literature) with an average GPA of 3.0 or better in the major field.
  - b) B.A. or B.S. in a related subject area with a minor (minimum of 15-credits) in English Literature or a humanities discipline with an average GPA of 3.0 in the student's major and minor fields.OR
  - c) B.A. or B.S. in another discipline demonstrating the potential to succeed in a graduate program. Such students are encouraged to speak to their readiness and reasons for pursuing the M.A. degree in a statement-of-purpose essay.
2. Two letters of reference indicating personal and professional qualifications for graduate study.

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3. Statement-of-purpose essay or a scholarly paper.

Once an applicant has submitted all required credentials, the completed application will be evaluated by a committee consisting of the program director and two faculty members.

### Four-Plus-One Program

The English Program's Four-Plus-One option offers a unique opportunity to qualified Mercy College undergraduates in English who wish to pursue a master's degree in literature at an accelerated pace. An undergraduate Mercy student who meets the admissions criteria for the master's program in English may apply in the first semester of their junior year to the M.A. program. If accepted, the student will take the undergraduate research seminar, English 400, in the second semester of their junior year. If the student completes the 400 course with a 3.0 or better GPA, the student may then take a graduate-level course each semester of her or his senior year (up to six total credits), which will apply to both their undergraduate and graduate degrees in English at Mercy College. Upon completing their bachelor's in English, these students would potentially be able to complete their master's in English within a single academic year. Contact the M.A. program head for more information.

### Curriculum

The degree requires 30 credits and may be completed in two and a half years by students taking six credits (two courses) per semester. Students may complete the degree at a faster pace by also taking summer-session courses. Part-time students may take up to six years to complete the program. Currently the program is offered entirely online, as our student body is primarily national and international.

### Course Distribution:

Candidates for the Master of Arts in English Literature will be required to follow the following guidelines:

Theory and Practice of Literary Criticism <sup>(cc)</sup> (ENGL 500)	3 credits
One course, Writing and Literary Forms Group (ENGL 505-510, 517)	3 credits
One course, Literature Group 1 (ENGL 521-540)	3 credits
One course, Literature Group 2 (ENGL 541-560)	3 credits
One additional course, Literature Group 1 or 2 (ENGL 521-560)	3 credits
Four elective courses, (ENGL 505-598)	12 credits
Master's Thesis Tutorial (ENGL 599)	3 credits
<b>Total</b>	<b>30 credits</b>

Student progress in acquiring the range of knowledge in the field and the skills outlined above will be measured in the following ways:

- Students must maintain a minimum GPA of 3.0 in order to continue in the program. Performance in individual courses will be measured by the students successfully completing the requirements for each course at a grade of B or better.
- In the semester before commencing their thesis (their last semester), students will be asked to take a comprehensive written examination prepared and administered by the graduate faculty in English Literature.
- Students will be asked to write a substantial research paper (25 pages), which will be suitable for submission to a professional journal, under the guidance of a mentor, which will be reviewed by a thesis committee comprised of the graduate faculty.

### Comprehensive Examination

Successful completion of a four-hour written comprehensive essay examination is required of all students. The examination is prepared and reviewed by the program faculty. The examination will be based on the course offerings presented during the students' tenure in the program.

### Thesis

The Master of Arts Degree requires a thesis focused on original research from which an essay of approximately 25 pages in the MLA Style will be developed. The master's thesis essay should be on an original research topic. Pro-

posed topics for thesis research must be submitted to and approved by a mentor selected by the student from the program faculty. Topics for the thesis may be developed from a research paper or project submitted by the student in one of his or her previous courses. The mentor will assess the suitability and viability of the topic, guide the student's research, and oversee the student's progress during the process of writing the thesis. A polished draft of the paper will be reviewed by a Master's Thesis committee comprised of the mentor and a second reader from the faculty. The committee may have some revisions to suggest before a final draft of the thesis may be submitted as part of the student's degree requirements.

### **Transfer Credits**

Graduate courses taken at other institutions prior to admission at Mercy College may, if pertinent to the plan of study, may be credited to the graduate degree. Permission to transfer credits must be requested at the time of admission and official transcripts and course descriptions must be submitted to the program head for evaluation. Transfer credit is limited to six semester hours of credit for courses taken within the last five years in which the student has received a grade of B or better and is not recorded as part of the GPA. No transfer credit can substitute for the program's designated "core course" which is currently English 500.

### **Course Load**

In order to be designated as full-time a student must take nine credits per semester. No students may exceed nine credits per semester. Part-time students may take three to six credits per semester. Courses are offered during the fall, spring, and summer semesters

### **Maintenance of Matriculation**

It is expected that students will fulfill the requirements for their graduate degree by registering over successive semesters, excluding the summer sessions which are optional. Registration is accomplished by either enrolling in classes or maintaining matriculation. The Maintenance of Matriculation fee is \$100 per session and is processed as a registration.

Students who have not maintained matriculation and wish to return to their program within one year after their last course will be charged the Maintaining Matriculation fee of \$100 for each missed session. Maintenance of matriculation without attending classes is limited to one year. Activated U.S. Military Reservists are not required to pay the Maintenance of Matriculation fee.

### **Capstone Advisement**

It is expected that Capstone students shall make satisfactory progress with their program's culminating activity. After the student registers for all sections of their Capstone requirement, they will be given one subsequent term to complete their work. The Maintaining Matriculation registration must be completed for this subsequent term if no other courses are taken. After this period, a Capstone Continuation fee (equal to the cost of one graduate credit) will be charged for each additional term required to complete the project. Students can only register for Capstone Continuation for two terms.

A student's degree will not be released until all Maintaining Matriculation and Capstone Continuation registration and fees are recorded appropriately on a student's record.

### **Maintenance of Good Academic Standing**

The cumulative GPA for both good academic standing and degree conferral is a 3.0. A student admitted as a Special Matriculant is required to achieve a 3.0 average or better after completing a certain number of credits as stipulated by their respective program. Grades are subject to review by the faculty advisor and program director at the end of each term. If the academic average falls below 3.0 the student will be placed on academic probation.

### **Academic Probation**

All students who have a cumulative GPA of below 3.0 will be placed on academic probation. If a student will not be able to achieve a cumulative GPA of 3.0 within a reasonable time, the student will be dismissed from the program. If a student receives a grade of F or FW in any course the student may be subject to dismissal from the college. For all students on probation, future registrations must be reviewed and approved by the Director of the student's

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program as well as the school dean.

In all subsequent terms in which the student is on probation the student is required to achieve a term GPA of 3.0 or better. If the 3.0 or higher is not achieved the student will be dismissed. Students who receive a grade of less than B may be required to repeat the course. Students will be allowed to repeat a course only once.

### **Time Limit**

Students attending the program continuously from the date of their acceptance will be able to complete the degree requirements in two and one half years. Students will be required to complete their degree requirements within six years of entering the program. (Note: Students seeking permanent New York State Certification in Secondary Education will be under a time constraint to complete the program within five years or less.)

### **Online Learning**

Mercy Online offers students an accessible and convenient way to learn. No matter where students are located, they may take courses, or even entire degrees, on the College's online campus. At Mercy College, there is no distinction between the expectations of traditionally taught classes and online classes. Mercy Online currently offers more than forty undergraduate and graduate degrees entirely online. Students also may satisfy their General Education curriculum requirements online. Learn more about Mercy Online at [www.mercy.edu/mercyonlin](http://www.mercy.edu/mercyonlin).

## — Course Descriptions — English Literature

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### **ENGL 500 Theory and Practice of Literary Criticism<sup>(cc)</sup>**

An introduction to major movements and figures of the theory of criticism, the question, “what is literature?” is the primary concern of this course. Such an inquiry necessarily engages other, closely affiliated signifiers such as work/text, writing, reading, interpretation, and signification itself. After brief encounters with ancient antecedents and seminal moderns, influential contemporary approaches to the question concerning literature and its cultural significance are engaged. An assessment of the relative strengths and weaknesses of current trends in the practice of literary criticism, and their theoretical groundwork, is the ultimate objective of this course. 3 credits.

### **ENGL 505 Transformations of the Epic**

This course is based on the conception of the epic as an encyclopedic narrative of substantial length featuring a central figure who reflects the values of a particular culture. It will proceed chronologically, studying the taxonomy and transformations of the epic, from its earliest Classical manifestations, through its emergence in Medieval and Renaissance texts, to its incorporation after the Renaissance into the modern novel. 3 credits.

### **ENGL 506 History of Poetic Forms**

The course will study the major forms and conventions of poetry that have developed in English and then American literature from classical models to the present. Wherever possible, particular poems from different historical contexts will be compared and analyzed to demonstrate how these forms and conventions have developed and been adapted to specific personal, ideological, or cultural pressures. 3 credits.

### **ENGL 507 Narrative Strategies in the Novel:**

This course will study various works in the narrative mode. The course will focus on a range of novels selected from both or either the English and American tradition, with the specific focus dependent upon the professor’s area of expertise. The course will exam works demonstrating various narrative styles and techniques; will work to evolve an understanding of what choices and forces inform these various styles and techniques; and will explore the both the potential and the limits endemic to writing in the narrative mode. 3 credits.

### **ENGL 508 History of Drama in English**

This course will study selected dramatic works from the vantage of the cultures of the historical epochs they are embedded in. It will use a chronological approach, beginning with the drama in England: the medieval mystery cycles and morality plays, the emergence of secular drama in the 16th century and earlier 17th century, focusing on the precursors and contemporaries of Shakespeare, Restoration drama, the development of sentimentalism and the adaptation of drama to an increasingly middle class audience in the 18th Century, the closet drama of the Romantic era, 19th-century melodrama in Britain and America, and the emergence of the modern theater in the United Kingdom and the United States. 3 credits.

### **ENGL 509 Perspectives on the Essay**

The course will study of the essay as a distinct literary genre; its characteristics and types; its history; and its role in reflecting authorial consciousness. This course will examine the taxonomy of the essay in terms of its medium (verse or prose), its tone and level of formality, its organizational strategies, and its relationship to its audience and to particular modes of literary production (speech, manuscript, pamphlet, book, magazine, newspaper). It will trace the development of the essay from its origins to the modern era. 3 credits.

### **ENGL 510 Theory and Practice of Expository Writing**

The course will address the techniques of expository writing as reflected in academic discourse. Ideally, students will learn the general practices of critical writing, but focus their work in their individual fields of interest. These interests may include feminist approaches, deconstructive approaches, research in culture, education, etc. The course will specifically address techniques of analytic organization. 3 credits.

### **ENGL 514 Major Authors**

This course involves close reading of texts by and about a writer who has had a significant impact on literature. The author studied will vary from semester to semester depending on faculty specialty. This course will seek to provide a sense of the central themes, stylistic techniques, and temperament and sensibility that distinguish the author, as well as of the evolution

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of his or her art from a biographical perspective. Authors studied will vary and will be selected by consultation between individual instructors and the program director. 3 credits.

### **ENGL 515 Special Topics in Literature**

The special topic courses will be offered in response to student interest and faculty specialty. Ideally, they will be interdisciplinary in nature, allowing students to do focused research on problems of contemporary interest in poetics, narrative, feminism, politics, sociology, or critical theory. Sample topic courses may include "Tragedy," "Modern Irish Drama," "Mythologies," "Violence and Representation," "Sport Literature," "Magic and Literature," and "Animals in Literature." 3 credits.

### **ENGL 517 Advanced Creative Writing**

The course will work to develop each student's creative writing ability through a close study of various writing forms, styles, and techniques, matched with assignments and workshops which encourage students to further develop their own creative writing informed by such literary study. The emphasis of the course will shift depending on the expertise of the instructor running it, but each class will involve attention to poetic and narrative forms, among others. 3 credits.

### **ENGL 521 Themes and Genres of Medieval Literature**

This course is designed to cultivate students' awareness of the themes, genres, and issues related to the study of medieval literature. Students will study the major genres of medieval literature, including epics, lays and romances. 3 credits.

### **ENGL 522 Humanism in Renaissance Texts**

This course will focus on humanism and the concepts arising from it in relation to the production and appreciation of literature during the Renaissance. The revival of interest in the arts and ideas of Greco-Roman antiquity and the dependence of Renaissance thought on classical themes will be among the issues discussed. 3 credits.

### **ENGL 523 Tragedy**

This course will explore the history and theory of tragedy as both dramatic genre and philosophical motif. Beginning with its origins in ancient Greek ritual, the course traces a history of the genre to the present, with emphasis on the classical and English literary traditions. The course will consider such elements as: the relationship between tragedy and the tragic; the role tragedy plays in the histories of Western drama and ideas; ways in which tragedy is distinct from other dramatic genres, such as comedy and melodrama; the essential elements of tragedy; comparisons between Classical and Elizabethan tragedy; and the possibility of modern tragedy. 3 credits.

### **ENGL 524 Reason and Imagination**

This study of English literature between 1650 and 1850 examines Neoclassicism and Romanticism as two opposed aesthetic and philosophical stances. It traces the political, ideological, and literary roots of Neoclassicism in the English "Glorious Revolution" of 1688, the late seventeenth-century growth of rationalism and empirical science, followed by the flowering of Neoclassicism and then the shift in sensibility that led to the emergence of Romanticism. 3 credits.

### **ENGL 525 The Victorian Age in Literature**

This course explores literature from the Victorian age, with attention to the wider context of the Victorian culture and society from which these works emerged. Works studied might include those of Charles Dickens, Charlotte and Emily Brontë, George Eliot, Thomas Hardy, Anthony Trollope, Elizabeth Gaskell, Alfred Tennyson, Robert Browning, and Oscar Wilde, among others. 3 credits.

### **ENGL 526 Modernism**

This course explores the various "isms" of Modernism while questioning if these trends are of the past or remain present and relevant to contemporary intellectual and aesthetic sensibilities. It traces the anti-mimetic shift in the arts in the age of mechanical reproduction, as found in the literature of symbolism, expressionism, futurism, dadaism and surrealism. Among the features of modernism that emerge in this course are themes of fragmentation, parody, and irony, the self-conscious retrieval of myth, the collapse of traditional distinctions between subjective and objective reality, and the iconoclastic transgression of Victorian norms of religion, the family, and sexuality. 3 credits.

### **ENGL 540 Topics in British Literature**

Various new and experimental coursework tending toward or involving British literature will run under this topics course code. Any course running under this code will meet the student's "Literature Group 1" degree requirement. 3 credits.

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**ENGL 541 Search for Identity in American Literature**

The course will examine the search for and different manifestations of personal and group identity in American culture and literature. In broadest terms, the course will trace the formation of nineteenth-century liberal ideals of personal identity and “freedom” as they emerged from the theological and republican values of the colonial and early national periods, and as they evolved over the course of the 19<sup>th</sup> and early 20<sup>th</sup> centuries. 3 credits.

**ENGL 542 Classics of African American Literature**

This course will study classic works of African American literature in light of Toni Morrison’s statement that “my parallel is always the music because all of the strategies of the art are there.” The course will involve considerations of how in Richard Powell’s words the blues provides “much contemporary literature, theater, dance, and visual arts with the necessary element for defining these various art forms as intrinsically African-American.” Informed by the concept that music is the trope that best illuminates contemporary African American writing, the course will study selections that could include, but are not limited to, Jean Toomer *Cane*, Zora Neale Hurston *Spunk*, James Baldwin *Go Tell It on the Mountain*, Ralph Ellison *Invisible Man*, Langston Hughes *Ask Your Mama: 12 Moods for Jazz*, John Wideman *My Brother’s Keeper*, Toni Morrison *Jazz*, August Wilson *Joe Turner’s Come and Gone*, and Maya Angelou *Selected Poetry*. 3 credits.

**ENGL 543 The American Renaissance**

“The American Renaissance” is a term made famous by F.O. Matthiessen in his book by the same name. Matthiessen posited that though 1776 marked the creation of the United States, the middle of the nineteenth century marked the rebirth of the nation in the form of a literary renaissance. The term originally only encompassed five writers—Emerson, Thoreau, Melville, Hawthorne, and Whitman—but has since expanded to encompass practically all of American Romanticism, American slave narratives and abolitionist texts, progressive American literature, popular American fiction, and Native American texts. This course will study a variety of these works and question whether or not they truly signal an American renaissance. 3 credits.

**ENGL 544 Frontiers of American Literature**

This course will explore the frontiers of American literature, meaning groundbreaking works in American writing, progressive and iconoclast works, as well as works which involve encounters with or in the American frontier. Readings can range from colonial to contemporary times, and will include a diverse range of authors and works unbound by genre or era. Authors studied could include but are not limited to William Gibson, Amy Tan, Olaudah Equiano, Emily Dickinson, James Baldwin, Zora Neale Hurston, Alan Ginsberg, Frank Norris, Jack London, Charles Bukowski, Jhumpa Lahiri, Kurt Vonnegut, et al. 3 credits.

**ENGL 545 Literature of the Left Bank, Paris**

This course will examine the people, culture, and writings of the expatriate community of the Parisian Left Bank during the early and mid-twentieth century. This will include an exploration of the significance of Sylvia Beach’s Shakespeare & Company bookstore and lending library, and of intellectual and artistic salons such as those of, for example, Natalie Barney and Gertrude Stein. The course will additionally consider the doings and writings of expatriate authors moving through or closely associated with the Left Bank’s modernist enterprise. An emphasis will be placed on studying the cultural geography of this location which attracted so many of the world’s great artists and gave rise to so many works now considered twentieth century literary masterpieces. 3 credits.

**ENGL 546 Working Women in the United States 1865—Present**

This course will examine writings about working women from the post-Civil War era to the present. We will review key changes in the American work force, and social, economic, and racial factors since 1865, with attention to movements leading up to changes in the second half of the 19<sup>th</sup> century. In this multi-genre course, we will read literature (fiction, short stories, poetry, memoirs, biographies, and essays) to help us deconstruct the definitions of “women,” “working,” and “The United States” from the Civil War era to present writings about the millennial generation. We will inquire into the shifting definitions of the term “gender.” We will start with gender as a concept, a social construction reflecting differentials of power and opportunity, breaking what the feminist writer Tillie Olsen calls the “habits of a lifetime.” An important goal of the course is for students to know the literature, history, and benchmarks of major events in the lives of women. 3 credits.

**ENGL 560 Topics in American Literature**

Various new and experimental coursework tending toward or involving American literature will run under this topics course code. Any course running under this code will meet the student’s “Literature Group 2” degree requirement. 3 credits.

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### **ENGL 599 Master's Thesis Tutorial**

In this course, students will pursue an original research topic under the guidance of a mentor.. The thesis paper produced for this course must receive final approval of the mentor and a second reader in order for the student to pass the course. Students in the seminar will be encouraged to submit versions of their papers to read at conferences of scholars in English Literature. The topic selected by the student may be developed from one pursued in a previous course, or it may be new. 3 credits.

### **ENGL 890 Capstone Continuation**

Students who have completed all coursework but have not completed their capstone project within the required one term must register for this course each subsequent term until the project is completed. No credit, but cost is equivalent to one credit. Only two consecutive terms of capstone continuation registration permitted.

### **ENGL 899 Maintenance of Matriculation**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required. Only two consecutive terms of capstone continuation registration permitted.

The fee is \$100 per term and is processed as a registration. Maintenance of Matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course registration will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee. No credit.

## MASTER OF SCIENCE IN CYBERSECURITY

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### **Purpose**

The Master of Science in Cybersecurity is designed to educate students to be equipped with the technical skills and analytical abilities to secure digital assets, defend computers, shield computer networks and protect critical national infrastructure. Cyber-Physical spaces are under constant threat and attacks from hackers, viruses, and electronic intruders. The curriculum in the program not only builds solid foundation in information assurance and security but also follows the latest development in the field closely.

Mercy College Cybersecurity Education Center is one of the Centers of Academic Excellence in Information Assurance/Cyber Defense, which has been designated by the National Security Agency and the Department of Homeland Security. Please refer the center website: <http://www.mercy.edu/ias>.

### **Objectives**

The Cybersecurity program offers students a combination of strong foundations in cybersecurity theory and hands-on skills in practical lab works. Graduates of this program will understand security and privacy from technological, legal and managerial perspectives. They will be prepared to create, implement and oversee security systems and security policies. They are highly demanded in the field such as Information System Security Officer, Network Security administrator, Information Security Analyst, Forensic Analyst, IT Auditor, Information Assurance Compliance Officer, Principal System Security Engineer, Information Security Specialist, Information Assurance Specialist, IT Security Analyst, Information System Governance Officer, Information Assurance Engineer and Information Assurance Analyst, all in leading cooperates, local and federal governments.

### **Expectations of the Graduate**

Graduates will be able to:

- identify types of risks, cyber threats and vulnerabilities in IT infrastructures through wired and wireless networks
- prove the concepts of cyber defense, cyber offense, cyber investigation and cyber management
- identify research problems, compare with previous approaches, develop solutions and discuss the research results
- apply knowledge of the privacy of information, information hiding, information assurance, information encryption/decryption
- function effectively in a team to complete prototyping of detection, prevention and protection for internal and external cyber-attacks and cyber intrusions
- validate evidence related to cyber-crimes from personal computers, smartphones, infrastructure hosts, wired and wireless networks

### **Admission Requirements**

Please refer to the general requirements for admission and matriculation in the Graduate Admissions section of this catalog.

### **Program Requirements**

Requirements for admission to the Cybersecurity program include:

1. Baccalaureate transcript.
2. Curriculum Vitae.

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3. At least one letter of recommendation that provides evidence of personal and/or professional qualifications for graduate study.
4. A plan of study and research in Cybersecurity
5. Foundational knowledge in computer programming, computer networking and database management demonstrated by transcripts or IT related work experiences and certificates. Students are required to take IASP 505 (Foundations of Cybersecurity Science) to refresh their domain knowledge.
6. Students with a GPA below 3.0 and/or with no proof of domain knowledge are required to make an appointment for an interview with the program head.

### Degree Requirements

30 credits are required to earn an M.S. in Cybersecurity. Each student should take at least one course, including IASP500, from each course category. The courses and course categories are listed below. The Master's Project (IASP 600) is optional. Students who successfully complete a Master's Project (IASP 600) may obtain approval from the program head to pursue further on a Master's Thesis (IASP 601).

### Courses

Cybersecurity program offers the courses in four categories: Application courses, Network courses, Legal & Management courses, and Special courses.

Category	Course	Credits
Application Courses	IASP 500 Topics in Information Security (cc)	3
	IASP 505 Foundation of Cybersecurity Sciences	3
	IASP 520 Data Mining and Knowledge Discovery	3
	IASP 525 Database Security	3
	IASP 530 Forensic Computing	3
	IASP 565 Internet Social Media and Security	3
Network Courses	IASP 585 Applied Cryptography	3
	IASP 550 Intrusion Detection & Prevention	3
	IASP 555 Mobile Technologies and Wireless Sensor Services	3
Legal/Management Courses	IASP 560 Wireless Network and Security	3
	IASP 510 Social Implications of Information Security	3
	IASP 540 Information Assurance and Management	3
Special Courses	IASP 580 IT Audit and Compliance	3
	IASP 590 Internship: Advanced Topics in Security Practice	3
	IASP 595 Special Topics in Information Security	3
	IASP 599 Independent Study	3
	IASP 600 Master's Project	3
IASP 601 Master's Thesis	3	

### Capstone Continuation

IASP 890 Capstone Continuation 1 credit

### Online Courses

Every course in the program is offered both online and on-campus. In a case of one course is cancelled due to low number of enrollment, students can register the other but take it either online or on-campus.

### Advisement and Plan of Study

Those students looking for advice and direction on academic issues, individual plans of study, course waivers and program requirements should contact the program head.

Non-Degree students must obtain permission to register from the program head or the chair before the beginning of each session. All questions regarding degree requirements and waivers must be discussed with the program head.

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### **Transfer Credits**

Advanced graduate courses taken at other graduate schools prior to admission to the Cybersecurity Master's program may be transferred for credit with the permission of the program head. Such courses may be used to meet the degree requirements, provided the student requests the transfer of credit in writing at the time of application. Transfer credit must be advanced work for courses with a grade of B or better completed within the three-five year period prior to admission to the program. The grades received in those courses for which transfer credit is granted are not computed in the quality-point average for work performed in the program. All transfer credits must be from courses completed within the last five years. Transfer credit is generally limited to six credits. Up to 6 credits can be accepted in transfer based on a review by the program head and approval by the Chair of the department.

### **Course Load**

In order to be designated as full-time a student must take nine credits per semester. No students may exceed nine credits per semester. Part-time students may take three to six credits per semester. Courses are offered during the fall, spring, and summer semesters

### **Maintenance of Matriculation**

It is expected that students will fulfill the requirements for their graduate degree by registering over successive sessions. Registration is accomplished by either enrolling in classes or maintaining matriculation. The Maintaining Matriculation fee is \$100 per session and is processed as a registration.

Students who have not maintained matriculation and wish to return to their program within one year after their last course will be charged the Maintaining Matriculation fee of \$100 for each missed session. Maintenance of matriculation without attending classes is limited to one year. Activated U.S. Military Reservists are not required to pay the Maintenance of Matriculation fee.

### **Capstone Advisement**

Students who take the project option should complete their project within one semester, and thesis option within two consecutive terms. If students could not complete their work within the term(s), they should register for Capstone Continuation (IASP 890, equal to the cost of one graduate credit), but no more than two terms.

A student's degree will not be released until all Maintaining Matriculation and Capstone Continuation registration and fees are recorded appropriately on a student's record.

### **Procedures for Readmission**

Students who have not attended classes for one year and who have not maintained matriculation, but are desirous of resuming their studies, are required to file an application for readmission with the Office of Graduate Admissions. Such students are required to re-enter under the existing admission standards and program requirements of the program at the time of re-entry.

### **Maintenance of Good Academic Standing**

The cumulative GPA for both good academic standing and degree conferral is a 3.0. A student admitted as a Special Matriculant is required to achieve a 3.0 average or better after completing six credits. Grades are subject to review by the faculty advisor and program director at the end of each term. If the academic average falls below 3.0, the student will be placed on academic probation.

### **Academic Probation**

All students who have a cumulative GPA of below 3.0 will be placed on academic probation. If a student will not be able to achieve a cumulative GPA of 3.0 within a reasonable time, the student will be dismissed from the program. If a student receives a grade of F or FW in any course the student may be subject to dismissal from the College.

For all students on probation, future registrations must be reviewed and approved by the director of the student's program as well as the school dean.

In all subsequent terms in which the student is on probation the student is required to achieve a term GPA of 3.0 or higher. If the 3.0 or higher is not achieved, the student will be dismissed. Students who receive a grade of lower than B may be required to repeat the course. Students will be allowed to repeat a course only once.

**Incomplete Grades**

The grade of Incomplete may be granted for a course in which the student has not completed all course requirements due to extenuating and unforeseeable circumstances. The student must request an incomplete grade directly from the instructor; it should not be considered automatic.

All grades of Incomplete must be completed within one year. If not completed in a year, the course must be retaken.

**Graduation Requirements**

To be eligible for graduation a student must complete 30 credits of the program with a GPA of 3.0 or higher.

**Time Limit**

Requirements for the degree must be completed within five years from the candidate's date of matriculation (exclusive of time spent in the Armed Forces). An exception may be made by the program director if the student's request demonstrates circumstances beyond his or her control that temporarily interfere with the ability to complete the program on time.

## – Course Descriptions – Cybersecurity

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All the courses can be completed on-campus or online.

### **IASP 500 Topics on Information Security (cc)**

This course provides a broad view of information assurance and security and its major subjects: protection of information assets; access to information system; hacking; legislation and industrial standards. In addition, this course will serve as a guideline for students to make their course selections. This course is offered in a hybrid of online and on-campus format in that students are asked to meet on campus three times in a semester. 3 credits.

### **IASP 505 Foundation of Cybersecurity Sciences**

This course provides cybersecurity majors with background knowledge units that are required by major graduate-level cyber security courses. It focuses on the fundamental concepts related to networks, operating systems, database systems, and computer programming/scripting languages. Students learn both the concepts and the related skill sets in this course. The course provides a fast-paced introduction to scripting languages, core concepts of computer networks, and various system issues developed in computer operating systems and database management systems.

### **IASP 510 Social Implication of Information Security**

This course discusses the social Implications of information security. It covers the social impact and legal issues of modern computing, Intellectual Property issues, Professional and Ethical Issues and Responsibilities, Privacy and Civil Liberties. 3 credits.

### **IASP 525 Database Security**

This course introduces the concepts of secure database and methods of protecting data. It covers the discretionary and mandatory access controls, secure database design, data integrity, secure architectures, secure transaction processing, information flow controls and inference controls, and discusses various secure database models including distributed database system. 3 credits.

### **IASP 525 Distributed Database and Security**

This course introduces the concepts of secure database and methods of protecting data. It will cover the discretionary and mandatory access controls, secure database design, data integrity, secure architectures, secure transaction processing, information flow controls and inference controls, and discusses various secure database models including distributed database system. 3 credits.

### **IASP 530 Forensic Computing**

This course covers the need for forensics computing and the advanced concepts used in a forensics examination; introduces techniques required for conducting a forensic analysis on systems and data. The theories directly correlated to data recovery methods and investigation techniques on various media are discussed. Emphasis will be placed on developing tools that can solve particular forensic tasks. 3 credits.

### **IASP 540 Information Assurance and Management**

This course explains information assurance in organizations. This course discusses the concepts of organizations, strategy/usage/risks of information systems, decision-making and decision support for cybersecurity, risk analysis and risk management for information assurance. Behavioral and philosophical aspects of information assurance and management are also introduced and explained. 3 credits.

### **IASP 550 Intrusion Detection and Prevention**

This course introduces network firewall security. It will cover basic installation techniques, discuss how to make an intelligent choice of firewall technology and present basic firewall troubleshooting. Moreover, it will cover different intrusion detection systems and their signatures. Students will complete hands-on exercises and case projects for testing and evaluating various firewall techniques. 3 credits.

**IASP 555 Mobile Technologies and Wireless Sensor Services**

Mobile services and sensor data services are emerging technology in the digital age. This course will focus on the issues related to the design and implementation of secure services in mobile smartphone devices and wireless sensor networks. Emphasis will be placed on smartphone apps development, wireless sensor network configuration, interaction between mobile smartphones and wireless sensors, authentication and password security access control policy, and privacy issues in both mobile and sensor data services. This course delivers both knowledge and hands-on implementation skillsets. 3 credits.

**IASP 560 Wireless Network and Security**

This course introduces various wireless network protocols, access modes, wireless devices, management tools and security risks. This course covers both wireless network technologies and security/privacy issues over wifi, cellular, Bluetooth, ZigBEE, and satellite signals. Encryption and decryption algorithms over wireless communication are also discussed. 3 credits.

**IASP 565 Internet Social Media and Security**

This course provides a broad view of internet social media and its related threats and covers frontlines of research topics in internet social media and social security. After the characteristics of social media and social media models, students will learn why and how social media is going to shape our future and will pose a variety of challenges to social media domestically as well as internationally. Students will explore specific IT architectures of social media and their unique technologies. Relational database and noSQL database and distributed and parallel file processing such as Hadoop and Map Reduce from Google will be reviewed and discussed extensively. Toward the end of the class, students will be able to build a social media application, and to identify, predict and social media threats. 3 credits.

**IASP 580 IT Security Audit and Compliance**

This course reviews the critical skills and methodologies used to ensure compliance to public- and private-sector regulatory requirements, starting from understanding organization's regulations, rules, and laws. This course covers how to facilitate internal and external audit requirements, ensuring proper levels of controls, both IT and process level. 3 credits.

**IASP 585 Applied Cryptography**

This course covers general security concepts, communication security, encryption and decryption algorithms, cryptography including the differences between asymmetric and symmetric algorithms and the different types of PKI certificates and their usage and discussion of Operational/Organizational Security. Students will complete hands-on assignments. 3 credits.

**IASP 590 Internship: Advanced topics in Security Practices**

This course is an internship course. Students are required to be supervised by a company, and apply information security theory learned to one specific area such as IT, health care, government, finance, etc. The evaluation of and final detailed report of student's internship should be submitted respectively by a company's supervisor and the student. Prerequisite: Student must have completed at least 15 graduate credits and must have the program director's approval. 3 credits.

**IASP 595 Special topics in Information Security**

*Prerequisite:* program director's approval

This course is a placeholder and will introduce students to the future developments and trends in the security engineering. The course will be offered on-demand. Students can take it more than once if the specific subjects are different. They are all counted as major electives. 3 credits.

**IASP 599 Independent Study**

*Prerequisite:* program director's approval

This course is a placeholder for students who like to pursue independent study under the supervision of a faculty member. The course will be offered as the need for such a course arises. 3 credits.

**IASP 600 Master Project**

*Prerequisite:* program director's approval

Designs and implements in depth project under the supervision of a faculty member or a group of faculty members. Students are to select a topic, conduct a comprehensive literature survey, make meaningful contribution toward the field of Cybersecurity, develop project report and present it in front of a group of faculty members and general public. 3 credits.

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### **IASP 601 Master Thesis**

Prerequisite: IASP 600 and program director's approval

Designs and implements an in-depth research issue under the supervision of a faculty member or a group of faculty members. In continuation of IASP600, this course should complete the research work, write a thesis, and present and defend the thesis. The thesis should be submitted to a journal or conference. 3 credits.

### **IASP 890 Capstone Continuation**

Students who have completed all coursework but have not completed their capstone project within the required one term must register for this course each subsequent term until the project is completed. No credit, but cost is equivalent to one credit. Only two consecutive terms of capstone continuation registration permitted.

### **IASP 899 Maintenance of Matriculation**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required.

The fee is \$100 per term and is processed as a registration. Maintenance of matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course registration will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee. No credit.

## School of Social and Behavioral Sciences

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Karol E. Dean, Ph.D., *Dean*  
Mark I. Sirkin, Ph.D., *Associate Dean*

### DEPARTMENT OF COUNSELING

Arthur G. McCann, Ph.D., *Chair*  
Counseling\*  
Specialization: School Counseling\*  
Mental Health Counseling

### DEPARTMENT OF SOCIAL SCIENCES

Diana D'Amico Juettner, J.D., *Chair*  
Health Services Management \*

### DEPARTMENT OF PSYCHOLOGY

Mary Knopp Kelly, Ph.D., *Chair*  
Marriage and Family Therapy  
Psychology\*  
School Psychology

*\*Program also offered fully online*

## COUNSELING PROGRAMS

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Counseling with Certification in School Counseling  
Counseling with Certification in School Counseling and a Bilingual Extension  
Mental Health Counseling

### **Purpose**

The master's programs in counseling offer graduate education in counseling preparation. The 48-credit Master's in School Counseling prepares students to become New York State Certified school counselors in urban and suburban school settings. The 60-credit Master's in Mental Health Counseling prepares students to become New York State Licensed Mental Health Counselors in public and private agencies.

The Master of Science in (School) Counseling offers two certifications within the degree program. Successful completion of the School Counselor Program leads to recommendation to the New York State Education Department for provisional certification as a school counselor. Students completing the Bilingual School Counselor Program will be recommended for provisional certification as a school counselor and also for a bilingual extension to the certificate.

The Master of Science in Mental Health Counseling is a licensure-qualifying program. Upon program completion, graduates are eligible to work towards meeting the 3,000-hour externship required for licensure as a mental health counselor in New York State. According to the state laws regulating mental health counseling licensure, graduates will have up to two years (with the option of two additional one-year extensions) to meet the 3,000 hours of experience and pass a licensing examination to complete the licensure requirements.

Note: While all but three courses (CNSL 650 – Counseling and Applications I, CNSL 655 – Counseling and Applications II and CNSL 660 – Practicum in Group Work) may be completed as distance learning courses for the School Counseling Program, New York State will not permit more than 27 credits of distance learning courses to be counted toward the 60-credit Master of Science in Mental Health Counseling. New York State also requires students pursuing a Master of Science in Mental Health Counseling to take the following courses in a traditional classroom environment: CNSL 650, CNSL 655 and CNSL 660.

### **Expectations of the Graduate**

Graduates of the Master of Science in Counseling with Certification in School Counseling and Counseling with Certification in School Counseling and a Bilingual Extension Degree Programs will be prepared to assume a professional school counseling role in a school setting. Graduates will be expected to do the following:

1. Identify and apply the American School Counseling Association standards to qualify for provisional certification as a School Counselor in New York State.
2. Demonstrate mastery of the eight CACREP Core Counseling Competencies: Human Growth and Development, Social and Cultural Foundations, Theories of Counseling, Groups, Lifestyle and Career Development, Appraisal, Research and Program Evaluation, and Professional Orientation and Ethics.
3. Identify, explain, and respond to concerns, issues, and challenges relevant to today's students.
4. Define, explain, and apply counseling, assessment, advocacy, prevention, and intervention techniques to assist students.
5. Apply current knowledge and research from social and behavioral sciences, including the use of technology, to the practice of counseling in a school setting.
6. Identify and explain the impact of cultural diversity on counseling techniques and make appropriate applications.

Graduates of the Master of Science in the Mental Health Counseling Degree Program will be prepared to assume a professional mental health counseling role in a setting that specializes in the treatment of mental health, or related, issues. Graduates will be expected to have achieved the following:

1. Identify and apply the American Mental Health Counseling Association standards to qualify to take the licensing examination in Mental Health Counseling required by New York State

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2. Demonstrate mastery of the eight CACREP Core Counseling Competencies: Human Growth and Development, Social and Cultural Foundations, Theories of Counseling, Groups, Lifestyle and Career Development, Appraisal, Research and Program Evaluation, and Professional Orientation and Ethics
3. Diagnose and treat symptoms presented by clients
4. Define, explain, and apply counseling methods for the assessment, diagnosis & treatment of mental disorders
5. Demonstrate current knowledge and ability to utilize research from social and behavioral sciences, including the use of technology, to the practice of counseling
6. Demonstrate an awareness of the impact of cultural diversity on the counseling process.

### **Admission Requirements**

Please refer to the general requirements for admission and matriculation in the Graduate Admissions section of this catalog.

### **Program Requirements for Admission to Application to the School Counseling Program**

1. Two professional letters of recommendation on letterhead.
2. A two- to three-page essay on the applicant's reason(s) for becoming a school counselor.
3. A résumé.
4. In-person essay on assigned topic may be required depending on qualifications.
5. Undergraduate college transcripts (and Graduate transcripts, if applicable).

### **Program Requirements for Admission to Application to the Mental Health Counseling Program**

1. Two professional letters of recommendation on letterhead (letters from friends, neighbors, acquaintances, or clergy are welcome but do not replace the two professional letters).
2. A two- to three-page essay on the applicant's reason(s) for becoming a mental health counselor.
3. A current résumé.
4. In-person interview with the program director (or designee) once above requirements have been accepted.
5. Undergraduate college transcripts (and Graduate transcripts, if applicable).

### **Course Load**

Students must consult with the program director and/or interview with the program director or designee regarding required courses and electives for the Counseling Program. Full-time students may register for up to 12 credits per semester. Part-time students may register for either three or six credits per semester.

### **Transfer Credits**

Graduate courses taken at other institutions prior to admission at Mercy College may, if pertinent to the plan of study, be credited to the graduate degree. Permission to transfer credits must be requested at the time of admission and official transcripts and course descriptions must be submitted to the program director for evaluation.

Transfer credit will be granted only for courses taken in the five-year period prior to acceptance in the Mercy College Program and for courses in which the student earned a grade of B or higher. Transfer credit is normally limited to six credits. Courses with a grade of B- or lower are not acceptable for transfer.

### **Maintenance of Matriculation**

It is expected that students will fulfill the requirements for their graduate degree by registering over successive sessions. Registration is accomplished by either enrolling in classes or maintaining matriculation. The Maintaining Matriculation fee is \$100 per session and is processed as a registration.

Students who have not maintained matriculation and wish to return to their program within one year after their last course will be charged the Maintenance of Matriculation fee of \$100 for each missed session. Maintenance of matriculation without attending classes is limited to one year. Activated U.S. Military Reservists are not required to pay the Maintenance of Matriculation fee.

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### **Maintenance of Good Academic Standing**

The cumulative GPA for both good academic standing and degree conferral is a 3.0. A student admitted as a Special Matriculant is required to achieve a 3.0 average or better after completing a certain number of credits as stipulated by their respective program. Grades are subject to review by the faculty advisor and program director at the end of each semester. If the academic average for the semester falls below 3.0 the student will be placed on academic probation. If the student fails to achieve a 3.0 GPA in two consecutive semesters, the students will be subject to dismissal from the program.

### **Academic Probation**

All students who have a cumulative GPA of below 3.0 will be placed on academic probation. If a student will not be able to achieve a cumulative GPA of 3.0 within a reasonable time, the student will be dismissed from the program. If a student receives a grade of F or FW in any course the student will be subject to dismissal from the College.

For all students on probation, future registrations must be reviewed and approved by the director of the student's program as well as the school dean.

In all subsequent terms in which the student is on probation the student is required to achieve a term GPA of 3.0 or better. If the 3.0 or higher is not achieved the student will be dismissed. Students who receive a grade of less than B may be required to repeat the course. Students will be allowed to repeat a course only once.

### **Degree Requirements**

1. Successful completion of 48 graduate credits for School Counseling, 51 graduate credits for School Counseling with Bilingual Extension, and 60 graduate credits for Mental Health Counseling.
2. A 3.0 cumulative GPA.
3. Successful completion of a written comprehensive examination.

### **Time Limit**

Requirements for the master's degrees in counseling programs must be completed within five years from the date of the candidate's admission (exclusive of time spent in the Armed Forces). Exceptions will be made only if a student requests in writing an extension of time in advance and receives the approval of the director.

### **Advisement**

Students in the counseling programs may meet with the program director, associate director or faculty advisor to plan his/her courses and to review the plan of study prior to course registration. Students will choose their elective courses in consultation with their advisor and in consideration of individual interest.

### **Application Deadlines for Internship Placement**

Fall Placements	February 15
Spring Placements	October 15

A 3.0 GPA is required to register for internship placement.

Completion of at least 30 credits, including CNSL 630, 640, 642\*, 650, 651, 655, 660, 665, 667 and 673 as well as Violence Prevention and Child Abuse Workshops, is required prior to registration in either of the internship courses in School Counseling. Mental Health Counseling students must also complete 614 and 654 in order to be eligible for Internship. Supervised Internship placement must be applied for the semester prior to course registration.

**Note:** For students who entered in Fall, 2012 and thereafter, CNSL 642 was replaced by CNSL 643 for School Counseling students and by CNSL 648 for Mental Health Counseling students.

## ADDITIONAL ACADEMIC OPPORTUNITIES

### MASTERS OF SCIENCE IN COUNSELING-CASAC 350-HOUR CERTIFICATE PROGRAM - STANDARDIZED CURRICULUM

CASAC-T Credentialed Alcoholism and Substance Abuse Counselor Standardized 350-Hour Education and Training Program Mercy College CASAC-T Program is an OASAS Certified Education Training Program. The courses have been approved by the New York State Office of Alcoholism and Substance Abuse Services (OASAS), satisfying the educational requirements for state certification. With the competitive market for counselors and mental health providers, your CASAC-T Certification paves the way for both direct patient care and supervisory positions in the area of substance abuse and addiction. The intensive program at Mercy College will specifically prepare you for the five domains for CASAC preparation including assessment, counseling, case management, client, family and community education, and professional responsibility. Mercy College students receive the professional training and ethical knowledge base which will enable them to provide alcoholism and substance abuse counseling in one of the most progressive fields.

The following courses are required for completion of the CASAC-T Credential:

- CNSL 630 Counseling and Ethics
- CNSL 640 Human Development I
- CNSL 648 Mental Health Counseling, Diagnosis and Treatment\*
- CNSL 650 Counseling and Applications I
- CNSL 655 Counseling and Applications II
- CNSL 651 Multicultural Perspectives in Counseling
- CNSL 654 Psychopathology\*
- CNSL 660 Practicum and Group Work
- CNSL 665 Career Development and Counseling
- CNSL 667 Diagnostic Tools for Measurement
- CNSL 673 Research Methodology
- CNSL 678 Psychological, Physiological, and Pharmacological Aspects of Alcohol and Substance Abuse\*
- CNSL 686/688/690 Supervised Internship I
- CNSL 687/689/691/ Supervised Internship II

For Mental Health Counseling students, all of the above courses coincide with degree requirements. For Counseling (School) students, courses denoted with an asterisk \*are electives.

e-Portfolio Requirement: The e-Portfolio requirement ensures that the CASAC Candidate is effectively able to practically apply the generic paradigms of counseling skills, techniques and practice to the specific provision of services to alcohol and substance abuse populations. As you examine each paradigm and discuss its application to counseling, the CASAC Candidate will be specifically required to apply their knowledge base to the provision of treatment and services to substance abusers and their families.

e-Portfolio requirements are not applicable to CNSL 678. Students will automatically receive 45 clock hours following the completion of that course.

Graduate students who wish to obtain their CASAC-T Certification may take (but are not required to enroll in) any of the following substance abuse courses as electives. They include: CNSL 501, CNSL 502, and CNSL 674.

Interested students may contact Deborah Day Aikens, Ph.D, LMSW, CASAC-G at daikens@mercy.edu or (914) 839-0252.

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## MASTER OF SCIENCE IN COUNSELING WITH CERTIFICATION IN SCHOOL COUNSELING

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### Degree Requirements

The 48-credit Master of Science Degree Program in Counseling is organized as follows:

Core Courses	30 credits
Supervised Internship I and II	12 credits
College Planning and Preparation	3 credits
<u>Electives</u>	<u>3 credits</u>
<b>Total</b>	<b>48 credits</b>

The Master of Science Degree in Counseling Program requires completion of 10 core course requirements, two supervised internship placements specific to the student's area of study and six credits of elective coursework. Students may choose to fulfill the elective credits from among the following courses: CNSL 601, 614, 620, 625, 648, 654, 678 and EDUC 500, 502, 504 and 508.

### Curriculum

#### Core Courses

CNSL 630	Counseling and Ethics	3 credits
CNSL 640	Human Development I	3 credits
CNSL 643	Introduction to School Counseling	3 credits
<i>(for students who entered in Fall, 2012 and thereafter)</i>		
CNSL 650	Counseling and Application I	3 credits
CNSL 651	Multicultural Perspectives in Counseling	3 credits
CNSL 655	Counseling and Application II	3 credits
CNSL 660	Practicum in Group Work (cc)	3 credits
CNSL 665	Career Development and Counseling	3 credits
CNSL 667	Assessment in Counseling	3 credits
CNSL 673	<u>Research Methodology</u>	<u>3 credits</u>
<b>Total</b>		<b>30 credits</b>

#### Track 1

##### Master of Science Degree in Counseling with Certification as a School Counselor

The Master of Science Degree in Counseling with certification as a School Counselor requires completion of the 30-credit core course requirements listed above, completion of the following three internship courses (CNSL 690, 691, 525) and 3 credits of approved elective credits selected from the Counseling program.

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Core Courses	30 credits
CNSL 690 Supervised Internship I: School Setting	6 credits
CNSL 691 Supervised Internship II: School Setting	6 credits
CNSL 525 College Planning and Preparation Counseling *	3 credits
<u>Electives</u>	<u>3 credits</u>
<b>Total</b>	<b>48 credits</b>

\*For students who entered in or after Fall 2014

Successful completion of the program and evidence of participation in a seminar on the Identification and Reporting of Suspected Child Abuse and participation in a seminar in the Prevention of Violence in the School Setting and participation in an approved NYS Dignity for All Students Act (DASA) Workshop leads to recommendation to the New York State Education Department for provisional certification as a school counselor.

### Track 2

#### **Master of Science Degree in Counseling with Certification as a School Counselor and a Bilingual Extension**

Master of Science Degree in Counseling with Certification as School Counselor and a Bilingual Extension requires completion of the 30-credit core course requirement, completion of the following two internship courses, 6 credits of bilingual/bicultural course work as specified below and three credits in College & Career Counseling.

Core Course	30 credits
CNSL 688 Supervised Internship I: Bilingual School Setting	6 credits
CNSL 689 Supervised Internship II: Bilingual School Setting	6 credits
EDUC 504 Multicultural Perspectives and the Teacher Learning Process	3 credits
EDUC 508 Theory and Practice in Bilingual Education	3 credits
<u>CNSL 525 College Planning and Preparation Counseling</u>	<u>3 credits</u>
<b>Total</b>	<b>51 credits</b>

\*For students who enter in or after Fall 2014

Certification requires students to demonstrate proficiency in English and in the target language by achieving a passing score on the Bilingual Evaluation Assessment Examination.

Successful completion of the program leads to recommendation to the New York State Education Department for provisional certification as a school counselor and a bilingual extension to the certificate.

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## MASTER OF SCIENCE IN MENTAL HEALTH COUNSELING

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### Degree Requirements

The 60-credit Master of Science Degree Program in Mental Health Counseling is organized as follows:

Core Courses	24 credits
Advanced Core Courses	24 credits
<u>Supervised Internship I and II</u>	<u>12 credits</u>
<b>Total</b>	<b>60 credits</b>

### Curriculum

#### Core Courses

CNSL 630 Counseling and Ethics	3 credits
CNSL 640 Human Development I	3 credits
CNSL 648 Diagnosis and Treatment (For students who entered in Fall, 2012 and thereafter)	3 credits
CNSL 650 Counseling and Application I	3 credits
CNSL 651 Multicultural Perspectives in Counseling	3 credits
CNSL 655 Counseling and Application II	3 credits
CNSL 660 Practicum in Group Work	3 credits
<u>CNSL 665 Career Development and Counseling</u>	<u>3 credits</u>
<b>Total</b>	<b>24 credits</b>

#### Advanced Core Courses

CNSL 601 Crisis Counseling and Mental Health	3 credits
CNSL 614 Introduction to Consultation and Community/Family Mental Health Counseling	3 credits
CNSL 620 Systemic Approaches to Counseling Families and Individuals*	3 credits
CNSL 625 Domestic Violence	3 credits
CNSL 654 Psychopathology	3 credits
CNSL 667 Assessment in Counseling	3 credits
CNSL 673 Research Methodology	3 credits
CNSL 678 Psychological, Physiological and Pharmacological Aspects of Alcohol and Substance Abuse	<u>3 credits</u>
<b>Total</b>	<b>24 credits</b>

\*formerly *Psychological Dysfunction in a Family Setting*

#### Internship Courses

CNSL 686 Supervised Internship I: Mental Health Setting (Fall)	6 credits
<u>CNSL 687 Supervised Internship II: Mental Health Setting (Spring)</u>	<u>6 credits</u>
<b>Total</b>	<b>12 credits</b>

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## – Course Descriptions –Counseling

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### **CNSL 501 Causes and Treatment of Drug Abuse Problems**

A review of the most commonly abused drugs and discussion of techniques and methods used in the treatment and rehabilitation of individuals who abuse drugs or struggle with addictions. 3 credits.

### **CNSL 502 Substance Abuse: Prevention and Intervention**

This course is designed to equip the counselor with the knowledge to help persons with substance-abuse problems. The focus of the class will be to review the historical background of substance abuse and dependency; study the psychological, social, pharmacological and legal aspects of substance abuse; recognize that alcohol dependency can become an adaptive response; and develop an awareness in the student of the important role of prevention. 3 credits.

### **CNSL 504 Approaches to Human Sexuality**

An examination of the origin, forms, and application of human sexuality: alternative sexual preferences and lifestyles, psychological and sociological implications of the sexual drive; sexual dysfunction, research in human sexuality; applications to the counseling and mental health settings. The dissemination of sex education programs in schools and agencies will be considered. The course will be approached from a cognitive behavioral perspective. 3 credits.

### **CNSL 525 College Planning and Preparation Counseling**

This course will examine the counseling needs and the process of working with college-bound students. It is applicable for all counselors who work in a school setting, regardless of level. Some topics discussed will include the developmental process, the admission criteria at different types of institutions, and the counseling needs of “special” students. Case studies, role plays, and visitations will be used. 3 credits.

### **CNSL 598 Special Topics Series**

This course will explore specific topics of concern in counseling. Each year different issues related to counseling in agency and school settings will be presented. The following areas may be included: special education counseling, career development in schools, computer applications for counselors behavioral health counseling and counseling at risk populations. 3 credits.

### **CNSL 601 Crisis Counseling and Mental Health**

This course is designed to prepare students to work with clients/students in crisis situations — personal or community. The emphasis in the course is on practical applications of theory. The readings, lectures and role-play exercises provide a foundation on which professionals dealing with individuals and communities in crisis can build their own response protocols. The course will also help experienced individuals to reinforce, strengthen and augment their current skills. 3 credits.

### **CNSL 614 (PSYN 614) Introduction to Consultation and Family/Community Mental Health Counseling**

This course provides students with an introduction to three of the major focuses within the field of community psychology: prevention, treatment, and rehabilitation of the mentally ill from a systems perspective. It will cover historical trends in community mental health, family interventions, methods of building psychological health, social systems analyses and modification, support systems and coping mechanisms, skill training, the process of implementing community based programs and community mobilization, community research, and the role of paraprofessionals and other community helpers. 3 credits.

### **CNSL 620 Systemic Approaches to Counseling Families \***

Approaches to working with individuals, couples, single parent and multigenerational families in a variety of counseling settings. In addition to family conflict and marital problems, other topics covered include sibling relationships, communication among family members, psychiatric disorders and effective vs. ineffective parenting. 3 credits.

*\*formerly Psychological Dysfunction in a Family Setting*

### **CNSL 625 (PSYN 625) Domestic Violence: Cognitive Behavioral Approaches to Family Treatment**

This course will focus on several different forms of family and intimate relationship violence. It will examine the historical and psychological roots of family violence, theoretical models and attention will be given to issues of definition and concep-

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tualization. Among the areas covered are child neglect, physical, psychological and sexual abuse, as well as spouse abuse, dating violence and elder abuse. Attention will be given to cross cultural issues in defining and studying family violence and abuse. Prevalence, contributing factors and societal and gender views on domestic violence are discussed. Counseling programs and resources for the abused individual and treatment strategies for the abuser are considered from a cognitive behavioral approach. 3 credits.

### **CNSL 630 Counseling and Ethics**

An examination of the basic issues and trends affecting the counselor working in a contemporary school or agency. The nature and scope of counseling, the relationship between counseling and professional ethical practices as defined by the American Counseling Association are considered. The variety of agency and school settings in which counselors seek employment is investigated with a view to the specific ethical guidelines that apply to schools and agencies. Professional norms as non-maleficence, patient autonomy, confidentiality, etc. are explained. 3 credits.

### **CNSL 640 Human Development I**

This course looks at human development through the lens of a life-span perspective. It covers bio-psychosocial processes, life stages, and important issues in development. Students will learn main theories of development including individualistic and ecological viewpoints. Students will gain understanding of the importance of life-span research and how it is conducted. 3 credits.

### **CNSL 643 Introduction to School Counseling**

*Prerequisite:* CNSL 640

The goal of this course is to introduce students to the school counseling profession. The course will examine the history of the profession, the various roles and duties of a school counselor, ethical concerns of the school counselor and the challenges facing the profession in the 21st century. In addition, students will become knowledgeable about the ASCA National Model for School Counseling Programs and methods of implementing individual counseling, group counseling and group guidance activities in accord with this model. Students will be assigned readings from textbook and professional journals and will have a fieldwork experience. 3 credits.

### **CNSL 645 Quality of Life in Later Adulthood**

This course explores quality of life as an entity, explained by both objective and subjective features of body, mind, values, life experiences, social interaction and the environment. Interventions to improve life quality, prevent illness, and promote health will be emphasized throughout this course. 3 credits.

### **CNSL 648 Mental Health Counseling Diagnosis and Treatment**

*Prerequisite:* CNSL 640 and CNSL 654

This course focuses on human development and psychopathology with an emphasis on diagnosis and treatment of mental disorders. The student will learn about information gathering and appraisal using culturally competent methods. The student will begin to develop case conceptualization skills by understanding assessment, DSM-IV-TR diagnosis, and current treatment options. Case studies will be used to develop student's competencies in professional consultation and presentation. 3 credits.

### **CNSL 649 Developmental Psychology: Adulthood and Aging**

The course will be concerned with development from adulthood through the final years of life. Special attention will be given to the impact of family, work, and personal relationships upon the nature and course of human growth and development. Developmental issues and theoretical constructs will be integrated with normal growth and development. 3 credits.

### **CNSL 650 Counseling and Application I**

A foundation course introducing the student to the theory and practice of counseling. The course provides a broad exposure to the various current points of view and techniques in counseling, and represents an integrated perspective paralleling the nexus of competencies, values, and insights associated with facilitative interactions. Development of counseling skills as well as counselor characteristics are stressed, with emphasis on personal growth, self-insight, and self-awareness. Student participation in role-playing will serve as the medium through which each student can explore his or her counseling potential and evaluate the relative strengths and weaknesses. 3 credits.

### **CNSL 651 Multicultural Perspectives in Counseling**

A multidisciplinary survey of issues that are of particular concern to counselors working with culturally diverse populations

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including the disabled. Topics covered include culturally sensitive counseling, psychology of prejudice, social implications of discrimination, culturally different learning styles, multicultural factors in development, working with underserved clients and students, and values clarification. 3 credits.

### **CNSL 653 (PSYN 653) Family Assessment**

This course introduces family assessment through a variety of means, including family structure and organization; family process and communication; family genograms; family life-cycle development across the life span and its many cultural and social class variations. Students will learn methods to differentiate well-functioning families from those who are troubled, as well as contributing factors to family resilience and well-being. 3 credits.

### **CNSL 654 (PSYN 654) Psychopathology**

This course provides an introduction to the genesis, course, conceptualization, diagnosis and treatment of mental disorders. 3 credits.

### **CNSL 655 Counseling and Application II**

*Prerequisite:* CNSL 650

A hands-on study of counseling techniques with emphasis on clinical case materials, specific settings and applications, and in-class role-playing. Students learn to develop skills of interviewing, responding, listening, and helping clients develop insight. Each student will be given an opportunity to increase his or her intellectual understanding of the broad range of philosophies, empirical findings, and counseling theories that abound in the profession. 3 credits.

### **CNSL 656 Retirement Counseling**

Students will be exposed to the counseling skills required for retirement planning, exploration, and decision making with older adults. Examines theories of choice and methods and instruments used in assisting clients in retirement planning. 3 credits.

### **CNSL 657 (PSYN 657) Family Therapy in the Urban Setting**

*Prerequisite:* CNSL/PSYN 653

Overview of theories of family therapy and study of patterns of family interaction. Structural Family therapy concepts will be introduced. Techniques for improving family functioning are discussed as well as techniques for dealing with the family in group counseling. Marital counseling and parent counseling are studied. Attention is given to public and private agencies that deal with the contemporary problems faced by families. The emerging role of public schools as providers of family services is presented. 3 credits.

### **CNSL 659 Counseling Techniques with Older Adults and the Elderly**

*Prerequisite:* CNSL 650/655

This course is designed to develop skills in interviewing, individual and group counseling, and intervention techniques for older adults and the elderly who are experiencing adjustment or emotional problems or mental disorders. 3 credits.

### **CNSL 660 Practicum in Group Work<sup>(co)</sup>**

*Prerequisite:* CNSL 650

An overview of theories, research, techniques, and processes in the dynamics of group counseling, with particular emphasis on the role of the leader, the participation of group members, the cohesiveness of the group, and the measurement of the growth of each group member. The opportunities of using group techniques for school counseling, teaching, community work, tutorial programs, and vocational and educational counseling are considered. The course itself will serve as a practical model for group counseling, with students participating as group members and group leaders under the supervision of the faculty member. 3 credits.

### **CNSL 665 Career Development and Counseling**

*Prerequisite:* CNSL 650

This course will focus on the importance of work to individuals during their lifespan and its implication for society; psychological, economic and social factors that affect career development and choice; relationship of career counseling to personal and social counseling; the counselor's role in client's career development; scope and sources of occupational information including emerging fields; application of career development theories to school, college and agency settings, visits to job settings, interviews with employees, employers and agency representatives; analysis of job satisfaction. 3 credits.

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**CNSL 667 Assessment in Counseling**

*Prerequisite:* CNSL 650

The function of measurement and evaluation; purpose of testing in schools, agencies and colleges; uses and abuses of tests in our society; achievement, aptitude and psychological tests; use of resource materials; validity, reliability and norms; statistical and clinical procedures; administration and interpretation of tests; role-playing; communication of test results. 3 credits.

**CNSL 673 Research Methodology**

Students will learn to analyze research in counseling. Major statistical and measurement concepts will be applied in order to understand how research problems are systematically investigated using experimental and quasi-experimental designs. Surveys and qualitative research will also be discussed. Students will evaluate professional literature, discuss its implications for counseling and design research proposals. 3 credits

**CNSL 674 Theories and Principles of Substance Abuse Counseling**

Introduces basic theories and principals of alcoholism and substance abuse counseling, techniques for motivating the chemically dependent client to engage in treatment processes and for handling the complex of psychological defenses used in the basic stages of treatment. Emphasis on theories of vocational counseling and the relationship between work, self-esteem and recovery. 3 credits.

**CNSL 678 The Psychological, Pharmacological and Physiological Aspects of Alcoholism and Substance Abuse**

Overview of alcohol and drugs emphasizing their uniqueness and similarities. Pharmacological, psychological, and physiological principles important to the understanding of alcoholism and drug abuse will be examined as well as their interaction. 3 credits.

**CNSL 682 Supervised Internship I: Bilingual School Setting**

*Offered in Fall only*

The course is designed to enable the prospective bilingual guidance counselor to become familiar with the environmental and sociological aspects of the urban/suburban school setting. Directed observation will be made within the schools. Field experiences will consist of guided and supervised experiences in schools with non-English speaking populations. It is expected that the student will move from an observation to a participatory role at the discretion of the bilingual site supervisor during the course of the fieldwork. The school based supervisor will be a certified bilingual school counselor. Students will participate in a weekly seminar class at the college. The college supervisor will visit the school at least once during the internship. One hundred fifty hours of internship participation is required. 3 credits.

**CNSL 683 Supervised Internship II: Bilingual School Setting**

*Offered in Spring only*

*Prerequisite:* CNSL 682

This course is a continuation of Supervised Internship I: Bilingual School Setting. The many aspects of the role of the bilingual school counselor will be explored. Students will participate in a weekly seminar class at the college. The college supervisor will visit the school at least once during the internship. One hundred fifty hours of internship participation is required. 3 credits.

**CNSL 684 Supervised Internship I: School Setting**

*Offered in Fall only*

The course enables the prospective guidance counselor to become familiar with the environmental and sociological aspects of the community school systems. Directed observations will be made within area public schools. During the course of the internship experience, the student will move from observer to participant in group and other counseling activities as deemed appropriate by the certified school counselor who serves as the site supervisor. Relevant projects and readings will be assigned by the certified counselor who teaches the course. Students will participate in a weekly seminar class at the college. The college supervisor will visit the school at least once during the internship. One hundred fifty hours of internship participation is required. 3 credits.

**CNSL 685 Supervised Internship II: School Setting**

*Offered in Spring only*

*Prerequisite:* CNSL 684

This course is a continuation of Supervised Internship I: School Setting. Students will participate in a weekly seminar class at

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the college, which is taught by a certified school counselor. The college supervisor will visit the school at least once during the internship. One hundred fifty hours of internship participation is required. 3 credits.

(**Note:** For students who entered the School Counseling Program after Fall, 2012 and thereafter, 300 hours of internship participation is required, for which six credits will be awarded. See course descriptions for CNSL 688, 689, 690, and 691)

### **CNSL 686 Supervised Internship I: Mental Health Setting**

*Offered in fall only*

This course focuses on essentials of the counseling process in a mental health setting. Students will receive clinical experience through immersion in a professional counseling role. The student will actively participate in counseling situations under professional supervision in a mental health or substance abuse setting. Case presentations and discussion will help to refine the student's abilities and awareness of ethical and professional issues. The student will become familiar with the environmental and sociological aspects of a community setting. In addition to conducting group and individual counseling sessions, students will participate in weekly seminars at the college. On-site experiences will be discussed during the weekly class seminar which focuses on students' concerns and basic issues of ethics, theory and practice. Students must apply for clinical placements the year prior to registration. Clinical placements must be approved by the director of Clinical Placements. Three hundred field hours are required and there will be academic site visits from the professor. This course is designed to meet the state internship requirements for a licensed mental health counselor. 6 credits.

### **CNSL 687 Supervised Internship II: Mental Health Setting**

*Offered in spring only*

*Prerequisite:* CNSL 686

This course focuses on advanced techniques and issues in a mental health agency setting. Students will receive clinical experience through immersion in a professional counseling role. The student will actively participate in counseling situations under professional supervision in a mental health agency setting. Case presentations and discussion will help to refine the student's abilities and awareness of ethical and professional issues. The student will become familiar with the environmental and sociological aspects of a community setting. In addition to groups and individual counseling sessions, students participate in weekly seminars at the college. On-site experiences will be discussed during the weekly class seminar which focuses on students concerns and advanced issues of ethics, theory and practice. This course is a continuation of CNSL 686; students are expected to continue in their placements from the previous semester. Clinical placements must be approved by the Director of Clinical Placements. Three hundred field hours are required and there will be academic site visits from the seminar professor. This course is designed to meet the second half of the state internship requirements for a licensed mental health counselor. In addition to internship hours students must participate in the weekly seminar course at the college. 6 credits.

### **CNSL 688 Supervised Internship I: Bilingual School Setting**

*Offered in Fall only*

The course is designed to enable the prospective bilingual guidance counselor to become familiar with the environmental and sociological aspects of the urban/suburban school setting. Directed observation will be made within the school. Field experiences will consist of guided and supervised experiences in schools with non-English speaking populations. It is expected that the student will move from and observation to a participatory role at the discretion of the bilingual site supervisor during the course of the fieldwork. The school-based supervisor will be a certified bilingual school counselor. Students will participate in a weekly seminar class at the college. The college supervisor will visit the school at least once during the internship. Three hundred hours of internship participation are required. 6 credits.

### **CNSL 689 Supervised Internship II: Bilingual School Setting**

*Offered in Spring only*

*Prerequisite:* CNSL 688

This course is a continuation of Supervised Internship I: Bilingual School Setting. The many aspects of the role of the bilingual school counselor will be explored. Students will participate in a weekly seminar class at the college. The college supervisor will visit the school at least once during the internship. Three hundred hours of internship participation are required. 6 credits.

### **CNSL 690 Supervised Internship I: School Setting**

*Offered in Fall only*

The course enables the prospective school counselor to become familiar with the environmental and sociological aspects of

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the community and school systems. Directed observations will be made within area public schools. During the course of the internship experience, the student will move observer to participant in group and other counseling activities as deemed appropriate by the certified school counselor who serves as the site supervisor. Relevant projects and readings will be assigned by the certified counselor who teaches the course. Students will participate in a weekly seminar class at the college. The college supervisor will visit the school at least once during the internship. 300 hours of internship participation is required. 6 credits.

### **CNSL 691 Supervised Internship II: School Setting**

*Offered in Spring only*

*Prerequisite:* CNSL 690

This course is a continuation of Supervised Internship I: School Setting. Students will participate in a weekly seminar class at the college, which is taught by a certified school counselor. The college supervisor will visit the school at least once during the internship. Three hundred hours of internship participation are required. 6 credits.

(Note: For students who entered the School Counseling Program in fall, 2012 and thereafter, 300 hours of internship participation per semester are required for which six credits will be awarded.)

### **CNSL 693 Self-Esteem Issues in Counseling**

This course will present a variety of methods for building personal and professional self-esteem for counselors, teachers, and other school and mental health personnel. Developmental aspects of self-esteem, including childhood, adolescence, and adulthood will be explored. Practical examples of working with at-risk and underserved students and clients will be presented through in-class exercises, resources, small group-sharing, lectures and role-playing. 3 credits.

### **CNSL 890 Capstone Continuation**

Students who have completed all coursework but have not passed the comprehensive exam within the required one term must register for this course each subsequent term until the project is completed. No credit, but cost is equivalent to one credit. Only two consecutive terms of Capstone continuation registration permitted.

### **CNSL 899 Maintenance of Matriculation**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required.

The fee is \$100 per term and is processed as a registration. Maintenance of matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course registration will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee. No credit.

## HEALTH SERVICES MANAGEMENT PROGRAMS

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### **Purpose**

The master's programs in Health Services Management have been designed to prepare graduates for roles as health care managers in today's rapidly changing health care environment.

The Master of Public Administration in Health Services Management, a 48-credit multidisciplinary program of study, is intended for students seeking a broad education in preparation for entering (or who have recently entered) the health care field. The program has been designed to provide a global, in-depth education in health services management. This program is suitable for those students who anticipate careers in a variety of health care settings in the public, private and not-for-profit sectors.

The Master of Science in Health Services Management is a 36-credit program of study designed to consolidate and strengthen the knowledge and abilities of the working health care manager. The electives provide flexibility so that a person can tailor the program to his or her personal career goals.

### **Expectations of the Graduate**

Graduates of the Health Services Management programs are expected to:

1. Know and be able to use the concepts, methods, procedures and skills of health care economics, finance, accounting and quantitative analysis in health care management decision making and assessment of effectiveness and efficiency of operations.
2. Develop and use the leadership and communication skills needed by the health care manager.
3. Acquire knowledge of how health care organizations interface with political, economic, scientific, technological and religious institutions as well as other health care facilities.
4. Have the ability to plan, organize, staff, direct, control and evaluate health care organizations and resources for optimal management and delivery of health care services.
5. Interact competently with colleagues, patients (clients) and associates of diverse cultural backgrounds.
6. Be aware of the technological advances to support health care operations and the impact on the delivery systems.
7. Identify ethical principles and challenges facing the health care manager in a variety of health care settings in the public, private and not-for-profit sectors.
8. Be familiar with the issues and challenges facing the health care manager in a variety of health care settings in the public, private and not-for-profit sectors.
9. Able to manage effectively the uncertainty and change of the 21st century health care environment.

### **Admission Requirements**

Please refer to the general requirements for admission and matriculation in the Graduate Admissions section of this catalog.

### **Program Requirements**

Each applicant must submit the following:

1. Current résumé
2. Two professional letters of recommendation on letterhead (letters from friends, acquaintances or clergy are welcome but do not replace the two professional letters)
3. Two-three page essay providing the reasons the student wishes to pursue a graduate degree in Health Service Management.

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4. Interview with the program coordinator or the program director

Students applying to enter the MS program must have worked in health care as a practitioner or a manager for eight years. Upon receipt of all transcripts and completion of all requirements and interviews, qualified applicants will be admitted and assigned an advisor.

### **Student Classification**

A student will be classified as a matriculant when admitted to the program by the Admissions Committee of the program.

### **Advisement**

Students in the Health Services Management programs must meet with the program director (or associate director) to plan his/her courses and to review the plan of study prior to course registration. Students will plan their program of study with the program director (or associate director) and in consideration of individual career interest.

### **Course Load**

Students must consult with the program coordinator or regarding his/her plan of study. This accelerated program is designed so that students may complete the Master of Public Administration in two years, or the Master of Science in eighteen months. This is accomplished by taking courses in each quarter offered (Fall, Winter, Spring and Summer). Full-time students may register for six credits per quarter, and part-time students may register for three credits per quarter. Any student who wishes to take more than six credits in a quarter must obtain written permission from the program coordinator, program director or dean. Such requests are carefully reviewed on an individual basis; approval is not guaranteed.

### **Transfer Credits**

Graduate courses taken at other institutions prior to admission at Mercy College may, if pertinent to the plan of study, be credited to the Graduate degree. Permission to transfer credits must be requested in writing at the time of admission and official transcripts and course descriptions must be submitted to the program director for evaluation. Transfer credit will be granted only for courses taken in the five-year period prior to acceptance in the Mercy College program and for courses in which the student earned a grade of B or above. Students may request transfer credit for up to six credits. Course(s) with a grade of B- are not acceptable for transfer.

### **Maintenance of Matriculation**

It is expected that students will fulfill the requirements for their graduate degree by registering over successive sessions. For cohort programs, registration is required during summer session(s). For non-cohort programs, summer registration is not required. Registration is accomplished by either enrolling in classes or maintaining matriculation. The Maintaining Matriculation fee is \$100 per session and is processed as a registration. Students who have not maintained matriculation and wish to return to their program within one year after their last course will be charged the Maintaining Matriculation fee of \$100 for each missed session. Maintenance of matriculation without attending classes is limited to one year. Activated U.S. Military Reservists are not required to pay the Maintenance of Matriculation fee.

### **Capstone Advisement**

It is expected that Capstone students shall make satisfactory progress with their program's culminating activity. After the student registers for all sections of their Capstone requirement, they will be given one subsequent term to complete their work. The Maintaining Matriculation registration must be completed for this subsequent term if no other courses are taken. After this period, a Capstone Continuation fee (equal to the cost of one graduate credit) will be charged for each additional term required to complete the project. Students can only register for Capstone Continuation for two terms. A student's degree will not be released until all Maintaining Matriculation and Capstone Continuation registration and fees are recorded appropriately on a student's record.

### **Maintenance of Good Academic Standing**

The cumulative GPA for both good academic standing and degree conferral is a 3.0. A student admitted as a Special

Matriculant is required to achieve a 3.0 average or better after completing a certain number of credits as stipulated by their respective program. Grades are subject to review by the faculty advisor and program director at the end of each term. If the academic average falls below 3.0 the student will be placed on academic probation.

### **Academic Probation**

All students who have a cumulative GPA of below 3.0 will be placed on academic probation. If a student will not be able to achieve a cumulative GPA of 3.0 within a reasonable time, the student will be dismissed from the program. If a student receives a grade of F or FW in any course the student may be subject to dismissal from the College.

For all students on probation, future registrations must be reviewed and approved by the director of the student's program as well as the school dean.

In all subsequent terms in which the student is on probation the student is required to achieve a term GPA of 3.0 or better. If the 3.0 or higher is not achieved the student will be dismissed. Students who receive a grade of less than B may be required to repeat the course. Students will be allowed to repeat a course only once.

### **Degree Requirements**

1. Successful completion of full curriculum (36-M.S.; 48-M.P.A.)
2. A 3.0 cumulative GPA.

### **Schedule**

The program is designed to accommodate the schedules of employed students. All courses are offered evenings and on weekends. The program is designed so that students may take two courses per quarter and in the summer semester and thereby complete the M.P.A. program in two years, or the M.S. program in a year and half.

The Health Services Management programs are offered on-campus in Dobbs Ferry and online.

Campus-based courses will each include an additional hour of Internet-based instruction in addition to the classroom instruction.

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## MASTER OF PUBLIC ADMINISTRATION IN HEALTH SERVICES MANAGEMENT

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### Degree Requirements

The 48-credit Master of Public Administration program in Health Services Management is organized as follows:

Core Courses	12 credits
Advanced Core Courses	15 credits
Health Services Management Specialization	15 credits
<u>Culminating Experience</u>	<u>6 credits</u>
<b>Total</b>	<b>48 credits</b>

### Curriculum

#### General Core Courses (12 Credits)

MPAT 503 Law, Government and the Political Process	3 credits
MPAT 521 Action Research and Data Analysis	3 credits
MPAT 531 Management Information Systems	3 credits
MPAT 541 Managerial Communication	3 credits

#### Advanced Core Courses (15 Credits)

HSMG 601 Health Care in the United States	3 credits
HSMG 611 Health Care Management	3 credits
HSMG 621 Health Care Financing	3 credits
HSMG 631 Human Resource Management for the Health Care Organization	3 credits
HSMG 641 Ethical Issues and the Health Care Manager	3 credits

#### Area Of Concentration/ Health Services Management/Specialization (15 Credits)

HSMG 701 Strategic Planning for the Health Care Organization (cc)	3 credits
HSMG 711 Legal Environment of Health Services Management	3 credits
HSMG 721 Measuring and Enhancing Organizational Performance	3 credits
HSMG 731 Advanced Issues in Health Care Management	3 credits
Elective	3 credits

#### Capstone Experience (6 Credits)

HSMG 801 Internship Experience	6 credits
or	
HSMG 811 Capstone Course	6 credits

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## MASTER OF SCIENCE IN HEALTH SERVICES MANAGEMENT

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**Degree Requirements**

The 36-credit Master of Science program in Health Service Management is organized as follows:

Core Courses	9 credits
Advanced Core Courses	15 credits
Health Services Management Specialization	9 credits
<u>Culminating Experience</u>	<u>3 credits</u>
<b>Total</b>	<b>36 credits</b>

**Curriculum****General Core Courses (9 Credits)**

MPAT 521 Action Research and Data Analysis	3 credits
MPAT 531 Management Information Systems	3 credits
MPAT 541 Managerial Communication and Leadership	3 credits

**Advanced Core Courses (15 Credits)**

HSMG 601 Health Care in the United States	3 credits
HSMG 611 Health Care Management	3 credits
HSMG 621 Health Care Financing	3 credits
HSMG 631 Human Resource Management for the Health Care Organization	3 credits
HSMG 641 Ethical Issues and the Health Care Manager	3 credits

**Health Services Management Specialization (9 credits)**

HSMG 701 Strategic Planning for the Health Care Organization (cc)	3 credits
Elective	3 credits
Elective	3 credits

**Integrating Experience (3 Credits)**

HSMG 801 Internship Experience	3 or 6 credits
Or	
HSMG 811 Capstone Course	6 credits

## GRADUATE CERTIFICATE IN HEALTH SERVICES MANAGEMENT

### Overview

The Graduate Certificate in Health Services Management is an 18-credit program designed to provide a comprehensive foundation in health services management. This certificate is appropriate for health care clinicians — doctors, nurses, therapists, and technicians — whose positions include management or administrative responsibilities. It is also suitable for recent entrants to the field of health care services who want to prepare for careers as health care managers.

Prospective students can apply for admission to a graduate certificate program in Health Services Management. The certificate will be awarded upon successful completion of the six core courses in the Master of Science program listed below. Those accepted into the master's degree program are not eligible to receive this certificate. Applicants to the Certificate program must meet the same admission and program requirements as those applying for the master's degree program. Successful completion of the certificate courses can be applied to the Health Services Management master's degree program should certificate students wish to pursue that degree program. Please note that certificate students are not eligible for financial aid.

### Course Requirements and Curriculum (18 Credits)

- HSMG 601 Health Care in the United States
- HSMG 611 Health Care Management
- HSMG 621 Health Care Financing
- HSMG 631 Human Resources Management for the Health Care Organization
- HSMG 641 Ethical Issues and the Health Care Manager
- HSMG 701 Strategic Planning for the Health Care Organization<sup>(cc)</sup>

## – Course Descriptions –Health Services Management

### Core Courses

#### **MPAT 503 Law, Government and the Political Process**

The course is designed to strengthen the student's knowledge of the major aspects and functions of the United States government. Particular attention is placed on the political process in which laws are enacted, implemented and modified. Students gain a basic ability to implement the advocacy role at the federal, state and local levels. 3 credits.

#### **MPAT 521 Action Research and Data Analysis**

Provides students with the knowledge and ability to use research techniques to develop programs and assess program outcomes and effectiveness. 3 credits.

#### **MPAT 531 Management Information Systems**

Study of information systems in health care; analysis, design and implementation of hardware and software; use of information systems in managerial decision making. 3 credits.

#### **MPAT 541 Managerial Communication and Leadership**

Enables the manager to enhance written and oral communication; learn to apply effective styles of communication needed by the health care leader; includes written, oral and media communication; use of new information and communication technology (including Internet and video-conferencing) will be considered. 3 credits.

#### **HSMG 601 Health Care in the United States**

Study of health care organizations and programs in the U.S. health care delivery system; health care parameters in the United States; the interaction of social, political and economic forces in shaping U.S. health care policy. 3 credits.

#### **HSMG 605 Readings and Research in Health Services Management**

Course is designed to enable a student to pursue study of a selected topic in health services management. The course may be arranged in consultation with the faculty member who will serve as mentor. 3 credits.

#### **HSMG 611 Health Care Management**

Application of general management principles, methods, procedures, and techniques to health care environment; planning, organizing, staffing, directing, controlling and evaluating health care operations; acquisition and management of resources; human power, workspace, equipment, and supplies; extensive use of case studies. 3 credits.

#### **HSMG 621 Health Care Financing**

Study of health care financing in the United States; sources of funds; methods of financing and allocation of funds, modes of reimbursement, and financial decision-making; study of revenues, expenditures, cash flow and fiscal management. 3 credits.

#### **HSMG 631 Human Resource Management for the Health Care Organization**

Examination of the human resource management in health care; job analysis and evaluation; compensation administration; performance evaluation; employee benefit programs; labor relations; motivation; training programs. 3 credits.

#### **HSMG 641 Ethical Issues and the Health Care Manager**

Study of the philosophical bases of ethics; ethical issues affecting governance and management, informed consent; allocating scarce medical resources; resolving ethical problems; the role of Ethics Committees. 3 credits.

### **Advanced Health Management Courses (Specialization)**

#### **HSMG 701 Strategic Planning for the Health Care Organization<sup>(cc)</sup>**

Study of the external environment; internal capability analysis; formulation of organizational strategies; strategic choice; development of operational plans, programs, activities; resource allocation and utilization. 3 credits.

#### **HSMG 711 Legal Environment of Health Care Management**

*Prerequisite:* MPAT 503

Exploration of the legal principles and issues that impact on the health care environment e.g. contracts, torts, patient confidentiality and medical records/privacy; end of life issues; employment law issues; provides an overview of pertinent legisla-

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tion with which the health care manager needs to be familiar; the process by which laws are enacted. 3 credits.

### **HSMG 721 Measuring and Enhancing Organizational Performance**

Study of measurement of performance in health care organizations; selection of approaches, measures of organizational performance and their use; approaches to quality control and improvement. 3 credits.

### **HSMG 731 Advanced Issues in Health Services Management**

Examination of selected issues in health services management according to faculty and student interest: managed care; joint ventures; health data management; effective team building; managing conflict; legal issues affecting health services management; managing diversity in the health care workplace. 3 credits.

### **Capstone Courses**

#### **HSMG 801 Internship Experience**

This course provides internships in organizations with practicing health service managers. Students must complete a written project at the conclusion of the internship. The internship is supervised by a faculty mentor and evaluated by the Director of the program. 3 or 6 credits.

#### **HSMG 811 Capstone Course: Project in Health Service Management**

This project is the integration of a student's theoretical and applied skills in the area of health-services management. It is supervised by a faculty mentor and evaluated by a second faculty member. 3 or 6 credits.

#### **HSMG 890 Capstone Continuation**

Students who have completed all coursework but have not completed their capstone project within the required one term must register for this course each subsequent term until the project is completed. No credit, but cost is equivalent to one credit. Only two consecutive terms of capstone continuation registration permitted.

#### **HSMG 899 Maintenance of Matriculation**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required.

The fee is \$100 per term and is processed as a registration. Maintenance of matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course registration will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee. No credit.

## MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY

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### **Purpose**

The purpose of the 48-credit Master of Science in Marriage and Family Therapy Program is to provide a comprehensive education in marriage and family therapy through a course of studies designed to meet the educational requirements for licensure as a marriage and family therapist in New York State. Graduates of the marriage and family therapy program are eligible to seek initial employment towards meeting the 1,500-hour externship required for licensure. According to the laws regulating marriage and family therapy licensure, graduates will have two years to meet the 1,500-hour experience requirement, with an additional two years if needed and applied for with the Office of the Professions, and pass a licensure qualifying examination to complete licensure requirements.

### **Expectations of the Graduates**

Graduates of the program are expected to:

1. Identify problematic relationships of individuals, couples, parents, and children, extended family members, and between families and larger systems and communities.
2. Provide family systems oriented psychotherapies to help individuals, couples and families facing couple, parent/child and extended family emotional and interactional difficulties, mental and physical illnesses, substance abuse, and family violence, and to assist in problem interactions with educational, foster care, adoption or legal agencies. Work effectively with both traditional and non-traditional couples and families across the life span
3. Meet the qualifications for employment in a variety of professional settings including but not limited to, private practice and agency settings.
4. Prevent or help manage problems that may stem from social or health care issues including living with life shortening or chronic illness.
5. Demonstrate the skills and competencies required for New York State licensure and complete the licensure examination and required clinical hours successfully.

### **Admission Requirements**

Please refer to the general requirements for admission and matriculation in the Graduate Admissions section of this catalog.

### **Program Requirements**

1. Submit baccalaureate transcript with a major in psychology, sociology, behavioral science health care, or education. Students are required to have completed an upper level undergraduate statistics course with a grade of B or higher. In special cases other majors will be considered.
2. Two written recommendations. At least one recommendation shouldn't be from a professor.
3. Interview with the program director.

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4. A current résumé.
5. Submission of a four to five page essay, detailing why applicant wants to study M.F.T.; personal and professional attributes for this field and career goals.
6. Demonstrate knowledge of the M.F.T. field; familiarity with the M.F.T. Program Handbook.

### **Advisement**

Students in the Marriage and Family Therapy program must meet with the program director, or other full time faculty to plan his/her courses and to review the plan of study prior to course registration each semester.

### **Course Load**

In the first semester, full-time students may take nine credits. In subsequent semesters and with permission of the program director, student may take up to 12 credits. Part time students must take 6 credits a semester.

### **In Class and Online courses**

M.F.T. students must take the clinical courses, including 605, 614, 639, 640, 641, 642, 644, 653, and 657 in the classroom at either the Dobbs ferry or Bronx campus. Other required courses may be taken online when so offered.

### **Transfer Credits**

Graduate courses taken at other institutions prior to admission at Mercy College may, if pertinent to the plan of study, be credited to the graduate degree. Permission to transfer credits must be requested in writing at the time of admission and official transcripts and course descriptions must be submitted to the Program Director for evaluation. Transfer credit will be granted only for courses taken in the five-year period prior to acceptance in the Mercy College program and for courses in which the student earned a grade of B or above. Students may request transfer credit for up to six credits. Course with a grade of B- are not acceptable for transfer.

### **Maintenance of Matriculation**

It is expected that students will fulfill the requirements for their graduate degree by registering over successive sessions. For cohort programs, registration is required during summer session(s). For non-cohort programs, summer registration is not required. Registration is accomplished by either enrolling in classes or maintaining matriculation. The Maintenance of Matriculation fee is \$100 per session and is processed as a registration.

Students who have not maintained matriculation and wish to return to their program within one year after their last course registration will be charged the Maintenance of Matriculation fee of \$100 for each missed session. Maintenance of matriculation without attending classes is limited to one year. Activated U.S. Military Reservists are not required to pay the Maintenance of Matriculation fee.

### **Clinical Continuation**

Students must complete three semesters of practicum, which include 200 hours at the practicum site each semester. Of this total of 600 hours, 300 must be client contact hours. Students who have registered for all three semesters of practicum but have not successfully accumulated 300 client contact hours are required to enroll in "Clinical Practicum Continuation" each term in order to see clients under supervision until the full 300 mandatory hours are met. No credit, but cost is equivalent to one credit of tuition.

### **Capstone Advisement**

It is expected that Capstone students shall make satisfactory progress with their program's culminating activity. After the student registers for the Capstone requirement, he or she will be given one subsequent term to complete their work.

The Maintaining Matriculation registration must be completed for this subsequent term if no other courses are taken. After this period, a Capstone Continuation fee (equal to the cost of one graduate credit) will be charged for each additional term required to complete the project. Students can only register for Capstone Continuation for two terms.

A student's degree will not be released until all Maintenance of Matriculation and Capstone Continuation registration and fees are recorded appropriately on a student's record.

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### **Maintenance of Good Academic Standing**

The cumulative GPA for both good academic standing and degree conferral is a 3.0. A student admitted as a Special Matriculant is required to achieve a 3.0 average or better after completing a certain number of credits as stipulated by their respective program. Any course in which a student receives a B- or below must be re-taken.

Grades are subject to review by the faculty advisor and program director at the end of each term. If the academic average falls below 3.0 the student will be placed on academic probation.

### **Academic Probation**

All students who have a cumulative GPA of below 3.0 will be placed on academic probation. If a student will not be able to achieve a cumulative GPA of 3.0 within a reasonable time, the student will be dismissed from the program. If a student receives a grade of F or FW in any course the student may be subject to dismissal from the College.

For all students on probation, future registrations must be reviewed and approved by the director of the student's program as well as the school dean.

In all subsequent terms in which the student is on probation the student is required to achieve a term GPA of 3.0 or better. If the 3.0 or higher is not achieved the student will be dismissed. Students who receive a grade of less than B may be required to repeat the course. Students will be allowed to repeat a course only once. Plagiarism is grounds for dismissal from the program.

### **Degree requirements**

Students must complete three semesters of practicum, which include 200 hours at the practicum site each semester. Of this total of 600 hours, 300 must be client contact hours. Students are expected to complete a minimum of 75 client contact hours in Practicum I; 125 client contact hours in Practicum II; and 100 client contact hours in Practicum III. In addition, a 3.0 cumulative GPA is required and successful completion of 48 credits including PSYN 710, Clinical Research Project.

### **Comprehensive Requirement**

The Marriage and Family Therapy Degree requires completion of course PSYN 710 - Capstone Clinical Research Project. Registration in this course requires program director's approval.

### **Time Limit**

Requirements for the Master of Science in Marriage and Family Therapy must be completed within five years from the date of the candidate's admission (exclusive of time spent in the Armed Forces). Exceptions will be made only if a student requests an extension of time in writing and in advance and receives the approval of the director.

### **Program Design**

**The 45-credit Master of Science in Marriage and Family Therapy Degree is organized as follows:**

Human Development	3 credits
Clinical Knowledge	15 credits
Theoretical Knowledge	9 credits
Family Law	3 credits
Research	3 credits
Professional Ethics	3 credits
Internship	9 credits
<u>Capstone Experience</u>	<u>3 credits</u>
<b>Total</b>	<b>48 credits</b>

Completion of at least 21 credits, including PSYN 644 Group Experience; PSYN 654, Psychopathology; PSYN 653, Family Life Systems Assessment and either Couples Therapy or Family Therapy. The Practicum course must be applied for the semester prior to course registration. A 3.0 GPA is required to register in PSYN 640 and PSYN 641.

## Curriculum

Course Requirements	48 credits
PSYN 602 Development across the Lifespan	3 credits
PSYN 605 Contemporary Couples Therapy: Theory and Practice (student must take PSYN 653 before taking this course)	3 credits
PSYN 614 Introduction to Consultation and Family/Community Mental Health	3 credits
PSYN 616 Statistical and Research Methodology I	3 credits
PSYN 625 Domestic Violence: Cognitive Behavioral Approaches to Family Treatment	3 credits
PSYN 639 Pre-Practicum in Marriage and Family Therapy	3 credits
PSYN 640 Marriage and Family Therapy Practicum I	3 credits
PSYN 641 Marriage and Family Therapy Practicum II	3 credits
PSYN 642 Marriage and Family Therapy Practicum III	3 credits
PSYN 644 Group Experience	3 credits
PSYN 653 Family Systems Assessment (this course is a required prerequisite for PSYN 605 and 657)	3 credits
PSYN 654 Psychopathology	3 credits
PSYN 656 Family Law	3 credits
PSYN 657 Contemporary Family Therapy (cc) (student must take PSYN 653 before taking this course)	3 credits
PSYN 665 Professional Issues and Ethics	3 credits
<b>Capstone</b>	
PSYN 710 Clinical Research Project	3 credits

## MASTER OF SCIENCE IN PSYCHOLOGY

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### **Purpose**

The purpose of the Master of Science in Psychology Program is to provide graduate education in psychology through a course of studies designed for students who wish to extend their knowledge of psychology, who desire to qualify for employment requiring psychological skills and/or plan to pursue eventual doctoral study. Professional concerns are emphasized throughout the program.

### **Expectations of the Graduates**

Graduates of the program are expected to:

- Develop a broad understanding of the prominent theories and strata of practices of psychologists who seek to identify, understand, and explain behavior and events in the general and specific populations.
- Become a provider of psychological services able to apply knowledge and preparation in the workplace, under supervision, in agencies, hospitals, and other therapeutic environments.
- Be competent in the critical evaluation of psychological research and capable of designing and investigating studies to further the base of knowledge in the field.
- Understand and abide by the accepted American Psychological Association Code of Ethics governing professional and personal behavior.
- Be prepared to embark upon further professional studies.

### **Admission Requirements**

Please refer to the general requirements for admission and matriculation in the Graduate Admissions section of this catalog.

### **Program Requirements**

1. Bachelor's degree with a major in psychology, sociology, behavioral science or education. Students are required to have completed undergraduate statistics and 12 undergraduate credits in psychology with a grade of B or higher. In special cases other majors will be accepted.
2. Two written letters of recommendation from instructors in major area of study and/or professional letters from employers.
3. Interview with the program head or the chair.
4. A three- to five-page essay of the applicant's reasons for pursuing the Master's degree in psychology.
5. A current résumé.

### **Four-Plus-One Program**

The Psychology Program's Four-Plus-One option offers a unique opportunity to qualified undergraduates in Psychology who wish to pursue their master's at an accelerated pace. Applicants must meet the admissions criteria for the master's program in psychology, including a 3.0 GPA, a grade of B or better in statistics, and completion of 90 undergraduate credits. Students may apply in their junior year to the M.S. in Psychology at Mercy College. If accepted these students may then take three graduate credits each semester of their senior year (a total of six credits), which will apply to both their undergraduate and graduate degrees. Upon completing their bachelor's in psychology, these students will be able to complete their master's in psychology within a single year of full-time enrollment.

### **Advisement**

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Students in the psychology program must meet with the program head, or chair to plan his/her courses and to review the plan of study prior to course registration. Students will choose their elective courses in consultation with the program head and in consideration of individual interest.

### **Course Load**

Students must consult with the program head regarding required courses and electives for the psychology program. Full-time students may register for up to 12 credits per semester without special permission. Part-time students may register for either three or six credits per semester. 9 credits is considered full-time on the graduate level.

### **Transfer Credits**

Graduate courses taken at other institutions prior to admission at Mercy College may, if pertinent to the plan of study, be credited to the graduate degree. Permission to transfer credits must be requested in writing at the time of admission and official transcripts and course descriptions must be submitted to the school dean for evaluation. Transfer credit will be granted only for courses taken in the five-year period prior to acceptance in the Mercy College program and for courses in which the student earned a grade of B or above. Students may request transfer credit for up to six credits. Course with a grade of B- are not acceptable for transfer.

### **Maintenance of Matriculation**

It is expected that students will fulfill the requirements for their graduate degree by registering over successive sessions. Registration is accomplished by either enrolling in classes or maintaining matriculation.

The Maintaining Matriculation fee is \$100 per session and is processed as a registration. Students who have not maintained matriculation and wish to return to their program within one year after their last course registration will be charged the Maintenance of Matriculation fee of \$100 for each missed session. Maintenance of matriculation without attending classes is limited to one year. Activated U.S. Military Reservists are not required to pay the Maintenance of Matriculation fee.

### **Capstone Requirement:**

After completing 27 credits, including all of the program's required courses, students may make arrangements to complete their capstone requirement. Students may elect either to conduct a thesis project or to take a comprehensive examination.

Students electing to conduct the thesis project must register for PSYN 709, Master's Thesis Supervision, and select a faculty member to serve as their thesis mentor. Students electing to take the comprehensive examination should notify the program head of their intention to take the comprehensive exam at the beginning of their final semester.

### **Capstone Advisement**

It is expected that Capstone students shall make satisfactory progress with their program's culminating activity. After the student registers for all sections of their Capstone requirement, they will be given one subsequent term to complete their work.

The Maintaining Matriculation registration must be completed for this subsequent term if no other courses are taken. After this period, a Capstone Continuation fee (equal to the cost of one graduate credit) will be charged for each additional term required to complete the project. Students can only register for Capstone Continuation for two terms.

A student's degree will not be released until all Maintenance of Matriculation and Capstone Continuation registration and fees are recorded appropriately on a student's record.

### **Maintenance of Good Academic Standing**

The cumulative GPA for both good academic standing and degree conferral is a 3.0.

Grades are subject to review by the faculty advisor and program head at the end of each term. If the academic average for the semester falls below 3.0 the student will be placed on academic probation.

### Academic Probation

All students who have a term or cumulative GPA of below 3.0 will be placed on academic probation. If a student will not be able to achieve a cumulative GPA of 3.0 within a reasonable time, the student will be dismissed from the program. If a student receives a grade of F or FW in any course the student may be subject to dismissal from the College. For all students on probation, future registrations must be reviewed and approved by the director of the student's program as well as the school dean.

In all subsequent terms in which the student is on probation the student is required to achieve a term GPA of 3.0 or better. If the 3.0 or higher is not achieved the student will be dismissed. Students who receive a grade of less than B will be required to repeat the course. Students will be allowed to repeat a course only once.

### Degree Requirements

A 3.0 cumulative GPA is required and successful completion of either 36 graduate credits including PSYN 709, Master's Thesis Supervision or a written comprehensive examination.

### Comprehensive Requirement

The psychology degree requires completion of a written comprehensive based upon course content in the program or the production of a six credit thesis. Please see the program head or chair for further details on either option.

### Time Limit

Requirements for the Master in Psychology must be completed within five years from the date of the candidate's admission (exclusive of time spent in the Armed Forces). Exceptions will be made only if a student requests an extension of time in writing and in advance and receives the approval of the director.

### Program Design

The 36-credit Master of Science Degree in Psychology is organized as follows:

Core Courses	24 credits
<u>Electives</u>	<u>6-12 credits</u>
<b>Total</b>	<b>36 credits</b>

Completion of at least 18 credits, including PSYN 644 Group Processes and Techniques, is required prior to registration in PSYN 630 Fieldwork in Psychology. The Fieldwork course must be applied for the semester prior to course registration. A 3.0 GPA is required to register in PSYN 630.

### Curriculum

<b>Core Course Requirements</b>	<b>24 credits</b>
PSYN 603 Contemporary Psychological Theories	3 credits
PSYN 604 Physiological Psychology	3 credits
PSYN 616 Statistical and Research Methodology I	3 credits
PSYN 617 Statistical and Research Methodology II	3 credits
PSYN 630 Fieldwork in Psychology	3 credits
PSYN 644 Group Experience*	3 credits
PSYN 654 Psychopathology	3 credits
PSYN 665 Professional Issues and Ethics	3 credits
<b>Elective Courses</b>	<b>6-12 credits</b>
(Determined by Capstone option)	

### Capstone

Option A: Written comprehensive + 12 elective credits =	36 credits
Option B: Completion of PSYN 709 + 6 elective credits =	36 credits

\*In certain circumstances, and only with the prior approval of the Program Head, CNSL 660 may be substituted for PSYN 644.

## – Course Descriptions –Psychology

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### **PSYN 602 Development Across the Lifespan**

A consideration of human development and behavior throughout the life span: childhood, adolescence, and the adult years; emphasis on normal growth and development focusing on both the critical issues involved for the individual as well as the family in each stage of development. 3 credits.

### **PSYN 603 Contemporary Theories in Psychology**

A survey of the transformation of psychological thought from 19th-century philosophy, physiology, and medicine to modern psychology as a scientific discipline. Implications for behavioral science and its variety of disciplines and “schools of thought” are reviewed and discussed. 3 credits.

### **PSYN 604 Physiological Psychology**

The physiological analysis of human behavior with emphasis on neurochemical, neurological and physiological mechanisms in behavior and their implications for neuropsychology, behavior theory, and psychosomatic medicine. 3 credits.

### **PSYN 605 Contemporary Couples Therapy: Theory and Practice**

*Prerequisite:* PSYN 653

This course will provide master's students in Marriage and Family Therapy with an in-depth examination of contemporary theories and practices in couple therapy. Couple assessment and intervention across the life cycle, including formation, early marriage, parenthood, mid-marriage and aging couples will be studied. Couple dissolution, separation, divorce, and re-marriage will be examined from the viewpoint of the work of the practicing family therapist. Couple issues including commitment, decision-making, conflict, gender differences, sexuality, infertility, intergenerational relationships, work, money, migration, illness, affairs, physical violence, and death of a spouse will be addressed in a family systems context and contemporary “best practice” models of Couple Therapy. 3 credits. This course may only be taken by Marriage and Family Therapy, Psychology and School Psychology master's degree students.

### **PSYN 611 Psychological Aspects of Disabilities**

An analysis of the development and psychological adjustment problems of people with structural and functional disabilities. Education, rehabilitation, and supportive services are considered. 3 credits.

### **PSYN 614 (CNSL 614) Introduction to Consultation and Family/ Community Mental Health**

This course provides students with an introduction to three of the major focuses within the field of community psychology: prevention, treatment, and rehabilitation of the mentally ill from a systems perspective. It will cover historical trends in community mental health, family interventions, methods of building psychological health, social systems analyses and modification, support systems and coping mechanisms, skill training, the process of implementing community-based programs and community mobilization, community, research, and the role of paraprofessionals and other community helpers. 3 credits.

### **PSYN 615 Personality**

A critical examination of the leading theories of personality with the purpose of evolving a comprehensive conceptualization. 3 credits.

### **PSYN 616 (SCPY 616) Statistics and Research Methodology I**

How to design and conduct experiments, interpret obtained results, and refine the succeeding design and procedures is discussed. How to read and critique a problem, collect and analyze data and interpret and critique the outcome is demonstrated. Students in the M.S. in Psychology program will submit to the Mercy College Institutional Review Board a completed literature review, introduction, and methodology section of a proposed research project that will be completed in PSYN 617. An independent research proposal is required of the M.S. in Psychology students at the completion of the semester. 3 credits

**PSYN 617 (SCPY 617) Statistics and Research Methodology II**

*Prerequisite:* PSYN 616/SCPY 616

A continuation of PSYN 616, Statistics and Research I. How to conduct experiments, interpret obtained results, and refine the succeeding design and procedures is further discussed. Students will collect and analyze data as well as interpret and critique the outcome. At the end of the course the student will present orally and in written form the completed the research project that was proposed in PSYN/SCPY 616. 3 credits.

**PSYN 618 Modalities of Therapeutic Intervention**

Discussion of various therapeutic strategies and tactile alternatives in a variety of settings. 3 credits.

**PSYN 620 Clinical Assessment**

This course serves to engage students in application and theory as to the use of interviews, projective techniques and other semi-structured instruments in psychological research, assessment, therapeutic interventions and occupational settings. Classroom demonstrations of techniques will be included, and each student will be required to gain some practical experience with at least two assessment procedures. 3 credits.

**PSYN 621 Tests and Measurement**

An introduction to concepts of psychological test construction and evaluation. Principles of ethical conduct, administration, and interpretation will be illustrated for standardized tests commonly used in vocational counseling, employment practices, and clinical assessment. 3 credits.

**PSYN 625 (CNSL 625) Domestic Violence: Cognitive Behavioral Approaches to Family Treatment**

This course will focus on several different forms of family and intimate relationship violence. It will examine the historical and psychological roots of family violence, theoretical models, and attention will be given to issues of definition and conceptualization. Among the areas covered are child neglect, physical, psychological, sexual abuse as well as spouse abuse, dating violence, and elder abuse. Attention will be given to cross-cultural issues in defining and studying family violence and abuse. Prevalence, contributing factors and societal and gender views on domestic violence will be discussed. Counseling programs and resources for the abused individual and treatment strategies for the abuser are considered from a cognitive behavioral approach. 3 credits.

**PSYN 630 Practicum I in Psychology**

*Prerequisites:* Permission of Program Head and PSYN 644 required.

Provides students with supervised field experience in an area that relates to their interests and/or specialization. On-site experiences are discussed during the weekly online seminar to focus upon student concerns and basic issues of ethics, theory and practice. Students must apply for placements the semester prior to registration. One hundred fifty hours of volunteer fieldwork is required. Students must complete 18-21 credits in the program before registering for PSYN 630. Pass/Fail only. 3 credits.

**PSYN 632 Industrial/Organizational Psychology**

Introduction to the various areas currently comprising industrial/organizational psychology: personnel studies, worker motivation, training concepts and programs; labor-industrial relations; resting and assessment for selection or placement; theories of organizational structure, change and relationships. 3 credits.

**PSYN 639 Pre-Practicum in Marriage and Family Therapy**

(Must be taken before MFT Internship)

This course is intended to prepare students for their yearlong clinical internship and Practicum. Students will learn approaches to systemic and relational interviewing and intervention, addressing the needs of individuals, couples and families. The course will provide special attention to the beginning phases of family and couple therapy and to common presenting concerns that students will encounter in the field. Students will learn how to join a clinical setting and begin to develop a professional role and identity as a Marriage and Family Therapist. 3 credits

**PSYN 640 Marriage and Family Therapy Practicum I (only offered in fall semester)**

Requires permission of Fieldwork Coordinator by April 1st and completion of PSYN 644, 653 and 654

Provides students with supervised experience in an area that relates to their specialization in family therapy. On-site experiences are discussed during the weekly seminar which focuses on student concerns and basic issues of ethics, theory and practice. Students must apply for clinical placements the semester prior to registration. Students are expected to remain in

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their internship site for three semesters. Two hundred hours of fieldwork are required. Of the 200 hours, 80 must be client-contact hours. 3 credits.

### **PSYN 641 Marriage and Family Therapy Practicum II (Only offered in the spring semester)**

*Prerequisite:* Completion of PSYN 640 and permission of Fieldwork Coordinator

Provides an expansion of knowledge of material introduced in PSYN 640. Students will be trained in the evaluation and treatment of family and marital relationships. Other topics include sibling relationships, communication among family members, psychiatric disorders parenting. Two hundred hours of fieldwork are required. Of the 200 hours, 120 must be client-contact hours. 3 credits.

### **PSYN 642 Marriage and Family Therapy Practicum III (offered only in summer semester)**

*Prerequisite:* Completion of PSYN 641 and permission of Fieldwork Coordinator.

This final practicum experience builds on Practicum I and II, enabling students to deepen and broaden their knowledge and experience in treating couples and families in Family Therapy in community clinics and hospital settings. Two hundred hours of fieldwork are required. Of the 200 hours, one hundred must be client-contact hours. 3 credits.

### **PSYN 644 Group Experience**

An examination of groups and of such group techniques as may be used for treatment, promotion of growth, or improvement of relationships in diverse settings. The format of the courses can be both didactic and experiential. The empirical literature will be considered. 3 credits.

### **PSYN 653 (CNSL 653) Family Systems Assessment**

This course introduces family assessment through a variety of means, including family structure and organization; family process and communication; family genograms; family life cycle development across the life span and its many cultural and social class variations. Students will learn methods to differentiate well-functioning families from those who are troubled, as well as contributing factors to family resilience and wellbeing. 3 credits.

### **PSYN 654 (CNSL 654) Psychopathology**

This course provides an introduction to the genesis, course, conceptualization, diagnosis and treatment of mental disorders. Students will learn to recognize abnormal behavior and describe the psychological dysfunction, distress and cultural and family influences. Students will examine and contrast traditional with emerging ways of understanding personality, learn to see symptoms objectively, and apply interventions. 3 credits.

### **PSYN 656 Family Law**

The focus of this course is to familiarize students in the management and treatment of family and marital issues within the legal framework. Students will learn competence in three areas of specialization: ethics and legal implications of practice; family violence and child abuse; and prevention and remediation. Students will learn how to read New York State statutes and case law to enhance their skills as advocates for the families they service for mental health needs. 3 credits.

### **PSYN 657 (CNSL 657) Contemporary Family Therapy<sup>1</sup>**

*Prerequisite:* PSYN 653

Overview of theories of family therapy and study of patterns of family interaction. Family therapy models and concepts will be introduced. Techniques for improving family well-being and resilience are discussed as well as techniques for dealing with the family in family therapy. Attention is given to public and private agencies that deal with the contemporary problems faced by families as well as the family's relationship with such larger systems. 3 credits.

### **PSYN 665 Professional Issues and Ethics**

A seminar devoted to discussions and the evaluation of various issues in counseling psychology of a theoretical and practical nature. The Code of Ethics and Conduct of Psychologists, and the contemporary issues associated with this code as it pertains to the practice of psychology, are the focus of this class. Problems of ethics and the role of the psychologist will receive particular attention. 3 credits.

### **PSYN 668 Ethnic, Cultural, and Minority Issues in Psychology**

This course explores the impact of gender, race, ethnicity, religion and sexual preference upon concerns related to the impact of psychology on such issues as treatment, diagnosis, and the effects of stereotyping and discrimination upon the individuals and society. 3 credits.

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### **PSYN 695 Special Topics in Psychology**

This course will explore specific topics of concern in psychology. Each year, different issues related to psychology will be presented. The following areas may be included: health psychology, rehabilitation psychology, geropsychology and conflict resolution approaches. 3 credits.

### **PSYN 709 Master Thesis Supervision**

*Prerequisite:* PSYN 616 & 617 and program head's approval

All coursework must be complete or in process. All incompletes must be cleared. Registration for Thesis must be in final semester.

This course will provide a culminating experience under the guidance of a mentor. Students will write a research based paper following the American Psychological Association style. The topic selected may be developed from one pursued in a previous course. The thesis will include all components of research: a literature review, research design and methodology, results (including statistical analysis), discussion, and recommendations. Pass/Fail. 6 credits.

### **PSYN 710 Clinical Research Project**

Requires program director's approval. Mentor should be selected and approved one term prior to registration.

This course will provide a cumulative experience under the guidance of a mentor. Students will write a case report based on a client treated in the Practicum I or Practicum II course. The report is organized by topics including but not limited to DSMIV-TR Diagnosis, Referring Problem, Medical and Psychiatric History; Behavioral Observations; Tests Administered; Test Interpretation; Treatment Approach; and Evaluation. The student is required to write a paper based on a literature search encompassing both clinical and empirical studies. This paper focuses on the justification of the psychiatric diagnosis selected and treatments currently in use for psychotherapeutic interventions. Students are required to participate in a case presentation to the faculty member supervising this capstone and one practicum supervisor. 3 credits.

### **PSYN 890 Capstone Continuation**

Students who have completed all coursework but have not completed their capstone project within the required one term must register for this course each subsequent term until the project is completed. No credit, but cost is equivalent to one credit. Only two consecutive terms of capstone continuation registration permitted.

### **PSYN 891 Clinical Practicum Continuation**

Students who have not successfully fulfilled the requirements for Clinical Practicums (i.e., PSYN 640, 641, and 642) will register for PSYN 891 each term until hours and clinical requirements are met. No credit, but cost is equivalent to one credit of tuition.

### **PSYN 899 Maintenance of Matriculation**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required.

The fee is \$100 per term and is processed as a registration. Maintenance of matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course registration will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee. No credit.

### **ELECTIVE COURSES**

Students will choose elective courses with their advisor according to the students' goals and objectives.

## MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY

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### **Purpose**

The Master of Science Degree Program in School Psychology prepares matriculated students to become school psychologists capable of serving the needs of children in today's diverse schools and agencies.

Students completing the 66-credit General Program will be recommended for provisional certification as a school psychologist to the New York State Education Department. Qualified students may elect to pursue the 72-credit Bilingual School Psychology Extension Program. Successful completion leads to a recommendation for provisional certification as a school psychologist and recommendation for the Bilingual Extension to the certificate. For complete information regarding program requirements, courses, policies and procedures, please contact the Program Head. The School Psychology Student Handbook may be located on the program's page on the College's website.

### **Expectations of Graduate**

Graduates of the Master of Science in School Psychology Program will be prepared to assume the role of the school psychologist in school and agency settings. Among other competencies, graduates are expected to:

- Demonstrate knowledge of major concepts, theories, and historical developments in School Psychology.
- Demonstrate knowledge and skills in consultation, assessment, intervention and prevention practices related to the role of school psychologist.
- Understand and apply research methods in school psychology including research design, data analysis and interpretation as well as effectively evaluate evidence-based research to develop, recommend and implement effective interventions.
- Apply the practice of school psychology consistent with the ethical guidelines of the American Psychological Association and the National Association of School Psychologists, and consistent with State and Federal Law.

### **Admission Requirements**

Please refer to the general requirements for admission and matriculation in the Graduate Admissions section of this catalog. The School Psychology Student Handbook also provides specific program related admissions information.

### **Program Application Requirements**

1. Baccalaureate transcript showing a major in psychology, sociology, behavioral science, or education. In special cases, other majors will be considered. Transcript review of individual course grades will also be conducted.
2. Interview with the program director and completion of an on-site essay.
3. Two letters of reference from instructors or appropriate professionals
4. A current résumé.

Applicants should have completed undergraduate statistics with a grade of B or higher. Undergraduate Psychology majors should also have a grade of at least B in Experimental Psychology.

### **Advisement**

Students in the School Psychology program must meet with the program director to plan courses and review the plan of study prior to course registration. Students will choose the elective course in discussion with the program director and in consideration of individual interest and relevance to school psychology practice.

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### **Course Load**

Students must consult with the program director regarding registration in School Psychology courses. Full-time students may register for up to 12 credits per semester. Part-time students may register for either three or six credits per semester.

### **Transfer Credits**

Graduate courses taken at other institutions prior to admission at Mercy College may, if pertinent to the plan of study, be credited to the graduate degree. Permission to transfer credits must be requested at the time of admission and official transcripts and course descriptions must be submitted before those credits are transferred to Mercy College. Such courses may be used to meet program requirements provided the student requests transfer of credit in writing at the time of the application and the program director approves them as comparable to courses in the required program.

Transfer credit will be granted only for courses taken in the five-year period prior to acceptance in the Mercy College Program and for courses in which the student earned a grade of B or above. Students may request transfer credit for up to six credits. Courses with a grade of B- or lower are not acceptable for transfer.

### **Maintenance of Matriculation**

It is expected that students will fulfill the requirements for their graduate degree by registering over successive sessions. Registration is required during summer session(s). Registration is accomplished by either enrolling in classes or maintaining matriculation. The Maintenance of Matriculation fee is \$100 per session and is processed as a registration.

Students who have not maintained matriculation and wish to return to their program within one year after their last course will be charged the Maintenance of Matriculation fee of \$100 for each missed session. Maintenance of matriculation without attending classes is limited to one year. Activated U.S. Military Reservists are not required to pay the Maintenance of Matriculation fee.

### **Capstone Advisement**

It is expected that Capstone students shall make satisfactory progress with their program's culminating activity. After the student registers for all sections of their Capstone requirement, they will be given one subsequent term to complete their work. The Maintaining Matriculation registration must be completed for this subsequent term if no other courses are taken. After this period, a Capstone Continuation fee (equal to the cost of one graduate credit) will be charged for each additional term required to complete the project. Students can only register for Capstone Continuation for two terms.

A student's degree will not be released until all Maintenance of Matriculation and Capstone Continuation registration and fees are recorded appropriately on a student's record.

### **Maintenance of Good Academic Standing**

The cumulative GPA for both good academic standing and degree conferral is a 3.0. A student admitted as a Special Matriculant is required to achieve a 3.0 average or better after completing a certain number of credits as stipulated by their respective program. Grades are subject to review by the faculty advisor and program director at the end of each semester. If the academic average for the semester falls below 3.0 the student will be placed on academic probation. If the student fails to achieve a 3.0 GPA in two consecutive semesters, the student will be subject to dismissal from the program.

### **Academic Probation**

All students who have a cumulative GPA of below 3.0 will be placed on academic probation. If a student will not be able to achieve a cumulative GPA of 3.0 within a reasonable time, the student will be dismissed from the program. If a student receives a grade of F or FW in any course the student will be subject to dismissal from the College.

For all students on probation, future registrations must be reviewed and approved by the Program Director as well as the School Dean.

In all subsequent terms in which the student is on probation the student is required to achieve a term GPA of 3.0 or better. If the 3.0 or higher is not achieved the student will be dismissed. Students who receive a grade of less than B may be required to repeat the course. Students will be allowed to repeat a course only once.

**Degree Requirements**

1. Successful completion of at least 66 graduate credits, which includes course work, fieldwork, internship, and required projects and assessments. The Bilingual Extension requires 6 additional credits for a total of 72 credits.
2. A 3.0 cumulative GPA.
3. For students seeking the Bilingual Extension only, satisfactory completion of EDUC 508 Theory and Practice in Bilingual Education and SCPY 724 Assessing Bilingual Children and Adolescents.
4. Prior to graduation, taking the PRAXIS II examination in School Psychology, created and administered by the Educational Testing Service (ETS). Scores must be reported to the School of Social and Behavioral Sciences Graduate Office. Information about the test and registration can be found at [www.ets.org/praxis](http://www.ets.org/praxis) or at 1-800 772-9476. Additional information is available at [www.nasponline.org](http://www.nasponline.org).
5. Demonstrating through professional behavior in class and in field-based experiences, a commitment to school psychology ethical and legal codes of conduct, which include APA and NASP ethical standards. Students are also expected to adhere to the Mercy College policy on Academic Integrity found in the Graduate Catalog.

**Time Limit**

Requirements for the Master of Science in School Psychology must be completed within five years from the date of the candidate's admission (exclusive of time spent in the Armed Forces). Exceptions will be made only if a student requests in writing an extension of time in advance and receives the approval of the director.

**Curriculum**

The 66–72 credit Master of Science Degree Program in School Psychology is organized as follows:

Psychological Foundation Courses	21 credits
Assessment Courses	15 credits
Intervention Courses	15 credits
Professional School Psychology Courses	15 credits
<u>Bilingual Extension Courses</u>	<u>6 credits</u>
<b>Total</b>	<b>66–72 credits</b>

Completion of all courses and the Fieldwork experience is required prior to registration for SCPY 771 I, II, Internship in School Psychology.

**Application Deadlines for Fieldwork/Intern Placement**

Fieldwork in School Psychology and Internship in School Psychology must be applied for the semester prior to course registration. Recommended deadlines are October 15 and February 15 for Spring and Fall semesters respectively. Courses in the Assessment sequence (SCPY 705, SCPY 718, SCPY 719, SCPY 720, SCPY 721) as well as SCPY 704 require a minimum grade of B in order to continue the sequence. Courses in the Assessment sequence in which the grade achieved is below B may need to be repeated before advancing to the next course in the sequence. .

A 3.0 cumulative GPA is required to register for either Fieldwork or Internship. Please consult the School Psychology Student Handbook for information about course sequencing and prerequisites.

**Psychological Foundation courses** (21 credits required).

SCPY 610	Developmental Psychology	3 credits
SCPY 616	Statistics and Research Methodology I	3 credits
SCPY 617	Statistics and Research Methodology II	3 credits
SCPY 641	Neurological Factors in Cognition and Behavior	3 credits
SCPY 652	Developmental Psychopathology	3 credits
SCPY 704	Psychological and Educational Assessment	3 credits
Elective		3 credits

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### **Assessment Courses** (15 credits required)

SCPY 705	Diagnosis of Learning Problems: Students with Special Needs	3 credits
SCPY 718	Individual Assessment: Cognitive I	3 credits
SCPY 719	Individual Assessment: Cognitive II	3 credits
SCPY 720	Individual Assessment: Social/Emotional/Behavioral Development I	3 credits
SCPY 721	Individual Assessment: Social/Emotional/Behavioral Development II	3 credits

### **Intervention Courses** (15 credits required)

SCPY 654	Behavior Management: Application for Children with Special Needs	3 credits
SCPY 657	Group Counseling Techniques for School Psychologists	3 credits
SCPY 658	Individual Counseling Techniques for School Psychologists	3 credits
SCPY 703	Remediation of Learning Problems: Students with Special Needs	3 credits
SCPY 710	Consultation in Multicultural School Settings	3 credits

### **Professional Practice Courses** (15 credits required)

SCPY 670	Fieldwork in School Psychology	3 credits
SCPY 771	Internship in School Psychology I, II <sup>(cc)</sup> (6 credits per semester)	12 credits

### **Bilingual Extension Education Courses** (6 credits required)

EDUC 508	Theory and Practice in Bilingual Education	3 credits
SCPY 724	Assessing Bilingual Children and Adolescents	3 credits

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**Total** **66-72 credits**

## – Course Descriptions –School Psychology

### **EDUC 508 Theory and Practice in Bilingual Education**

Study and analysis of various bilingual education program models for teaching non-English speaking students. Attention will be paid to the problems of bilingual students and the interference among the language system and cultures in the home, community, and school. 3 credits.

### **SCPY 610 (EDUC 610) Developmental Psychology**

Review and analysis of research and theories of human development and behavior throughout the life span; childhood, adolescence and the adult years; emphasis on normal growth and development focusing on the critical issues involved in each stage of development. 3 credits.

### **SCPY 616 (PSYN 616) Statistics and Research Methodology I**

How to design and conduct experiments, interpret obtained results, and refine the succeeding design and procedures is discussed. How to read and critique a problem, collect and analyze data and interpret and critique the outcome is demonstrated. At the end of the course the student will submit to the Mercy College Institutional Review Board a completed literature review, introduction, and methodology section of a proposed research project that will be completed in SCPY 617. 3 credits.

### **SCPY 617 (PSYN 617) Statistics and Research Methodology II**

*Prerequisite:* SCPY 616

How to conduct experiments, interpret obtained results, and refine the succeeding design and procedures is discussed. Students will collect and analyze data as well as interpret and critique the outcome. At the end of the course the student will have completed the research project that was proposed in SCPY 616. 3 credits.

### **SCPY 641 Neurological Factors in Cognition and Behavior**

Neural anatomy and mechanisms involved in cognition, behavior, language, reading, and the acquisition of other academic skills will be examined. Particular attention will be paid to biological aspects of learning and behavioral disorders. Development neuropsychological research will be examined for principles which could enhance psychoeducational assessment and remedial practices. Neurological disorders will be discussed in relationship to modifications in educational placement and practice. 3 credits.

### **SCPY 652 Developmental Psychopathology**

Students will understand the major diagnostic categories of psychopathology in children and adolescents. Case studies will be used to illustrate disorders such as pervasive development disorders, depression, anxiety attention deficit and hyperactivity and conduct disorders. Consideration will be given to cultural and social factors in the areas of diagnosis and therapeutic intervention. Psychopharmacology and the use of the DSM V will be discussed. 3 credits.

### **SCPY 654 (EDUC 654) Behavior Management Applications for Children with Special Needs**

For learning to proceed optimally, the setting must be one where behaviors (social, emotional and cognitive) are managed. This course will provide students with practical skills needed to plan, implement and evaluate behavior-management programs for both individuals and groups of children in a variety of learning environments. Considered will be techniques such as behavior modification, self-control, social skills training, assertiveness training and effective education programs. 3 credits.

### **SCPY 657 Group Counseling Techniques for School Psychologists**

Contemporary theories and practical perspectives pertaining to group counseling will be presented. Students will identify factors in group processes which promote growth and development in multicultural school and family environments. Students will also examine and practice techniques appropriate for the resolution of personal, social, and academic conflicts. Additional laboratory hours will be required for students to participate in a group and analyze its dynamics. 3 credits.

**SCPY 658 Individual Counseling Techniques for School Psychologists**

Students will be introduced to the major theories of individual counseling as they pertain to school settings. Individual techniques other than psychotherapy used to enhance self-esteem, self-awareness, and social skill, and to reduce adjustment problems, will be practiced. Crisis intervention will be discussed. Issues pertaining to the counseling of culturally and linguistically diverse individuals and their families will be examined. Additional laboratory hours will be required. 3 credits.

**SCPY 670 Fieldwork in School Psychology**

Prerequisites: SCPY 718, SCPY 719, SCPY 720

Students will be placed in a setting consistent with their areas of interest. They will learn informal assessment techniques including interviews, observations and work sample analysis. Students will distinguish between typical and atypical patterns of behavior taking in to consideration cultural, social and other factors. Informal assessment data will be integrated into a broader framework of development and educational theory. Attitudes toward and expectations of individuals with special needs will be discussed. The various roles of the school psychologist will be examined. One hundred twenty hours of fieldwork required. 3 credits.

**SCPY 703 Remediation of Learning Problems: Students with Special Needs**

**Prerequisite: SCPY 705**

Based upon differential diagnosis through formal and informal assessment, implementation of the legally mandated individual educational program for each child in a special education class will be the focus of this course. A variety of individual and group remedial techniques are examined in order to improve learning. Role behavior modification, drug treatment, diet adjustment, role-playing, and counseling as they related to remediation will be discussed. To maximize the effectiveness of day-by-day activities in the classroom, the need to constantly review the factors which disrupt processes and the procedures which enhance learning will be stressed. 3 credits.

**SCPY 704 Psychological and Educational Assessment**

Components of a "best practice" school-based assessment process will be identified and examined as a data-based tool for decision making regarding individual and systems-level interventions. Relevant statistical and measurement concepts will be presented as vehicles to derive and interpret test results and understand test construction. Social, cultural, legal, and ethical issues in assessment will be considered. 3 credits.

**SCPY 705 Diagnosis of Learning Problems: Students with Special Needs**

Theoretical and practical approaches to diagnosis will be examined. As the basis for differential diagnosis of learning problems, formal and informal observation and testing in the academic areas will be planned. The emphasis will be on administering tests and scoring and interpreting test data in order to generate the legally mandated individual educational program for each child. 3 credits.

**SCPY 710 Consultation in Multicultural School Settings**

(Taken with Fieldwork): Prerequisites: SCPY 718, SCPY 719, SCPY 720

Students will study theories of mental health consultation and organizational change as they apply to instructional settings. They will learn to analyze a school's culture and organization in order to act as a positive change agent. They will study ways of developing consultative relationships with colleagues, parents, and community agency personnel in order to develop intervention plans for children in schools. Skills crucial to effective consultation and ethical guidelines for practice will be identified and used. Students will learn about issues pertaining to consultation in multicultural settings. 3 credits.

**SCPY 718 Individual Assessment: Cognitive I**

Prerequisite: SCPY 704

Students will learn to administer, score and interpret standardized tests as part of the cognitive assessment of children. This course will focus on the the Wechsler Intelligence Scales. Psychometric properties of these instruments will be related to issues of interpretation. Psychological issues in intelligence testing will be reviewed as well as ethical and legal considerations. Students will be required to administer tests and will write assessment reports based on the results. 3 credits.

**SCPY 719 Individual Assessment: Cognitive II**

Prerequisites: SCPY 704, SCPY 718

Students will continue to learn how to assess the cognitive functioning of the children by administering, scoring, and interpreting, intelligence tests used by school psychologists including the Stanford-Binet and the Woodcock-Johnson. The assessment of adaptive behavior will also be studied. Integration of findings with educational evaluation results will be examined

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so that individual educational plans can be developed. Students will be required to administer tests and will write assessment reports based on the results. 3 credits.

### **SCPY 720 Individual Assessment: Social/Emotional/Behavioral Development I**

*Prerequisite:* SCPY 704

Students will administer and interpret measures of personality and examine their relationship to other components of the assessment process. Assessment will focus on clinical interviews, sentence completion techniques and the TAT. Students will be required to administer these personality measures, make class presentations and write reports. Conceptual foundations of these techniques will be reviewed. Cultural, ethical and legal issues will be explored. 3 credits.

### **SCPY 721 Individual Assessment: Social/Emotional/Behavioral Development II**

*Prerequisites:* SCPY 704, SCPY 720

Students will continue to develop their skills in the personality assessment process. Emphasis will be on the use of self-reports and behavior rating scales. Students will administer and interpret complete psychological evaluations and present their findings in case presentations and written reports. Students will also participate in the Mock CSE exercise. Interpretations of data will focus on integrating clinical findings so that specific educational plans can be developed. Cultural, legal and ethical issues will be further explored. 3 credits.

### **SCPY 724 Assessing Bilingual Children And Adolescents**

*Prerequisites:* SCPY 704, SCPY 718

The course will examine issues in the assessment of bilingual children including the appropriate use of standardized measures, nondiscriminatory assessment, alternative approaches to the assessment of cognitive functioning and social adaptive behavior of linguistically diverse children. Students will learn how to conduct evaluations in the child's first and/or second language. Students will administer tests, make case presentations and write reports. Interpretation of data will focus on integrating clinical findings so that individual educational plans can be developed. 3 credits.

### **SCPY 771 Internship in School Psychology<sup>(co)</sup>**

*Prerequisite:* SCPY 670

Students will spend 1,200 hours in a college-approved setting under the dual guidance of an on-site staff psychologist and a college-based clinical advisor. Students will be placed in a setting consistent with their areas of interest. Participation in the intake and screening process, individual evaluation, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students will evaluate children, write reports and practice short-term counseling and consultation under the supervision of the on-site psychologist. Additional hours in professional development activities are also required. Such activities may include attendance at professional conferences, Internet research, attending community school board meetings, and participation in State educational reform presentations. Students will also attend weekly meetings with the college clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings will be discussed. Students must apply for the internship in the semester prior to registration. 6 credits per semester. Pass/Fail.

### **SCPY 890 Capstone Continuation**

Students who have completed all coursework but have not completed their capstone project within the required one term must register for this course each subsequent term until the project is completed. No credit, but cost is equivalent to one credit. Only two consecutive terms of Capstone continuation registration permitted.

### **SCPY 899 Maintenance of Matriculation**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required.

The fee is \$100 per term and is processed as a registration. Maintenance of matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course registration will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee. No credit.

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# Academic Regulations and Procedures

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## Academic Information and Policies

The official source of all information concerning academic policies and regulations is the Graduate Catalog. While the Graduate Catalog is updated regularly, changes in requirements or policies may occur which are not immediately listed in this Catalog. All students should take note of official bulletins and announcements issued by the Office of the Provost or of information specific to a particular Mercy College graduate program.

## Credit Hours

Mercy College's policy on assignment of credit hours is modeled after the Carnegie unit system and applies to all graduate and undergraduate courses in all schools, regardless of modality of instruction. Under this policy, there is a standard meeting time of 50 minutes per credit hour per week. Standard meeting patterns are established at either one meeting per week or two meetings per week. Standard academic terms span either 15 weeks (for semester and trimester-based programs) or 10 weeks (for quarter-based programs). It is recommended that Mercy College students are assigned two-hours of homework for every hour of in-class instruction. At the time of course creation and approval, credit hours are assigned (at the school level by the appropriate academic unit head and endorsed by the Registrar) based on the accrediting body credit hour requirements and/or NYSED regulation. Online courses are subject to an approval process similar to that of traditional in-person courses to ensure credit hour criteria are met.

## Registration

Regular registration periods are designated for each term. Additional times are designated as periods for late registration. Registration is subject to academic procedures that are published by the Registrar, and billing procedures that are published by the Office of Student Accounts. Students who add or change sections of courses on or after the first day of class are subject to a change of program fee. With the exception of formal withdrawal, no program changes are allowed after a course has had two class meetings. Students should meet with their graduate program director or Enrollment Services Counselor to plan their academic program. Registration may be processed on the Web, or in-person at the Office of Enrollment Services.

## Late Registration

Registration for Graduate classes will end the day before the start of the new term.

Students may register during the first week of the new term if all of the following three criteria are met:

1. The student has permission of the school dean.
2. The class has not met more than once.
3. The student pays a mandatory late fee of \$100.

No registrations will be allowed after a class has met more than once.

## Attendance Policy

It is assumed that a student will attend all classes for which he/she is registered. Ceasing to attend classes for three consecutive class meetings without contacting the instructor will result in the issuance of a grade of FW which indicates "stopped attending."® This grade of FW will be calculated into the student's GPA as an F and may result in dismissal.® In addition, this status will be reported to the Office of Enrollment Services and may result in a reduction of financial aid monies.

## Withdrawal

Students wishing to withdraw from courses for which they have registered must file an official withdrawal. Ceasing to attend classes does not constitute an official withdrawal, nor does notification to the instructor or to any other office. An official withdrawal must be processed directly by the student in-person at the Office of Enrollment Ser-

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vices, or online via Mercy Connect. The grade of W is recorded on the transcript for all student withdrawals. W's are not calculated in the student's GPA. A student who fails to withdraw officially will receive a grade of FW which will be calculated into the student's GPA and may result in dismissal. There is a withdrawal deadline for each term. These deadlines are listed on the academic calendar, which is posted on the Mercy website and in Mercy Connect.

### **Late Withdrawal**

Students wishing to withdraw after the last published day of withdrawal for any given term must get permission from the school dean. The withdrawal form, with the dean's signature, must be processed in person at the Office of Enrollment Services at any Mercy College location. Note: The dean will usually request supporting evidence such as a letter from the student explaining the extraordinary circumstances that warrant a late withdrawal as well as medical or other documentation as needed.

Students receiving any form of financial aid including scholarships, grants and loans must also meet with a financial aid counselor to determine the financial implications associated with the withdrawal.

It is important to note that all withdrawals are based upon tuition commitments for the full semester in accordance with the published refund schedule. The effective date of withdrawal is the date when the student withdrew using either Mercy Connect, or the date the withdrawal was processed in the Office of Enrollment Services. Failure to attend classes does not constitute a withdrawal.

### **Exception to Registration and Refund Policies**

Mercy College is committed to providing motivated students with the opportunity to succeed in the classroom. The College recognizes that there may be extraordinary circumstances under which attendance in class is rendered impossible, or which severely hinder a student's ability to successfully meet the requirements of their course of study. For these reasons, the College has instituted the following Exception Policy, in that students with the following extraordinary circumstances may be eligible to request an exception to the registration and refund policies:

**Active Military Service** – This applies to any student required to discontinue attendance of classes due to military service. The student must fill out the Special Considerations Form, and provide a copy of the orders to report to active duty to the Vice President of Enrollment Services, or her/his designee. A decision regarding an exception to the registration and/or refund policy will be provided to the student within five business days.

**Health Related** - This applies to a student who has a serious physical or mental health condition which affects her or his ability to successfully meet the requirements of their course of study.

In order for a request for partial or full refund and/or exception to the withdrawal policy to be considered due to health-related reasons, the following steps must be taken:

The student (or someone authorized on behalf of the student) must submit a request to the student's PACT, COP or Enrollment Services mentor within two weeks of when the health related incident occurred or prior to the end of the semester for which the student is requesting a refund/exception to the withdrawal policy, whichever is earlier.

The request shall include the following documents:

- 1) A completed Special Considerations Form, which can be found on Mercy Connect or at the Office of Enrollment Services;
- 2) A letter explaining the health related issues; and
- 3) Medical Records, as well as any other relevant documentation.

After submission of all required documents, the PACT, COP or Enrollment Services mentor shall forward the completed package as soon as practicable to the Vice President of Enrollment Services, who will forward to the package to the Committee for Special Consideration. The Committee for Special Consideration, which shall be comprised of a member of the Offices of the Provost, Student Affairs and Health and Wellness, shall review the case and make a recommendation within ten (10) business days of submission of all required documentation to the Vice President for Enrollment Services or her/his designee, who shall render a decision on the matter within five business days. The decision of the Vice President for Enrollment Services or her/his designee shall be final.

Note that requests pursuant to the Exception to the Registration and Refund Policies are not routinely granted, and that the expectation of a low or failing grade is not an acceptable reason for the Committee and/or Vice President for

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Enrollment Services to consider a withdrawal from a course. The instructor will be asked by the Committee to indicate on a Course Withdrawal Evaluation Form what the student's level of performance in the course has been up to their last date of attendance.

If a refund or registration exception is granted for health-related reasons, the student shall not return to the College until medical clearance is provided by a treating physician, which shall be evaluated by the College's Director of Health and Wellness. The Director will then make a recommendation to the Vice President for Enrollment Services, or her/his designee, for the determination whether the student is fit to return, which determination shall be final.

If a student is granted an exception for tuition for any of the reasons above, the student will not receive a refund, but will be able to apply these funds towards future terms of study at Mercy College. The student will be credited an amount deemed appropriate by the Vice President for Enrollment Services and shall be for tuition only; fees are non-creditable, non-refundable and non-negotiable. Room and Board charges do not qualify under this policy. Please see the policy for housing refund outlined in the student's Housing Contract or contact the Dean of Student Affairs. Cases where a student has federal and/or state financial aid or grants will be dealt with as appropriate by the Vice President for Enrollment Services within the mandates of the respective authority.

For registration requests, the Vice President for Enrollment Services (in consultation with the relevant College personnel) will determine the appropriate exception that will be granted on behalf of a student depending on the student's particular circumstances.

### **Course Load**

A full time load for a graduate student is nine credits in a semester or 18 credits in a calendar year. Students may register for 12 credits by the program director's permission. Any course load over 12 credits a term requires the authorization of the school dean. The maximum number of graduate credits that may be taken during the full summer term is 12. Further, no more than six credits may be begun and completed within a single month. Such approval shall not be considered automatic. Please note certain graduate programs may have more stringent course load policies, check program regulations.

### **Core Courses (cc)**

NYS regulations require that a student must take a minimum of one three or more credit course at the campus at which the degree program is approved by the state education department. Each program has detailed a core course within the major, which is only offered at the program's 'home' campus, for this purpose. Students may take other core requirements and electives at other campuses, but they must complete the core course at the home campus in order to complete their degree. Core courses are designated throughout the catalog with the superscript (cc); the list of programs by approved campus is set out in the Registered Programs (by campus) section of this Catalog.

### **Enrollment and Student Verifications**

All official enrollment and student verifications must be requested through the Registrar in Dobbs Ferry.

### **Maintenance of Matriculation**

It is expected that students will fulfill the requirements for their graduate degree by registering over successive sessions. For cohort programs, registration is required during summer session(s). For non-cohort programs, summer registration is not required. Registration is accomplished by either enrolling in classes or maintaining matriculation. The Maintenance of Matriculation fee is \$100 per session when student does not enroll in classes and is processed as a registration. The course number in all programs is 899.

Students who have not maintained matriculation and wish to return to their program within one year after their last course will be charged the Maintenance of Matriculation fee of \$100 for each missed session. Maintenance of matriculation without attending classes is limited to one year. Activated U.S. Military Reservists are not required to pay the Maintenance of Matriculation fee.

### **Readmission Procedure**

Students who have not maintained matriculation nor enrolled for one year are required to file an application for readmission through the Admissions office. Such students are required to meet the existing admission standards and program requirements of the graduate program at the time of reapplication.

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### **Capstone Advisement**

It is expected that Capstone students shall make satisfactory progress with their program's culminating activity. After the student registers for all sections of his/her Capstone requirement, he/she will be given one subsequent term to complete his/her work. The Maintaining Matriculation registration must be completed for this subsequent term if no other courses are taken. After this period, a Capstone Continuation fee (equal to the cost of one graduate credit) will be charged for each additional term required to complete the project. The course number in all programs is 890. Students can only register for Capstone Continuation for two terms.

A student's degree will not be released until all Maintenance of Matriculation and Capstone Continuation registration and fees are recorded appropriately on a student's record.

### **Leave of Absence**

A student in good standing may request of leave of absence from the College for a minimum of one year without prejudice to his/her standing. Students on a leave must register for Maintenance of Matriculation. The course number in all programs is 899. If the student does not return to the College in the term following the leave, he/she must re-apply to the College and program for readmission. The student will then be subject to the rules and program changes which are in effect for the current catalog year. A leave of absence must be made by a written request to the student's program director.

### **Transcript**

Upon graduation, students are entitled to one free student copy of transcript with their diploma. The cost of a transcript is \$5.00 for a student copy and free for an official copy. No transcript will be issued for a student whose financial account is not settled. All questions regarding transcripts should be addressed to the Office of Enrollment Services at the Dobbs Ferry campus.

### **Residency Requirements**

A degree candidate must complete at least 24 credits of required graduate courses in one program to meet the residency requirement. To be in residence, the student must have registered for courses offered by one of the Mercy College graduate programs. For programs of 36 credits, six credits in transfer may be accepted, if appropriate. The remaining credits must be taken in residence.

### **Transfer Credits**

Certain graduate programs will consider the awarding of transfer credits for graduate courses taken prior to admissions, if equivalent in content to a course in one's plan of study. Permission to transfer credits must be requested at the time of admissions and official transcripts and course descriptions must be submitted to the program director for evaluation.

Transfer credit will be granted only for courses taken in the five-year period prior to acceptance and for courses in which the student earned a grade of B or higher. Transfer credit is normally limited to six credits. Please see specific program sections since some programs have more stringent regulations in regard to transfer credits.

### **Academic Integrity**

Cheating and plagiarism are contrary to the purpose of any educational institution and must be dealt with severely if students' work is to have any validity. Plagiarism is the appropriation of words or ideas of another without recognition of the source. Professors reserve the right to use all appropriate and available resources to verify originality and authenticity of all submitted coursework. An instructor who determines that a student has cheated or plagiarized will give an F for the assignment and may give a grade of F for the course. Additionally, the faculty member will submit a written report of the incident to the program director and executive dean for academic engagement and planning. Plagiarism and cheating will be grounds for dismissal, depending on the circumstances. The matter is dealt with by the Instructor and the student, in consultation with the director of the graduate program, the school dean, and the executive dean for academic engagement and planning.

### **Quality Point Index**

The quality point index represents the average grade attained in the set of completed courses. The index for a given

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set of courses is determined by dividing the total number of quality points earned in those courses by the total number of credits that would be conferred by the successful completion of those courses. The number of quality points earned by completing a given course is determined by multiplying the total number of academic credits the course may confer by the coefficient corresponding to the grade received. The scale of coefficients is as follows:

A.....	4.00	B.....	3.00	C.....	2.00
A-.....	3.67	B-.....	2.67	F.....	0.00
B+.....	3.33	C+.....	2.33	FW.....	0.00

The grades P, NC, I, and W are not calculated in the Quality Point Index.

### Grading Policy

Students earn the following grades after evaluation procedures are implemented:

A	Excellent
A-	
B+	Good
B	
B-	
C+	Passing (but unsatisfactory)
C	
F	Failing
FW	Failing due to unofficial withdrawal

Other grades that may be used in special circumstances are:

AU	Audit – No grade or credit granted
P	Competency in meeting criterion-referenced objectives
NC	No credit (not completed)
W	Withdrawal from the course
I	Incomplete – student has not met all course requirements

### Incomplete Grades

The grade of I may be granted for a course in which the student has not completed all the course requirements due to unforeseeable and extenuating circumstances. The student must have been in attendance for the full term and completed the majority of the required coursework. The student must request in writing an incomplete grade directly from the instructor and the issuance of an incomplete grade should not be considered automatic. Issuance of the grade of Incomplete is at the discretion of the individual instructor. All incomplete work must be completed and delivered to the instructor in order for the I to become a passing grade. Individual faculty cannot extend the time limit nor accept work after the deadline has expired. Unless otherwise specified by the school dean, the I will automatically become a permanent grade after one year. Please note that certain programs have more stringent incomplete deadline policies. Please check the specific program regulations. The student will have to reregister and complete the course after the one-year deadline to receive credit.

Students who have two or more Incompletes on their academic record will be put on academic hold and will not be allowed to register. Future registration for any subsequent courses will not be permitted until all of the Incompletes but one are resolved and graded.

A student who decides that he/she will be unable to complete the work of a course satisfactorily may withdraw from the course any time before the sixth week of a quarter or the ninth week of a 16-week semester. The grade W is recorded for that student. Withdrawals can be processed on the Web, or in person at the Office of Enrollment Services. The final grade in a course is based on the student's accomplishment of the course objectives according to a specified evaluation plan. A grade of F or FW in any graduate course is grounds for dismissal from the college. To receive credit for a failed course, a student may be permitted to reregister and satisfactorily complete the course in a subsequent term, depending on the individual circumstances.

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### **Grade Suppression**

If a student repeats a course, the lower grade will be suppressed from the GPA. The original course and the repeated course must be taken at Mercy College. The lower grade will remain on the transcript but will not count in the overall GPA. Students receiving financial aid should check with their counselor to understand how repeating the course may affect their aid.

### **Change of Grade Policy**

A change of grade after the close of any grading period, other than to rectify a grade of incomplete, is approved only if a mistake was made in determining the final grade.

Any grade change, other than for an incomplete, must be approved by the school dean.

### **Maintenance of Good Academic Standing**

The cumulative GPA for both good academic standing and degree conferral is a 3.0. A student admitted as a Special Matriculant is required to achieve a 3.0 average or better after completion of six credits. Please note, certain graduate programs may have more stringent program policies. Please check the specific program regulations. Grades are subject to review by the faculty advisor and program director at the end of each term. If the academic average falls below 3.0 the student will be placed on academic probation.

### **Academic Probation**

All students who have a cumulative GPA below 3.0 will be placed on academic probation. If a student will not be able to achieve a cumulative GPA of 3.0 within a reasonable time, the student will be dismissed from the program. If a student receives a grade of F or FW in any course the student will be subject to dismissal from the College.

For all students on probation, future registrations must be reviewed and approved by the director of the student's program as well as the graduate dean.

In all subsequent terms in which the student is on probation, the student is required to achieve a term GPA of 3.0 or better. If the 3.0 or higher is not achieved the student will be dismissed. Students who receive a grade of less than B may be required to repeat the course. Students will be allowed to repeat a course only once.

### **Complaint/Grievance Procedures**

Students with complaints are encouraged to discuss their concerns informally with the appropriate office or individual. For academic concerns, students are encouraged to communicate with their instructors and/or academic advisors early in the term to resolve issues and to allow time for appropriate actions and referrals.

Students wishing to file an official grievance must do so in writing (with the exception of complaints under the Sexual Misconduct Policy). For academic concerns, the grievance procedure is listed under Academic Regulations and Procedures of this catalog. Grievance Policy (below). For all other non-academic complaints/grievances, students should refer to the Student Complaint Policy found in the Student Handbook.

### **Dismissal Review**

A student may request a dismissal review when he/she believes that extenuating circumstances directly caused their poor academic performance. The student should clearly state these reasons for their unacceptable academic performance and how he/she expects to improve academic performance in a certified letter to the school dean. The student must request in writing for the review within 90 days after dismissal. The Office of the Provost with the counsel of the Graduate Academic Policy Committee, will evaluate the student's appeal. All decisions of the dismissal review are final.

### **Degree Requirements**

Each candidate for a degree or certificate must have completed all coursework and requirements with a GPA of not less than 3.0. The words "With Distinction" will appear on the diploma and transcript of any student who completes their degree with a GPA of at least 3.75. Once the degree is conferred, the academic record is finalized and cannot be changed.

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### **Degree Conferral Form**

The formal graduation ceremony takes place in May. Degrees are conferred and diplomas are issued in February, June and August. All students are required to apply for graduation by filling out the Degree Conferral Form (available in the Office of the Student Services), and submitting the completed form to the Registrar.

Forms must be submitted according to the following deadlines. Failure to meet the appropriate deadline will result in postponement of degree conferred to the next scheduled date for issuing diplomas. Students who miss the deadline must submit an application for the new graduation date by the deadline listed below.

#### *Deadline for Degree Conferral*

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February	October 15
May	February 2
August Participating in the May Ceremony*	April 10
August	May 15

\* Must be registered for the 6 or less credits that complete degree requirements

### **Academic Appeals Policy**

The purpose of the Academic Appeals Policy is to provide a process for the equitable resolution of formal complaints made by a student, faculty member or administrator over academic issues including grade disputes, cheating, plagiarism and the application of academic policies, except for dismissal review. The following steps constitute the process; before proceeding to a higher-level step, all lower-level steps must first be completed and documented in some form. The College continues to recommend and encourage the informal resolution of complaints, believing that effective communication is also part of the educational process. To the extent that a faculty member, academic unit head or dean are unavailable, a designee may be appointed for purposes of resolving such issues in a timely manner.

#### **Step One: Faculty.**

At this step the process remains informal. Within four weeks of the end of the semester, term, or quarter (the "academic period") in which the disputed matter occurred, the student and faculty member must meet in person or by phone to discuss the issue. After the meeting, the faculty member must make a decision within one week and communicate it in writing to the student. If the student is dissatisfied with the outcome of this meeting, a formal written appeal must be submitted by the student to the relevant academic unit head.

#### **Step Two: Academic Unit Head.**

Any formal written appeal of the decision in Step One must be filed with the academic unit head no later than six weeks after the end of the academic period in which the issue of the appeal occurred. Within two weeks of receipt of the formal written appeal, the academic unit head will, depending on the situation, meet separately or jointly with the student and faculty member involved. Meetings may be in person or via telephone. During these meetings each party will submit all information and supporting documentation to the academic unit head; a written decision should be sent to both parties within two weeks of the meeting. If the faculty member involved is also the academic unit head, the parties may agree to allow another faculty member in the department to review the appeal or proceed directly to Step Three.

#### **Step Three: School Dean.**

Within one week of the decision in Step Two, an appeal may be made in writing by the student to the relevant school dean. The school dean will, depending on the situation, meet separately or jointly with the student and faculty member and, as necessary, the academic unit head involved within two weeks of receipt of the formal written appeal. Meetings should be in person, to the extent practicable. The school dean will review the written appeal and previous actions on the appeal, along with any additional information and substantiation submitted by each party, and will render a decision in writing to all parties within two weeks of the meeting.

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**Step Four: Academic Appeals Committee.**

In the event that the issue has not been satisfactorily resolved in Steps One, Two or Three, a final appeal may be made to the Academic Appeals Committee. Such appeal must be made in writing to the Committee, to the attention of the Associate Provost, within four weeks of the decision by the school dean. Appeals should be accompanied by any substantiating documentation. The Academic Appeals Committee will hold a meeting, as described below, and shall render a decision in writing to both parties within two weeks of the conclusion of the meeting.

The Graduate Academic Appeals Committee consists of the Associate Provost, and up to three faculty members, two administrators, and two graduate students. The chair of the Committee is the Associate Provost. The Committee meets as needed.

All parties to the appeal will be permitted to participate in the meeting with the Committee. The student may be accompanied by one person who is not professional legal counsel. The Committee will hear from both parties and may call on any witnesses to the matter and review any supplementary documentation. The Committee may ask questions throughout the meeting and may, if necessary, adjourn the meeting to obtain additional information. The Committee will review whether it is more likely than not that the alleged conduct occurred. In the case of a grade dispute, the Committee does not have the authority to make a grade change; rather, the Committee will review whether it appears the original grade was fairly awarded.

**The decision rendered by the Academic Appeals Committee is final; no additional appeals will be permitted.**

## Support Services and Resources

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### Campus Safety and Security

The Office of Campus Safety and Security will provide, upon request, all campus crime statistics as reported to the United States Department of Education. The Campus Safety (Clery Act) Report may be found on the Mercy College website. This information is also available, in a hardcopy format, from the Mercy College Office of Campus Safety and Security. To receive a copy, contact the Director of Security, at 914-674-7225.

Students may sign up to receive emergency campus alerts through the NY Alert website (<https://users.nyalert.gov>). For more information about preparing for or responding to a campus emergency, download the "In Case of Crisis" Application in the Apple or Google Play app stores.

Students wishing to report an emergency should call 914-674-9999 or 911; for general security assistance in a non-emergency situation call 914-674-7225.

### Graduate Academic Support

Graduate Academic Support is designed to assist graduate students to persist in their studies and succeed in their coursework with the goal of graduation and increased employment opportunities. Writing and research specialists assist graduate students through one-on-one assistance, workshops, and online. Dedicated study and learning spaces are provided at the Bronx (4th floor) and Dobbs Ferry (library) campuses. Please schedule an appointment in advance for tutoring in writing and research. Preregistration for workshops is encouraged.

Workshops are provided for a variety of credentialing exams in the health and education professions.

Content Peer Tutoring positions are available for graduate students to provide peer tutoring, particularly in the professional preparation programs in Health and Natural Sciences.

### Career and Professional Development

Career and Professional Development at Mercy College teaches career readiness, with the goal of each student developing lifelong career management skills. We provide tools, training and exposure to valuable opportunities that empower students to take ownership of their career success.

Through workshops, online resources, career events, job and internship fairs, and individualized counseling, we empower you to properly prepare for and thrive in an ever-changing and exciting workplace. Open to all students across all campuses and online, our programs leverage the most advanced technologies available through our state-of-the-art Vitale Life Skills Lab, providing you access to career information and job and internship opportunities.

*Services available to Mercy College students include, but are not limited to:*

- **Resume & cover letter building**— Work with a Career Counselor to develop a professional and competitive resume and cover letter that stand apart from the crowd.
- **Job and Internship search** — Develop a strategy to efficiently and effectively identify and pursue the career opportunities of your choice. We're here to help you!
- **Interview skills** — Conduct live mock interviews, or practice at home with a virtual mock interview tool to increase skill and confidence in communicating your unique value to employers .
- **Career Fairs** — Network with employers and find internships, full-time and part-time jobs at Recruit Westchester and on-campus career and internship fairs.
- **Lunch with a Leader** — Attend a business lunch with global and local business and community leaders to help you get an up close and personal look at the skills necessary for entry and success in various careers.

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### **Career Maverick**

Mercy College's Career Maverick system is our online tool and app that contains career resources that will be of value to you throughout your college career and beyond. Registration is free and available exclusively to members of the Mercy College community at <https://mercy-csm.symplicity.com>. Through Career Maverick you will gain access to exclusive full-time and part-time job and internship opportunities specifically targeting members of the Mercy College community. You will also be able to access the NACElink Network, the largest career network of career services and recruiting professionals in the world. In addition, valuable career resources such as resume formats, cover letter formats, helpful verbs for writing resume bullets, sample bullets, etc. are also available in Career Maverick.

All career resources offered by Mercy College Career and Professional Development are free of charge to students and alumni. To schedule an appointment to meet with a counselor at the campus of your choice call 914-674-7203 or email: [careerandprofessionaldevelopment@mercy.edu](mailto:careerandprofessionaldevelopment@mercy.edu).

### **Student Counseling Center**

The Student Counseling Center offers psychological evaluation and brief treatment typically lasting from one to six sessions with a licensed psychologist or social worker. Students in need of more intensive treatment are referred to local hospitals and clinics for long-term psychotherapy and/or medication, if necessary.

Students utilize the Counseling Center for help with mental health issues including increased anxiety, depression, eating disorders, substance abuse and crisis intervention as well as concerns about their academic progress, daily living, adjustment to college and relationships with others. Counseling can be an opportunity to talk about issues that are of concern to students with an objective person who can help them develop skills and view situations in ways that may enable them to be more effective in managing life's challenges down the road.

For more information or to schedule an appointment, please call our main number 914-888-5150

*\*\* This service is for Mercy College students ONLY.*

### **Non-Discrimination Policy**

Mercy College is committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunity, employment, and access to services, programs, and activities, without regard to an individual's race, color, national origin, religion, creed, age, disability, sex, gender identity, gender expression, transgender status, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. Employees, students, applicants or other members of the College community (including but not limited to contractors, vendors or visitors) may not be subjected to harassment that is prohibited by law, or treated adversely based upon a protected characteristic, or retaliated against for making a complaint regarding such adverse treatment.

The College is also committed to providing reasonable accommodations when appropriate to individuals with disabilities, individuals observing religious practices, and employees who have pregnancy or childbirth-related medical conditions. Retaliation for reporting or opposing discrimination, cooperating with an investigation of a discrimination complaint, or requesting an accommodation is also prohibited.

The College's policy addressing discrimination and harassment is set forth more fully in the **Mercy College Policy on Equal Opportunity and Nondiscrimination**. The College's policy addressing sexual harassment, gender-based harassment and sexual violence is set forth more fully in the **Mercy College Policies and Procedures Relating to Sexual Misconduct, both of which can be found in the Student Handbook**.

Inquiries regarding the application of all laws, regulations and policies prohibiting discrimination may be directed to Ana Gonzalez, Esq., Title IX Coordinator and Equity Compliance Specialist, [agonzalez@mercy.edu](mailto:agonzalez@mercy.edu), 914-674-7679.

### **Notification Under FERPA of Student Rights Concerning Education Records and Directory Information**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See Section "5" below on your right to prevent the disclosure of directory information. The FERPA rights of students are :

1. The right to inspect and review your education records.

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2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA
3. The right to consent to disclosure of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent as set forth more fully in the Mercy College Student Handbook;
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C., 20202-5920
- (5) The College will make the following "directory information" concerning current and former students available to those parties having a legitimate interest in the information: the student's name, local and permanent address, email address, telephone number; age; photograph; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; enrollment status; dates of attendance at Mercy College; degrees, honors, and awards received and their dates; and the most recent previous educational institution attended.

**A student in attendance at the College who does not want to have directory information relating to her/himself released should complete an Authorization to Withhold Directory Information form and return it to the Registrar.**

Detailed information concerning each of the points cited above can be found in the Mercy College Student Handbook, or can be obtained by inquiring with the Office of Registrar.

### **Residential Life**

There are two residence halls on the Dobbs Ferry campus. Founders Hall serves over 300 students in a variety of room configurations including singles, doubles triples and quads. Hudson Hall, which opened in January, 2016, is home to 350 students residing in 4 and 6 person suites. Hudson Hall also has a state of the art fitness Center, a Starbucks Café, a community lounge, quiet study lounge and meeting rooms that are open to all members of the Mercy College community. With the addition of Hudson Hall, the residential life program at Mercy has a robust on-campus population in addition to using area hotels that compliment a student's residential experience while attending Mercy College. The Residential Life Program is designed to provide students with living facilities and activities that enhance and extend their formal classroom education. The program is structured to promote students' social, cultural, personal and intellectual development. Living in College housing offers a structured environment in which students can live independently and develop a greater sense of personal identity within a community setting.

For further information, please contact the Residential Life Office at 914-674-7277 or email us at residential-life@mercy.edu

### **Students With Disabilities**

The Office of ACCESSibility provides Accommodations, Collaboration, Consultation, and Educational Support Services for students with disabilities. The office works to collaborate with and empower students who have disabilities to enable equal access to an education and college life. ACCESS provides opportunities and resources that will facilitate the development of self-advocacy, self-efficacy, and adaptive skills in students to overcome barriers a disability may present. To learn more contact, accessibility@mercy.edu.

Students whose disabilities may require some type of accommodation, must self-identify and complete an "Application for Accommodations." ACCESS may require documentation of the disability. Documentation will assist ACCESS in understanding how the disability impacts the student in an academic setting and the current impact of the disability as it relates to the accommodations requested. Reviewing documentation is a collaborative process and accommodation request is handled on a case-to-case basis.

A follow-up meeting with ACCESS may be required. Students with a disability are encouraged to contact the Office of ACCESSibility, Main Hall, Room 109, (914) 674-7523. Students are encouraged to register with ACCESS as soon as possible after admission to the college to ensure timely provision of services. Students should also visit ACCESS at

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the beginning of each semester to obtain up-to-date documentation of a disability is required for services.

For more information about the process for obtaining accommodations, or if a student feels that their accommodations are not being provided adequately or fully, or the student disagrees with an accommodation that was not approved, she/he should refer to the Policy and Procedures for Implementing Reasonable Accommodations for Students in the Mercy College Student Handbook.

### **Policy on Alcohol and Illegal Drugs**

The abuse of alcohol and illegal drugs can have a significant adverse effect upon the Mercy College community, compromising interpersonal relationships and undermining the educational mission of the College. In response to these concerns, and pursuant to the Drug-Free Schools of Communities Act Amendments of 1989, the College has developed a comprehensive program to prevent the use of illegal drugs and the abuse of alcohol. The College reviews its program biennially to determine its effectiveness, to implement any necessary changes, and to ensure that the required disciplinary sanctions are consistently enforced. Refer to the Student Handbook for detailed information concerning:

- (1) Mercy College's policies on substance abuse and alcoholic beverages.
- (2) College sanctions for violation of these policies.
- (3) Criminal sanctions for the illegal possession or distribution of drugs and alcohol.
- (4) Mercy College's Drug/Alcohol Use Amnesty Policy.
- (5) Health risks of drugs and alcohol.
- (6) Places where one can receive help concerning the abuse of alcohol and drugs.

### **Textbooks**

Textbooks are available for student purchase at the campus bookstores located at the Dobbs Ferry and Bronx campuses, as well as online at [www.mercy-dobbs.bkstr.com](http://www.mercy-dobbs.bkstr.com) for Dobbs Ferry, Manhattan, Yorktown, and online students; or [www.mercy-bronx.bkstr.com](http://www.mercy-bronx.bkstr.com) for Bronx students.

Textbook pricing information for required and recommended materials for each class is available on the bookstore website.

### **Honor Societies**

#### **Business**

Students in the Business graduate programs have the opportunity to become members of the Delta Mu Delta International Honor Society in Business. The mission of Delta Mu Delta is to recognize students for their outstanding academic achievement in business. The Society has over 160 active chapters and offers members numerous benefits, including networking, leadership, and scholarship opportunities to help build their résumés. Membership in Delta Mu Delta is an indication to prospective employers that members have distinguished themselves scholastically.

#### **Counseling**

Students in the graduate programs in Counseling and in School Counseling have the opportunity to become members of Pi Gamma Mu, the National Honor Society founded in 1924 for the purpose of encouraging, stimulating, and maintaining scholarship in the Social and Behavioral Sciences. Membership is open to graduate and undergraduate men and women who are making the study of Counseling one of their major interests and who meet the appropriate qualifications.

#### **Education**

Students in the graduate programs in Education have the opportunity to qualify for membership in Phi Delta Kappa, the professional society for educators, administrators, and graduate students. Its goals are to promote research, service, and leadership in education. Phi Delta Kappa International is a worldwide organization with over 100,000 members.

#### **Nursing**

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Students in the graduate programs in Nursing have the opportunity to become members of the Zeta Omega Chapter of Sigma Theta Tau, the International Honor Society of Nursing. The Zeta Omega Chapter, comprised of baccalaureate and masters nursing programs at Mercy College, the College of New Rochelle, Dominican College of Blauvelt, and Pace University, was chartered in 1984. The organization recognizes superior achievement and development of leadership qualities, fosters high professional standards, encourages creative work, and strengthens commitment to the ideals of the profession.

### **Psychology**

Students in the graduate programs in Psychology and in School Psychology have the opportunity to become members of Psi Chi, the National Honor Society founded in 1929 for the purpose of encouraging, stimulating, and maintaining scholarship in Psychology. Membership is open to graduate and undergraduate men and women who are making the study of Psychology one of their major interests and who meet the appropriate qualifications.

### **Professional Societies**

#### **Society for Human Resource Management – Student Chapter**

The Society for Human Resource Management is a non-profit association for human resource management professionals. Founded in 1948, the Society for Human Resource Management serves over 44,000 human resource professionals in a wide variety of U.S. and international organizations. The Mercy College Student Chapter was chartered to provide projects and activities related to the human resource field and to promote networking with human resource professionals. Students interested in membership should contact the Graduate Program in Human Resource Management at 914-674-7632.

#### **National Student Speech-Language-Hearing Association (NSSLHA)**

The National Student Speech-Language-Hearing Association (NSSLHA) is the student chapter of the American Speech-Language-Hearing Association (ASHA). NSSLHA publishes the NSSLHA Journal and the Clinical Series. Members also receive Asha Magazine and two additional ASHA journals of their choice. Students interested in membership should contact the Communication Disorders Program at 914-674-7340 or ASHA.

#### **The Assembly of Student Delegates of the American Occupational Therapy Association**

The Assembly of Student Delegates of the American Occupational Therapy Association (ASD) provides a mechanism for the expression of student concerns and offers a means whereby students can have effective input into the affairs of the American Occupational Therapy Association (AOTA). ASD promotes the well-being of students, enhances their knowledge of the profession, and facilitates the sharing of ideas. Students interested in membership should contact the Occupational Therapy Program at 914-674-7815, or [www.aota.org](http://www.aota.org).

#### **The Physician Assistant Student Society**

The Physician Assistant Student Society is Mercy College's chapter of the Student Academy of the American Academy of Physician Assistants (SAAAPA). The SAAAPA was established by the American Academy of Physician Assistants (AAPA) to represent physician assistant students throughout the country. The mission of the Mercy College Physician Assistant Student Society is to support the professional and personal growth of PA students, to increase public awareness of the profession and to promote disease-prevention and health. Students interested in membership should contact the Graduate Program for Physician Assistant Studies.

#### **The Student Assembly of the American Physical Therapy Association**

The Student Assembly of the American Physical Therapy Association (APTA) represents thousands of student members. All student members automatically become part of the Student Assembly and can participate in APTA's governance as an officer or liaison. Members receive numerous publications including Today's Student in Physical Therapy, Physical Therapy, PT Bulletin and others. Applications can be obtained in the Physical Therapy office or from APTA at 800-999-APTA, ext 3395 or 3124.

## Graduate Admissions

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### Admission Requirements

Requirements for admission and matriculation include:

- A completed application for admission with the nonrefundable fee. (Please see the Tuition and Fees section of the catalog.)
- Applicants for admission to graduate study must hold a bachelor's degree from an accredited American college or university, or the equivalent degree from a foreign college or university. Applications generally have a cumulative GPA of 3.0 or higher. Applicants with a lower average may be considered for admission with special parameters based on professional experience. The student will be required to complete a specified number of credits with an overall GPA of 3.0 to continue in the program. Some graduate programs are dual degree programs (B.S./M.S.) that have unique credit requirements. Please note that certain graduate programs may require additional documentation for the assessment of qualifications for admission. Additionally, please see specific program information and requirements in the appropriate section of this catalog.
- An assessment of qualifications for admission by the specific program director or designee.

Please note a student can only be matriculated and enrolled in one program at a time.

Full immunization compliance is required for registration. Please see the immunization compliance requirements on the next page.

All applicants whose native language is not English must demonstrate proficiency in English. The evaluation must measure reading, writing, speaking and an understanding of the spoken language at a level appropriate for graduate studies. Proficiency will be determined by a standardized test such as the Test of English as a Foreign Language (TOEFL) or a test(s) approved by the dean of the School of Liberal Arts.

Students who have studied at institutions of higher education in other countries must present original transcripts and official translations as part of the admissions submission. Mercy College Office of Admissions will make the final official evaluation of international transcripts; however, all students are required, at their own expense, to obtain an evaluation of their transcripts by a NACES (National Association of Credential Evaluation Services) certified evaluation agency (e.g., WES, SpanTran, ECE). Such evaluations should be sent by the agency directly to the Student Services Support Center at Mercy College. A complete list of NACES members can be found at [www.naces.org](http://www.naces.org). The criteria for accepting international degrees and credits are the same as that for degrees and credits from U.S. colleges and universities.

For more information for international students, please see the section on international students.

Qualified applicants are admitted without regard to race, religion, national or ethnic origin, gender, sexual orientation, marital status, age or physical disability.

### Admission Procedures

Applications may be submitted by mail, in-person or online to the Office of Admissions of Mercy College. An application for admission may be obtained by calling the Office of Admissions at 877-MERCY-GO (637-2946) or on our website at [www.mercy.edu](http://www.mercy.edu). Official transcripts, (evaluations and translations if required,) should be sent directly to the Mercy College Office of Admissions. Once all documentation is received by the Office of Admissions, including the program director's assessment of qualification for admission, notification of the college's decision will be sent. Check your program for additional procedure and requirement information.

### Criminal Background Checks

Several graduate programs require outside placement for clinical experience as part of their program of study. Students should be aware that many hospitals, schools, child care facilities and nursing homes now require criminal background checks of all people working in their settings due to state legislation and accreditation requirements. The completion of the criminal background check and their costs are the responsibility of the student. Students may be required to update their criminal background check each year. Each training site will be informed of the results of the

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background check prior to placement at the site. Refusal to complete the background check, or multiple rejections from external placements due to information in a student's background check may prevent the student from participation in an external clinical experience. If a student cannot complete the mandatory student placement, continuation in the program will not be permitted. For further details, students are advised to see their program director.

### **Registration in Classes**

Registration in graduate classes does not imply that the student has been accepted as a candidate for a degree. Initial registration to any graduate program must be authorized by the program director or designee. Some programs do permit six credits as a non-matriculant. The Teacher Education programs may permit up to 18 credits as a non-matriculant in specific programs to satisfy certification requirements. Acceptance to degree candidacy is contingent upon the student obtaining matriculated status and satisfying all admission and program requirements of the graduate program being pursued. A student can only be matriculated and enrolled in one program at a time.

### **New York State Department of Health Immunization Program**

Students attending colleges and universities in New York State are required to present proof of immunity against measles, mumps and rubella. Students born before January 1, 1957 are exempt from this requirement. Additionally, all students must complete the New York State Meningitis Form. This form is available in the Office of Enrollment Services or online at [www.mercy.edu/vaccine](http://www.mercy.edu/vaccine). Failure to show proof of compliance with this regulation will prohibit students from attending classes.

For further information on the New York State Department of Health Immunization requirements, please contact the Office of Enrollment Services. Additional health requirements may be needed in specific programs.

### **Health Insurance Policy**

In most of the health profession programs, students are required to maintain health insurance while participating in any off-campus component of the curriculum. Verification of health insurance is required by the program director prior to the start of any off-campus clinical experience.

### **Members of the Armed Forces and Veterans**

At Mercy College, the past and present sacrifices made by student veterans in service to our nation are deeply appreciated. For active-duty service members and military veterans who want to advance their education and career in the midst of a rigorous lifestyle, Mercy College enables students to earn a graduate degree from more than 30 degree choices. Mercy College degree programs are designed to meet the needs of even the most demanding military schedule in an affordable, flexible, and individual approach with special emphasis on distance learning, service relevant programs, and second career paths.

Mercy College is an official U.S. Department of Veteran Affairs Yellow Ribbon School, and a G.I. Jobs Top Military Friendly School. It is also recognized as a Service Members' Opportunity College (SOC), providing educational assistance to active-duty service members; a joint member of the Department of Defense Concurrent Admissions Program; and an approved college for the National Guard Tuition Grant Program. Mercy College offers the following benefits for members of the armed forces and veterans:

1. Use of admissions procedures that insure access to higher education for academically qualified military personnel.
2. Evaluation of learning gained through military experiences and academic credit awarded where applicable to the service member's program of study.
3. Evaluation of non-traditional learning and awarding of academic credit for such learning where applicable to the service member's program of study.
4. Evaluation of requests for inter-institutional transfer of credits and acceptance of such credits whenever they are appropriate to the service member's program and are consistent with the College's curriculum.
5. Flexibility to service members in satisfying residence requirements by making adjustments for military students who transfer when there are other assurances of program balance.
6. Education and student support services for veterans.

### **Facts about the Post-9/11 GI Bill®**

Mercy College's designation as a Yellow Ribbon school combined with Post-9/11 GI Bill® benefits virtually eliminates any

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education costs throughout a student's college career. In addition, the Post-9/11 GI Bill® provides up to \$9,000 toward living expenses every semester to eligible Mercy College students. Transitioning from military service to academic life has never been easier thanks to Mercy College and the GI Bill®.

The education benefit of the Post-9/11 GI Bill® can now be used for undergraduate, graduate, and doctoral degrees.

There are increased benefit limits, including a housing cost allowance that is paid directly to the veteran.

The tuition benefit is paid directly to Mercy College. One hundred percent-eligible veterans will have no out-of-pocket tuition costs.

In certain cases, veteran GI Bill® benefits can be transferred to an immediate family member.

For further information regarding VA Benefits Certification, please contact the Office of Business Operations at 914-674-3104.

## **International Students**

International applicants who plan to attend Mercy College under F-1 non-immigrant student status should contact the International Students Office and request the I-20 Eligibility Form, other immigration and admissions related materials, and assistance with visa procedures.

The International Students Office provides academic support and immigration advisement for holders of F-1 non-immigrant status in the U.S. Individuals who may be considering a Change of Status (COS) to F-1 International Student, or need information about their eligibility to study in their current immigration status, should contact the International Students Office for support. The office assists members of the Mercy College international community by providing direct support with academic, career, employment, immigration, personal, cross-cultural and financial matters as it serves as a referral source to other college offices and academic departments. The office will advise on immigration matters including, general information on students' rights and responsibilities, assistance with procedures required for transferring institutions, extensions of stay, permission to work and practical training experiences. All F-1 international students must report within 15 days of arrival to the International Students Office of Mercy College with their travel and immigration documents. International students may contact the International Students Office at (914) 674-7284 or [international@mercy.edu](mailto:international@mercy.edu).

Official transcripts from foreign institutions must be evaluated by a NACES, AICE, or AACRO member, or internally, and sent directly to the Admissions Office at Mercy College. International applicants whose primary language is not English are required to submit scores from the Test of English as a Foreign Language (TOEFL) or IELTS (International English Language Testing System). For more information regarding English proficiency requirements, please contact the Office of Admissions at 877-MERCY-GO or write to [admissions@mercy.edu](mailto:admissions@mercy.edu)

## Tuition, Expenses and Financial Assistance

### Graduate Tuition

**Per credit hour:**

Business Administration	\$ 861
Communication Disorders	\$ 926
Counseling	\$ 842
Cybersecurity	\$ 861
Education	\$ 842
English Literature	\$ 842
Health Services Management	\$ 842
Human Resource Management	\$ 861
Nursing	\$ 842
Occupational Therapy	\$ 926
Organizational Leadership	\$ 861
Doctor of Physical Therapy	\$ 926
Physician Assistant Studies	\$ 967
Psychology	\$ 842
Public Accounting	\$ 861
School Administration & Supervision	\$ 842
School Psychology	\$ 842
Web Strategy and Design	\$ 861

*All credits are charged at the credit hour rate. Please note tuition and fees are reviewed and updated annually. Please refer to the most current term Course Bulletin for current rates.*

**Fees** (All fees are non-refundable)

Application Fee	
OT/PT/PA/CD	\$ 62
All other programs	\$ 40
Maintenance of Matriculation Fee	\$ 100
(For terms student does not enroll)	
Reinstatement of cancelled registration	\$ 100
Late Registration Fee (Charged the first week of classes)	\$ 100
Late Payment Fee (per assessment)	\$ 100
Change of Program Fee	\$ 15
<i>Payable by all students who add and/or drop a course during the period from the first day of term or semester to the end of late registration.</i>	
Challenge Exam Fee (for BIOL 303, BIOL 317)	\$ 80
Returned Check Fee	\$ 20
Transcript Fee	
(official) Free	
(student copy)	\$ 5
Registration Fee:	
12 credits or more per semester	\$ 310
Less than 12 credits per semester	\$ 155
<b>Special Program Fee – Physician Assistant (per semester):</b>	
Final program year	\$275

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### **Special Program Fee – Physical Therapy (per semester):**

2 <sup>nd</sup> year students	\$130
3 <sup>rd</sup> year students	\$130

### **Special Program Fee – Occupational Therapy (per semester)**

1 <sup>st</sup> year students	\$330
2 <sup>nd</sup> year students	\$200

### **Special Program Fee – Communication Disorders (per semester)**

1 <sup>st</sup> year students	\$225
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### **Capstone Continuation Fee: One credit of program tuition**

*(The fee will be charged each term, beginning with the third term following capstone registration, including summer terms.)  
Student can only register for Capstone Continuation for two terms.*

Additional fees may be required for clinical/laboratory courses.

Students in the **Communication Disorders, Occupational Therapy, Physical Therapy, Nursing and Physician Assistant programs** may have additional expenses related to clinical experiences. Clinical sites require students to have their immunization titer values taken (can cost as much as \$300) and to have an annual physical examination to participate in the clinical education component of the programs. Professional malpractice insurance (approximately \$40/year) is required, as is an annual CPR certification course. Some settings in which students complete clinical experiences may require the students to complete criminal background checks through the state bureau of investigation, fingerprinting (approximately \$100), central registry check for child abuse charges, and/or drug and alcohol screenings. The expenses incurred for this background checks are the student's responsibility.

## **Payment Policy**

Tuition, fees and all other charges are due as follows by academic term:

<b>Summer</b>	Three weeks prior to the first day of the term
<b>Fall</b>	Three weeks prior to the first day of the term
<b>Winter</b>	Upon registration
<b>Intersession</b>	Upon registration
<b>Spring</b>	Three weeks prior to the first day of the term

You will be required to complete a Student Acknowledgement Statement and Method of Payment Information Form prior to registering for classes each term. The forms are available online via MercyConnect. This information will be used to assist you in completing your payment arrangements each term.

Arrangements for payment in installments may be made with specific monthly payment plan providers or directly with Mercy College. For additional information regarding payment plan option, please contact either the Office of Student Accounts or the Office of Enrollment Services. These arrangements must be made as of the above outlined dates. Payment may be made by MasterCard, VISA, AMEX, Discover or debit cards with appropriate credit card logos. All tuition and fees are subject to change without prior notice. Any student who has an overdue balance will be subject to late fees, and will not be able to participate in the registration process, receive transcripts, and remain in residence at the College or use college services and facilities. Students are responsible for balances incurred due to the loss or reduction of financial aid or other credit originally anticipated due to her/his ineligibility, lack of attendance, incomplete paperwork or for any other reason.

Many Mercy College students may be eligible for Financial Aid in the form of Scholarships, Grants, Loans, and Work Study from Federal, State, Institutional, and/or Private sources. Tuition payment may be deferred based upon anticipated receipt of the awards that have been processed by the Office of Enrollment Services prior to billing due dates and in accordance with the Federal, State, and Institutional Deadlines. All financial aid awards are conditional upon the successful and timely completion of all related and required paperwork. Therefore if, for any reason, financial aid awards are not disbursed, the full balance of tuition and fees is due and payable upon demand to Mercy College. Should it be necessary to place a delinquent account with a collection agency, all fees, including reasonable attorney fees, become the responsibility of the student.

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Resident students should be aware that the due dates for their financial arrangements are different from the dates for the at-large student population. Please read the housing agreement carefully.

Notwithstanding anything contained in this catalog, the College administration expressly reserves the right, whenever it deems advisable: (1) to change or modify its schedule of tuition and fees, and (2) to withdraw, cancel, reschedule, or modify any course, program of study, or degree, or any requirements in connection with any of the foregoing. For questions regarding billing or payments please contact the Student Services Support Center at 888-464-6737.

### Refunds

When a student officially withdraws from any course or courses by filing a formal withdrawal notice (Drop/Add Form) with the Office of Enrollment Services, refund of tuition will be made according to the below outlined schedule. See the course bulletin for specific refund dates. The date of withdrawal is the date upon which the formal withdrawal notice is received. Withdrawal may be processed at the Office of Enrollment Services or via the Web at Mercy Connect. Fees are non-refundable once courses begin.

<i>Semester – Date of Withdrawal*</i>	<i>Tuition Refund</i>
Prior to second week of scheduled course meetings	100%
Prior to third week of scheduled course meetings	80%
Prior to fourth week of scheduled course meetings	50%
During or after the fourth week of scheduled course meetings	No Refund
<i>Quarter and Trimester – Date of Withdrawal*</i>	<i>Tuition Refund</i>
Prior to second week of scheduled course meetings	100%
Prior to third week of scheduled course meetings	80%
During or after the third week of scheduled course meetings	No Refund
<i>Four Week Sessions – Date of Withdrawal*</i>	<i>Tuition Refund</i>
Before the second class meeting per session	100%
Prior to the third class meeting per session	80%
After the third class meeting per session	No Refund

*\*See current course bulletin for specifics regarding addition of terms and dates.*

This refund policy may not apply to international students who enter the United States under the terms of their international contract with Mercy College or to students receiving discounted tuition.

Students who have elected to pay on the installment plan are responsible for completing all payments if they withdraw during or after the third week of the term.

### Financial Assistance

The general college policy for processing financial assistance for our students is to do so in an efficient, equitable and accurate fashion for all students. Specifically, the Office of Enrollment Services strives to provide access to the maximum number of resources at the maximum value possible for a student to fund his/her education.

In addition, the Office of Enrollment Services always strives to process all types of financial aid (federal, state, and institutional) in accordance with the U.S. Department of Education (DOE), the NYS Higher Education Services Corporation (HESC), and all other governing association mandated policies and procedures.

Mercy College utilizes the U.S. Department of Education Free Application for Federal Student Aid (FAFSA) to determine federal and institutional aid eligibility for a given academic year. Eligibility for state funding is determined by the NYS HESC Electronic TAP Application (ETA).

All students requesting financial must file the previously mentioned FAFSA Application. The College recommends that students file this application electronically at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). You must include the federal code for Mercy College to ensure that your application is forwarded to both the College and to HESC. The federal code is **002772**.

Once the application has been filed with the DOE, the processed application, the resulting Institution Student Information Record (ISIR), is forwarded to the College and to HESC electronically. Upon receipt of the ISIR record, the

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College will generate a comprehensive financial aid package. This information, along with supporting information will be sent to each student in the form of an official Notice of Award for the academic year. This information will also be available via Mercy Connect.

Students must file a FAFSA Application every year to be eligible for financial aid in a given academic year. The priority filing dates are as follows:

- February 15 for the Academic Year: fall, spring, summer
- February 15 of the fall term only
- October 1 for the spring and summer terms

Meeting the priority filing dates ensures the ability of the Office of Enrollment Services to complete all the required processes to generate a comprehensive financial aid package in a timely manner. Failure to meet the above priority deadlines may result in the loss of federal, state and/or institutional aid.

Financial aid funds are credited to a student's account when eligibility requirements are satisfied for the given term (generally the fourth or fifth week of the term).

The U.S. Department of Education randomly selects FAFSA applications for a mandated Verification Process. This process requires the College to request, collect and review specific data elements of the received ISIR record. The verification process may result in a revision to a prior comprehensive financial aid package. A revised Notice of Award will be generated and sent to applicable students.

Selected students will be notified in writing by the Office of Enrollment Services of selection for verification. This notice will detail all required documents that must be submitted to the College within two weeks of the date of the notice. Failure to comply with the verification request will result in the loss of all financial aid (federal, state, and institutional) funding. The student will then be responsible for the full balance due on the account.

To maintain eligibility for financial aid in subsequent academic years, a student must meet the following criteria:

1. Re-file the FAFSA and the ETA within the priority deadline.
2. Maintain minimum Satisfactory Academic Progress as defined by the federal and state agencies (detailed further later).
3. Maintain minimum academic requirements for academic scholarships.
4. Maintain minimum enrollment criteria for respective aid programs.
5. Complete and submit all required Verification Processes (if requested).

### **Federal Financial Aid Programs**

The FAFSA application is required to determine potential eligibility for all federally funded financial aid programs. Additionally, a student must meet the following criteria:

1. Be a U.S. citizen or an eligible non-citizen (Permanent Resident).
2. Have a valid Social Security Number.
3. Be enrolled as a matriculated student in an eligible degree-granting program.
4. Be registered for the selective service (if applicable).
5. Demonstrate need (as defined by the DOE) for the grant, work-study and subsidized loan programs.
6. Not be in default or in an overpayment situation for any federal grant or loan program.
7. Maintain the minimum academic requirements (as detailed later).

### **The academic eligibility requirements for financial aid are as follows:**

1. Maintain a cumulative grade point index during each academic year at or above the minimum standard as outlined in the below detailed chart.
2. Completed the minimum number of degree credits (or greater) as outlined in the below detailed chart.
3. Register for courses that are applicable to the matriculated degree; course work not applicable to the matriculated degree are not eligible for consideration in determining a student's eligibility for aid.

### **Satisfactory Academic Progress**

For purposes of determining financial aid eligibility under Title IV of the Higher Education Act (HEA) of 1965, all institutions, including Mercy College, must establish reasonable standards for measuring whether a student is maintaining satisfactory academic progress (SAP). On October 29, 2010, the Secretary of Education published final rules aimed at improving the integrity of programs authorized under Title IV of the HEA. Effective July 1, 2011, institu-

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tions must comply with the published regulations that impact SAP. The Office of Enrollment Services has implemented its satisfactory academic progress policy to comply with said regulations.

Mercy College students who do not make satisfactory academic progress towards their degree will not be eligible for the following Federal Title IV aid programs:

- Federal Work Study Program
- Federal Direct Loan Programs, unsubsidized loans
- Federal Direct Graduate PLUS Loan Program

In addition, students who do not meet satisfactory academic progress will not be eligible to receive institutional (Mercy College-based) grants and scholarships. NOTE: Students receiving academic scholarships must also meet the criteria outlined in the initial scholarship notification letter.

The Office of Enrollment Services will review academic records annually after each spring term to monitor that students are making progress towards degree completion. Students are required to maintain qualitative and quantitative standards, and may not exceed the maximum time frame for their program.

### **Qualitative Measure Standards**

To maintain the qualitative standards of satisfactory academic progress, students must meet the cumulative GPA at the end of each academic year, as outlined in the charts below. The 'end' of an academic year is defined as the end of the spring term of each academic year, regardless of the term an individual student began his/her studies with the College in a given academic year. Graduate students who have attempted one or more credits must have a minimum of a 3.0 GPA at the end of each academic year.

### **Quantitative Measure Standards**

#### ***Cumulative Progress***

To quantify academic progress, students must successfully earn credits toward their degree greater than or equal to 67 percent of the credits attempted. For example, if a student has attempted 24 credit hours, they must earn 16 credits of those attempted ( $16 \text{ earned credits} / 24 \text{ attempted credits} \times 100\% = 67\%$ ).

#### ***Maximum Time Frame***

The number of credit hours for which a student may receive federal financial aid may not exceed 150 percent of the credit hours required to complete the academic program's published length. For example, if a student is enrolled in a master's program that requires 48 credit-hours for completion then 72 hours is the maximum number of attempted hours permitted relative to federal student aid eligibility ( $150\% \times 48 \text{ credit-hours}$ ).

### **Determination of Attempted Credits and Earned Credits**

The College includes all courses attempted at Mercy College plus course work accepted as transfer credit towards the student's declared major in the quantitative measurement in determining successful SAP. This also includes courses taken via a Consortium Agreement. Earned hours include all courses which a passing grade was received (A, B, C, D). All withdrawn courses (W, FW) and failed courses (F) are counted as unearned hours in the calculation. Repeated courses are counted in the attempted hours and are taken into consideration for the maximum allowed hours for completion toward the degree.

#### **1. Remedial Courses**

Since remedial courses and the remedial component of developmental and compensatory courses do not carry degree credit, enrollment in these courses will not result in the inclusion of the non-credit portion as cumulative attempted credits.

#### **2. Withdrawals**

Withdrawals as part of the program adjustment period will not be included as cumulative attempted credits.

Withdrawals which are recorded on a student's permanent record will be included as cumulative attempted credits and will have an adverse effect on a student's capability to meet the appropriate standard.

NOTE: Retroactive "non-punitive" administrative withdrawal activity may result in the requirement for the student to repay any assistance received as a result of the student's enrollment at the time of receipt of the student assistance funds.

#### **3. Incomplete Grades**

Courses with incomplete grades are included as cumulative attempted credits. However, these courses cannot be used as credits earned toward the degree since successful completion is the criterion for positive credit accumu-

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lation. Incomplete grades will be treated as an F when calculating a student's cumulative GPA for the purpose of determining whether a student has maintained the qualitative standards of satisfactory academic progress.

If the student fails to meet the appropriate standard for credit accumulation due to the lack of successful completion grades for these courses, the recording of successful completion grades within a term which brings the accumulated credit level to the appropriate standard will restore eligibility for the term and subsequent terms within the academic year.

4. Repeated Courses—Successfully completed courses can generally be accepted toward degree requirements once. However, each time a student attempts a course, it is included as part of the cumulative attempted credit record. Therefore, repeated courses — regardless of the prior grade — reduce a student's capacity to meet the appropriate credit accumulation standard.

### **Treatment of Non-Standard Situations**

#### **1. Readmitted Students**

Upon readmission after at least a one-year period of non-reenrollment, the student will receive assistance for the terms in the academic year of readmission and will be evaluated for future eligibility at the end of the spring term against the appropriate standard for the degree program for which the student is enrolled. The student's previous academic history will be included as part of the calculation. If a student is readmitted after less than one year of non-enrollment, the academic record will be evaluated for satisfactory academic progress under these standards as the record stood at the end of the last term of attendance.

#### **2. Transfer Students**

Transfer students shall have their status initialized for purposes of satisfactory academic progress measurement by using the number of credits determined to be acceptable toward the degree as both the students' cumulative attempted credits and cumulative earned credits.

#### **3. Second Degree Students**

Students enrolling for a second degree, either baccalaureate or graduate, shall have their status initialized for purposes of satisfactory academic progress measurement by using the number of credits determined to be acceptable toward the degree as both the students' cumulative attempted credits and cumulative earned credits.

#### **4. Change of Major or Degree**

A student that changes majors within the same degree must complete the program within the maximum time frame allowed for the new program. Students must be mindful not to exceed the 150% maximum time frame when changing majors.

### **Evaluation and Notification of Federal Title IV aid ineligibility**

The Office of Enrollment Services will review all students' academic records annually at the conclusion of the respective spring term. Students who are not making satisfactory academic progress towards their degree will immediately lose eligibility for future Title IV aid. Students will be notified of their ineligible status via postal mail from the Office of Enrollment Services.

Note: If a student has a grade change or correction to their academic record subsequent to the review process, he/she should notify his Student Services Counselor in writing to request a reevaluation of their Title IV academic progress.

### **Satisfactory Academic Progress for Federal Title IV Aid Appeals**

Although federal regulations do not mandate institutions to offer an appeal process, Mercy College has established a Title IV SAP appeal process. Students who have unforeseen extenuating circumstances that prevented them from making SAP may submit an appeal in writing to the SAP Appeals Committee.

A student may initiate the SAP appeal process by preparing and submitting a written Title IV Satisfactory Academic Progress appeal with all substantiating documentation to his/her Student Services Counselor. The appeal must include (1) a detailed explanation regarding: (a) why the student failed to make SAP (examples of appeal worthy circumstances are: serious physical or mental illness of the student, serious physical or mental illness of a student's immediate family member, death of a student's immediate family member and other extreme circumstances) and (b) what has changed that will allow the student to make SAP at the next evaluation, and (2) a SAP Academic Plan, made in conjunction with the student's Student Services Counselor, that outlines the specific plan/corrective action to improve academic progress.

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The SAP Appeals Committee will meet and review the student's submitted documentation. A determination will be made whether the students appeal will be approved or denied. All appeal decisions are final.

### **Result of Appeal/Reinstatement of Title IV Funding**

A student whose appeal has been granted will receive federal financial aid, but will be expected to meet the terms of his Academic Plan to assure that the student is fully meeting the minimum SAP requirements by the end of the academic year. The approval of an SAP appeal is related to the renewal of federal and institutional need-based aid only. Students must meet the renewal criteria of NYS and institutional scholarships for their respective renewal of funding. A student whose appeal has been denied or who has lost eligibility by not meeting the standard without appeal may regain eligibility by leaving the institution for at least one year. Upon readmittance, the student will receive assistance for the terms in the academic year of readmittance and will be subject to SAP evaluation of eligibility at the end of that year.

Students who choose to remain enrolled at Mercy College without the receipt of Title IV Federal Student Assistance may request a review of their academic records after any term in which they are enrolled without such benefits to determine whether the appropriate standards for the degree programs in which the students are enrolled have been met. If the standards are met, eligibility is regained for subsequent terms in the academic year.

Students who choose to remain enrolled at Mercy College without the receipt of Title IV Federal Student Assistance or institutional aid are responsible for all debts owed to the College, including any fees or tuition that may have been incurred during the review process.

### **Census and Aid Disbursement Requirements**

The College faculty is required to complete a census of their respective classes by the end of the add/drop period of each session within a given term. The census information is utilized to confirm that a student has attended his/her registered courses. This information is then utilized during the Financial Aid Packaging Reconciliation Process to confirm financial aid eligibility. Financial Aid eligibility may be adjusted upon the census information. Financial Aid funds will NOT post to respective student accounts until both the Census and Packaging Reconciliation Processes are completed (generally the fourth or fifth week of the term).

### **Withdrawal and Federal Return of Financial Aid Policies (as mandated by the DOE)**

Mercy College is required to prorate financial aid funding to students that withdraw from the College. This process is required for students who withdraw officially (either in person via the Office of Enrollment Services or online via MercyConnect) or unofficially (by ceasing to attend).

Students that officially withdraw prior to attending 60 percent of the term are subject to the prorated calculation. The percentage of aid retained will be applied to all institutional charges. The Return of Funds calculation may result in a balance owed to the College by the student. This balance is the full responsibility of the student.

Students who are determined to have unofficially withdrawn from the College during the end of term grading processes will have the Return of Funds calculated as of the mid-point of the term as outlined by the DOE. This Return of Funds calculation may result in a balance owed to the College by the student. This balance is the full responsibility of the student.

### **William D. Ford Federal Direct Loan Program (DL Loan Program)**

The DL Loan program consists of the following loan products for Graduate students: Federal Unsubsidized Stafford Loans and Federal Graduate PLUS Loans. Both of these loan products are loans in the name of the student.

The value of the Federal Stafford Loan is determined by Congress. The Federal Stafford Loan values for the 2014–2015 Academic Year are as follows:

#### **Unsubsidized Stafford Loan \$20,500**

The aggregate federal loan limit for a graduate student is up to \$138,500 as defined by Congress. Graduate student in the Health Professions can borrow up to a total of up to \$224,000 as defined by Congress.

The DOE may deduct an origination fee of up to 3 percent for each loan. Repayment of any federal loan begins either six months after leaving school or once a student enrolls less than half time.

The Office of Enrollment Services will automatically determine eligibility for the Stafford Loan Programs upon receipt of the FAFSA application. Eligibility will be communicated to the student via the comprehensive Financial Aid

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Notice of Award; the information will also be available via Mercy Connect.

The student may accept the offered loan amount by signing and returning one copy of the Financial Aid Notice of Award. Additionally, the student must complete a Master Promissory Note (MPN) and a Loan Entrance Interview (both included with the Financial Aid Notice of Award packet). Both of these documents can also be completed electronically via [www.mercy.edu](http://www.mercy.edu) (via the Student Services web page).

Federal Loans must be disbursed minimally in two installments (whether the loan is for one term or multiple terms within an academic year). Additionally, Federal Loan funds for newly enrolled students at the College are eligible for disbursement 30 days after the first day of the term (as required by the DOE).

### **Federal Direct Graduate PLUS Loan**

Graduate students may borrow up to the cost of education less any financial aid and Federal Stafford Loans each academic year. The interest rate is determined by Congress. Repayment commences 60 days after the final disbursement of the loan in an academic year. However, students are eligible to defer repayment until after leaving school.

Students requesting a Federal Direct Graduate PLUS Loan must notify the Office of Enrollment Services of approval of the Federal PLUS Loan and the value of the loan requested. Additionally, the student must complete a Federal Direct Graduate PLUS Master Promissory Note (MPN) Graduate PLUS Loan Entrance Interview and submit copies of both the Office of Student Financial Services. Both of these documents can be completed electronically via [www.mercy.edu](http://www.mercy.edu) (via the Student Services web page).

Federal Loans must be disbursed minimally in two installments (whether the loan is for one term or multiple terms within an academic year). Additionally, Federal Loan funds for newly enrolled students at the College are eligible for disbursement 30 days after the first day of the term (as required by the DOE).

### **Veteran Administration Education Benefits (VA Benefits)**

There are a variety of Education Related Benefits available to Veterans of each of the military branches and their dependents. Mercy College is approved to conduct graduate level programs to Veterans. Benefits generally cover tuition, fees and education related expenses. Detailed information is available from the Offices of Veterans Administration.

## **NEW YORK STATE FINANCIAL AID PROGRAMS**

### **New York State Regents Professional Opportunity Scholarships**

New York State Regents Professional Opportunity Scholarships are offered by the State Education Department for full time study in approved programs leading to licensure in professions designated by the Commissioner of Education. Scholarship winners will receive awards from \$1,000 to \$5,000 in an academic year for up to four years for educational expenses. A service obligation to practice in the State of New York is expected of any scholarship recipient.

Scholarships are awarded for study leading to a Master's Degree in the following licensed professions: Communication Disorders, Occupational Therapy and Physical Therapy. For application information, please contact: The State Education Department, Office of Equity and Access, Bureau of Higher Education Opportunity Programs, VATEA, COPS & Scholarships, Room 1071 Education Building Annex, Albany, NY 12234 or phone the office at 888-NYS-HESC.

### **New York City Department of Education Scholarships**

Students accepted into the graduate Communication Disorders, Occupational Therapy and Physical Therapy programs are eligible for scholarships with the New York City Department of Education. These scholarships are renewable for a second year as funding permits.. Students interested in receiving information and an application should call the New York City Department of Education Office of Related and Contractual Services at 212-374-1081.

## **SCHOLARSHIPS AND OTHER FINANCIAL AID PROGRAMS**

### **Campus Employment**

Campus employment is available for students who have demonstrated academic potential and a willingness to earn some of their college expenses. Job assignments are made on the basis of financial need and the skills required for available positions. Students work 12–20 hours per week at the prevailing rate of pay.

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### **College Health Service**

Positions are available in the Health Service Office for students in the Graduate Nursing Program. For full tuition reimbursement, students work an equivalent number of weekly hours to the number of weekly hours of instruction.

### **Communication Disorders**

Scholarships, fellowships, and other forms of financial assistance are available for study in speech-language pathology. Interested students should contact ASHA at 800-638-8255 or 301-897-5700.

### **Graduate Assistantships**

Graduate assistantships are available for students who have demonstrated academic potential and a willingness to earn some of their college tuition. Tuition remission is granted based on the number of hours worked in a specific academic or college department. Interested students should contact the office of the dean of Graduate Studies.

### **Dr. J. Mae Pepper Graduate Nursing Scholarship**

This academic scholarship was established as a living memorial to Dr. J.M. Pepper, Chair of Nursing, 1981–1997. Graduate students who have successfully completed NURS 540 and maintained a 3.5 average are invited to apply. Scholarships are awarded annually.

### **Graduate Program in Human Resource Management**

#### **Academic Excellence Award**

Graduate students who have successfully completed 27 credits and maintained a 3.5 cumulative GPA are invited to apply. The award is presented at the Graduate Program in Human Resource Management Convocation.

### **Occupational Therapy**

Scholarships, fellowships, and other forms of financial assistance are available for study in Occupational Therapy. Interested students should contact AOTA at 301-652-6611 or [www.aota.org](http://www.aota.org).

### **Physical Therapy**

Scholarships, fellowships and other forms of financial assistance are available for study in Physical Therapy. Interested students should contact 800-999-APTA.

### **Nursing, Health, and other Philanthropic Organizations**

Scholarships, fellowships and other forms of financial assistance are available for advanced study in nursing from various nursing, health, and other philanthropic organizations. Interested students should contact the director of the Graduate Program in Nursing for further information.

### **Tuition Reimbursement Plans**

Many employers offer tuition reimbursement plans. Contact your employer regarding available assistance.

### **Veterans' Benefits**

Veterans and their dependents are encouraged to contact the Office of Veteran Affairs for further information.

## Program Advisory Boards

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### COMMUNICATION DISORDERS

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**Glen Belkin, M.D.**

Adolescent Psychiatry & Pediatric Psychiatry  
New York Medical College  
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Private Practice: Croton on Hudson, NY 10520

**Josephine K. Chen, M.S., CCC**

Speech and Language Pathologist  
Director & Clinical Supervisor  
Center for Speech and Language Pathology

**Judith Christopher, Ph.D.**

Director, Donald Reed Speech &  
Hearing Center  
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**Maria Kober, M.A., CCC-SLP**

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**Elaine Dolgin-Lieberman, M.S., CCC-SLP**

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**Darlene Monda, M.S., CCC-SLP**

Adult Day Health Care of Beth Abraham  
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**Gloria Schlisselberg, Ph.D. CCC-SLP**

Professor Emerita- Mercy College

**Craig Zalvan, M.D.**

Phelps Institute for Voice & Swallowing Disorders  
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Private Practice: Ardsley, NY 10502

### HEALTH SERVICES MANAGEMENT

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**Jacqueline L. Dunbar, M.D.**

Private Practice  
Clinical Assistant Professor of  
Obstetrics and Gynecology  
New York Medical College

**Lucy Cioffiro Engelhardt, RN, M.S.**

Vice President for Nursing Services  
Phelps Memorial Hospital Center

**Lindsay Farrell, MBA**

President and Chief Executive Officer  
Open Door Family Medical Group

**Cheryl Gainer, RN, M.S.**

Health Care Executive

**Margaret Hadad, M.S.W., C.S.W.**

Director, Long Term Care  
Ombudsman Program  
Mental Health Association

**Anne Kauffman Nolan, M.P.H.**

President and Chief Executive Officer  
Hudson River Health Care/  
Peekskill Health Center

**Suzanne Swanson, B.S.**

Former County Legislator  
County of Westchester  
District #3

**Arthur Weintraub, M.P.A.**

President (retired)  
Northern Metropolitan Hospital Association

**MERCY COLLEGE MBA/STRATEGIC CONSULTING INSTITUTE**

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**Manny Alas**

Partner  
Price Waterhouse Coopers (PwC)

**Kim Blomker**

Director of Finance -  
Talent Development Programs  
IBM

**John Brown**

Group Managing Director,  
UBS Wealth Management  
UBS

**Sal Calta**

VP Business Transformation,  
Office of the CIO  
IBM

**Sally Caputo**

President  
Association of Management Consulting  
Firms (AMCF)

**Rick Carter**

Sr. Consulting Director  
Equation Consulting

**Tim Crader**

VP Sales - North America  
Trilliant Networks

**Maureen Cross, M.S.**

Advisory Board Secretary  
Executive Director, Graduate Business Operations  
Mercy College

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Independent Consultant  
Former: Accenture

**William Fuessler**

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IBM

**Jesse Giordano**

Senior Vice President  
Morgan Stanley

**Carmine Giuliani**

Lecturer  
Mercy College

**Herve Ingelaere**

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**Lee A. Korn**

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**Steve Loehr**

Vice President, Global Technology Services,  
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Mercy College

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Assistant Professor  
Mercy College  
CEO, Mark My Media

**Steve Ramerini**

Founder and Chief Visionary  
Compel CEOs

**Manuel Ron**

Principal  
Foreign Capital Analytics & Economics

**Peter M. Rup**

Founder & Chief Investment Officer  
Artemis Wealth Advisors LLC

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**James Ryan**  
Adjunct Professor  
Mercy College

Former: Managing Director -  
HSBC Securities, UBS, JP Morgan

**Lisa Von Redden**  
Director  
Bank of America/Merrill Lynch

**Nicole Slavitt**  
CEO of New Kapitall Holdings  
Linden Ventures Fund

**Steve Templeton**  
Founder & President  
Templeton & Co.

**Don Ulsch**  
Managing Director  
Price Waterhouse Coopers (PwC)

**Denise Walsh, Ph.D.**  
Associate Dean, Graduate Nursing  
Molloy College

**Ed Weis, Ph.D., J.D., CPA, CFA**  
Dean, School of Business  
Mercy College

## NURSING

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**Dorothea Lever, RN, Ph.D., CDE, CCRN**  
Nursing Chair  
Rockland Community College  
Suffern, NY

**Lynette DeBellis, MA, RN**  
Chair, Nursing  
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**Rebecca M. Greer, DNP, RN**  
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Dean, Cochran School of Nursing  
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**Mary McDermott, MSN, RN, ANP, NE-BC**  
Chief Nursing Officer  
Phelps Memorial Hospital

Sleepy Hollow, NY

**Michele Quirolo, RN, M.S.**  
President & Chief Executive Officer Visiting Nurse Assoc. of  
Hudson Valley Mount Kisco, NY

**Dagmar Strenk, RN, M.S.**  
Interim Chair, Department of Nursing  
Orange Community College  
Middletown, NY

**Daniel M. Suarez, RN, M.A.**  
Associate Director Sales NY Region  
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## OCCUPATIONAL THERAPY

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**Karina Ehlers, OTR/L**  
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Valhalla, NY

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**Nana Fofana, M.P.S., PA-C**

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The Masters School

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**Stan Wiktor**

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## Registered Programs (by Campus)

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### Major Concentrations

Most major concentrations are offered at the main campus in Dobbs Ferry (DF). In addition, major concentrations are offered at the branch campuses in Yorktown Heights (YH), the Bronx (BX), Manhattan (MT) and online (DL).

### School of Business

Business Administration (MBA) (0506) (DF, DL)  
Human Resource Management (0515) (DF, DL)  
Organizational Leadership (0506) (DF, DL)  
Public Accounting (0502) (DF)

### School of Education

Early Childhood: Birth–Grade 2 (0823) (DF, BX, DL, MT, YH)  
Childhood Education, Grades 1–6 (0802) (DF, BX, DL, MT, YH)  
Adolescence Education (0803) (DF, BX, YH, MT, DL)  
~~Childhood Education (0802) (DF, BX, YH, MT, DL)~~  
~~Early Childhood Education (0823) (DF, BX, YH, MT, DL)~~  
Educational ~~Administration Leadership~~ (0828) (DF, BX, DL, MT, YH)  
~~Educational Supervision (0828) (DF, BX, DL, MT, YH)~~  
Teaching English to Speakers of Other Languages (1508) (DF, BX, DL)  
Teaching Literacy Dual Certification in Birth–6 and Grades 5–12 (0830) (DF, BX, DL)  
~~Teaching Students with Disabilities in Early Childhood and Childhood (0808) (DF, BX, DL)~~  
~~Teaching Students with Disabilities, Birth-6 and Early Childhood (0808) (DF, BX, DL)~~  
Educational Studies (0801) (DF, BX, DL, MT, YH)

### School of Health and Natural Sciences

Communication Disorders (1220) (DF)  
Nursing Administration (1203.10) (DF, DL)  
Nursing Education (1203.10) (DF, DL)  
Occupational Therapy (1208) (DF)  
Physical Therapy (1212) (DF)  
Physician Assistant Studies (1299.10) (DF)

### School of Liberal Arts

English Literature (1502) (DL, YT)  
Cybersecurity (0799) (DL, DF, BX)

### School of Social and Behavioral Sciences

Counseling (2104.10) (DF, BX, DL)  
Health Services Management (1202) (DF, DL)  
Marriage and Family Therapy (1305) (DF)  
Mental Health Counseling (2104.10) (DF)  
Psychology (2001) (DF, BX, DL)  
School Psychology (0826.02) (DF, BX)

## Faculty of Instruction

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### SCHOOL OF BUSINESS

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M.S.W., Rutgers, State University of New Jersey  
D.S.W., University of Pennsylvania  
LSW, Commonwealth of Pennsylvania

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Associate Professor, School Psychology  
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New York State Permanent Certification in School  
Psychology  
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B.A., M.P.A., John Jay College of Criminal Justice  
M.A., Ph.D., CUNY Graduate Center

**Carolyn T. Cullen**

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M.S.W., Boston College  
Ph.D., New York University  
LCSW-R, State of New York

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M.S., Ph.D., University of California, Los Angeles

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M.A., Ph.D., Hofstra University  
Licensed Psychologist, State of New York

**Carolyn Hanesworth**

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M.S., University of Texas at Arlington  
LCSW, States of New York and Texas  
Licensed MSW, Texas State Board of Social Work Examiners

## 255 / Faculty of Instruction

### **Rossi A. Hassad**

Professor, Psychology  
M.P.H., University of the West Indies  
Ph.D., Touro University International  
CStat, Chartered Statistician, The Royal Statistical Society  
(United Kingdom)  
LMHC, State of New York

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### **Evan Imber-Black**

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B.A., Roosevelt University  
M.S., California State University  
Ph.D., University of Pittsburgh

### **Diana d'Amico Juettner**

Professor, Legal and Justice Studies  
B.A., Hunter College (CUNY)  
J.D., Touro College  
Pd.M., *honoris causa*, Mercy College

### **Theresa Kane, R.S.M.**

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M.A., Sarah Lawrence College  
M.P.A., New York University  
Certificate in Hospital Administration, Columbia University

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M.A., Tokyo Metropolitan University  
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(Italy)

### **Arthur G. McCann**

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B.A., Cathedral College  
M.A., New York University  
Ph.D., Fordham University  
Advanced Certificate in Educational Leadership and  
Administration  
New York State Permanent Certification in Guidance  
New York State Permanent Certification: School  
Administrator/Supervisor

### **Emily Murphy**

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B.S.W., Skidmore College  
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Psy.D., Yeshiva University

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## 256 / Faculty of Instruction

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M.A., University of San Diego  
Ph.D., Texas Tech University

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M.Ed., Augusta State University  
Ph.D., Old Dominion University

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M.A., Ed.M., Ed.D., Teachers College, Columbia University  
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M.A., Smith College  
Ph.D., University of Chicago  
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## 257 / Faculty of Instruction

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## **FACULTY OF LIBRARIES**

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### **Moddie Breland**

Assistant Professor, Library  
B.S., Bates College  
M.Div., New York Theological Seminary  
M.L.S., Clarion University

### **Maureen Clements**

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B.A., University of Scranton  
M.L.I.S., University of South Carolina

### **Haley Collazo**

Assistant Professor, Library  
B.A., Columbia University, NY  
M.A., Brandeis University  
M.L.S., Pratt Institute

### **Susan Gaskin-Noel**

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B.A., College of New Rochelle  
M.S.L.I.S., Pratt Institute

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M.S.L.I.S., Pratt Institute

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B.A., University of Oregon  
M.Div., M.L.S., Vanderbilt University  
Pd.M., *honoris causa*, Mercy College

### **Srivalli Rao**

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B.A., M.A., University of Bombay (India)  
M.L.S., Southern Connecticut State University

## Correspondence Directory

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**Mercy College**  
555 Broadway  
Dobbs Ferry, New York 10522  
877-MERCY-GO

**Weather and Special Events**  
914-674-7777

<b>Concerning</b>	<b>Write to:</b>
General policies, interests and welfare of the College	Office of the President
Faculty	Office of the Provost
Academic Studies and Regulations	Office of the Provost
Student Life and Student Activities	Division of Student Affairs
Financial and Business Matters	Finance Office
Transcripts and other Official Records	Office of the Registrar
Admissions	Office of Admissions
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## 260 / Mercy College Directories

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<b>Donald J. Matthews, B.S.</b> Consultant Financial Credit and Educational Assessment Sectors	Emeritus
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<p><b>Richard A. Rosenblatt, B.S.</b>  President &amp; Chief Executive Officer  Rosenblatt Securities, Inc.</p>	Emeritus
<p><b>Lynn Stratford</b>  Senior Vice President of Program and Community  Engagement, U.S. Fund for UNICEF</p>	2017
<p><b>Harris B. Stratyner '77, B.A., Ph.D., L.H.D.</b>  Regional Vice President  Caron Treatment Centers</p>	2017
<p><b>John R. Thompson '82, B.S.</b>  Former Senior Vice President and General Manager  Best Buy, Co. Inc.</p>	2017
<p><b>Russell L. Weiss, J.D., L.L.D.</b>  Retired  Norstar Bank of Commerce</p>	Emeritus
<p><b>Daniel Zelem, B.A.</b>  Chief Technology Officer  Johnson &amp; Johnson</p>	2018

## Administration

---

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**Edie E. Magnus, M.S.**

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Vice President of Enrollment Services

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Controller

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Director of Libraries

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**Vicki Tyler, M.B.A.**

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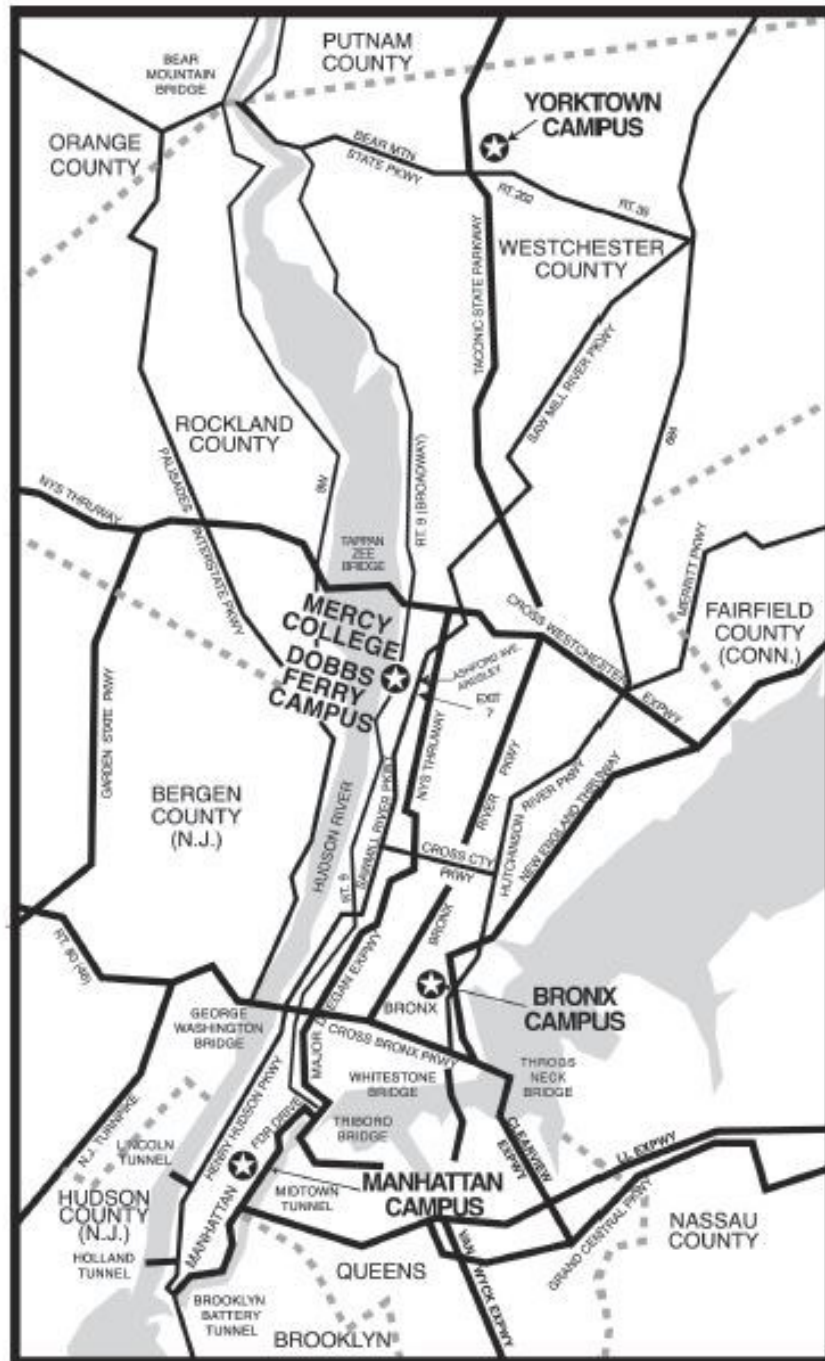
**Ed Weis, Jr., Ph.D., J.D.**

Dean, School of Business

**Deirdre A. Whitman, M.S.**

Vice President for Enrollment

## Maps and Directions



**DIRECTIONS TO THE BRONX CAMPUS****1200 Waters Place, Bronx, NY 10461****718-678-8899 or 877-MERCY-GO****By Car:**

**From Westchester County/Southern Connecticut via the Hutchinson River Parkway:** Hutchinson River Parkway southbound to Westchester Ave./East Tremont Ave. exit (exit 2). Bear right for Waters Place. Proceed on Waters Place to 1200 Waters Place (Hutchinson Metro Center).

**From Manhattan via the Triboro Bridge:**

Triboro Bridge toward the Bronx to Bruckner Expressway (I-278) toward the New England Thruway (I-95). From the Bruckner Expressway, exit to the northbound Hutchinson River Parkway. Exit the Hutchinson River Parkway at Westchester Ave./East Tremont Ave. exit (exit 2). Proceed as above.

**From Queens via the Whitestone Bridge:** Whitestone Bridge toward the Bronx; from Whitestone Bridge, follow signs to the northbound Hutchinson River Parkway. Exit the Hutchinson River Parkway at Westchester Ave./East Tremont Ave. exit (exit 2). Proceed as above.

**From Dobbs Ferry via the Hutchinson River Parkway:**

Saw Mill River Parkway southbound or Sprain Brook Parkway southbound to Cross County Parkway eastbound to Hutchinson River Parkway southbound to Westchester Ave./East Tremont Ave. exit (exit 2). Bear right for Waters Place. Proceed on Waters Place to 1200 Waters Place (Hutchinson Metro Center).

**By Public Transportation:**

**Subway:** Number 6 line to the Westchester Square stop.

**Bus:** The number 12 stops on Pelham Parkway at Stillwell Ave. The number 21 stops at 1200 Waters Place. The number 31 stops on Eastchester Road at Waters Place.

From Westchester Square, a shuttle bus provides service to the new Bronx Campus, stopping at 1200 Waters Place and at the front door of the campus. Westchester Square is served by the number 6 train and the numbers 14, 40, 42, 4, 31 and 8 buses.



## DIRECTIONS TO THE DOBBS FERRY CAMPUS

555 Broadway, Dobbs Ferry, NY 10522

914-674-7600 or 877-MERCY-GO

*From Lower Westchester County & New York City:*

Saw Mill River Parkway (North):

To Dobbs Ferry Exit. Turn left onto Ashford Avenue. Turn right onto Broadway (Rte 9), continue 1/2 mile to entrance on left.

New York Thruway (North):

To Exit 7, Ardsley. Turn right at end of ramp and continue to traffic light. Turn left onto Ashford Avenue. Follow route as above.

*From Northern Westchester & Putnam Counties:*

Saw Mill River Parkway (South):

To Dobbs Ferry Exit. Exit onto Ashford Avenue. Follow route as above.

*From Rockland & Orange Counties  
& New Jersey:*

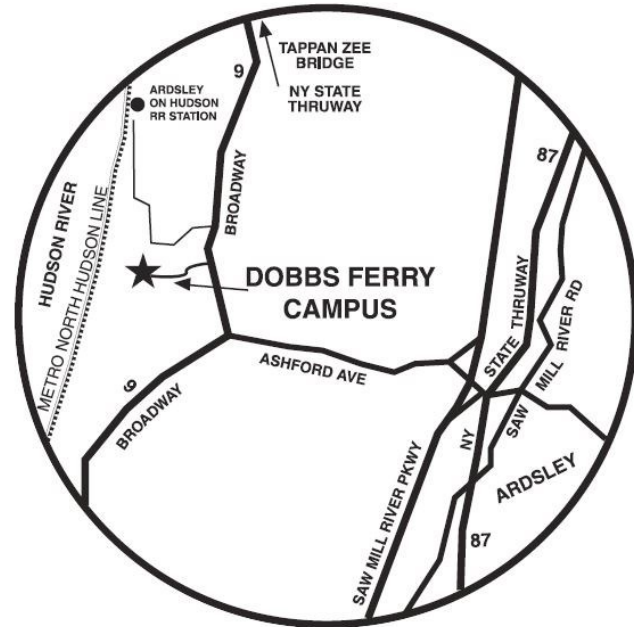
Tappan Zee Bridge:

Exit immediately after toll (Exit 9). Turn left at end of ramp onto Broadway (Rte 9). Continue 4 miles to entrance on right.

*From Westchester County & Connecticut:*

Cross Westchester Expressway (West), to New York Thruway (North):

To Exit 9, last exit before Tappan Zee Bridge. Turn left at end of ramp onto Rte 119. Turn left at traffic light onto Broadway (Rte 9). Continue 4 miles to entrance on right.



## DIRECTIONS TO THE MANHATTAN CAMPUS

66 West 35<sup>th</sup> Street, New York, NY 10001 (*Between 5<sup>th</sup> and 6<sup>th</sup> Avenues*)

212-615-3300 or 877-MERCY-GO

**By Bus:** All bus lines stop at 34th Street. Take the #5, #6,7,#34 bus to 6th Avenue. Walk one block north on 6th Avenue to 35th Street.

**By Subway:** Take the A,B,D,E,F,N,Q,R,V,W,1,2,3,9 to 34th Street.

### **By Train:**

*From Westchester:* Take Metro North (Hudson Line) to Grand Central. Walk south to 35th Street and then west to 5th Avenue. The campus is closer to 6th Avenue.

*From Long Island:* Take the Long Island Railroad to Penn Station and walk to 35th Street.

*From New Jersey:* Take the PATH to 34th Street and walk to 35th Street.

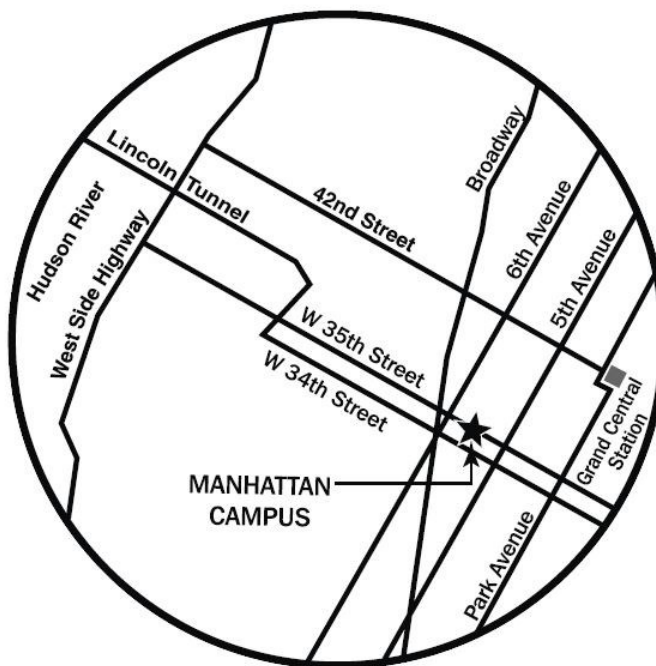
### **By Car:**

**From Long Island and Queens:** Take the Queens Midtown Tunnel or the 59th Street Bridge to 35th Street and 5th Avenue. Make a right hand turn onto 35th Street.

**From the Bronx:** Take the Major Deegan North to the Saw Mill River Parkway to the Henry Hudson Highway South. The Henry Hudson Parkway turns into the West Side Parkway. Exit off the West Side Parkway at 39th Street. Take 39th Street to 5th Avenue and make a right to 35th Street. The campus is on the left.

**From New Jersey:** Take the Lincoln Tunnel to 35th Street.

**From Westchester:** Take the Saw Mill River South to the Henry Hudson Parkway. Go South to the West Side Highway to West 39th Street. Take 39th Street to 5th Avenue and make a right to 35th Street. The campus is on the left.



## DIRECTIONS TO THE YORKTOWN CAMPUS

2651 Strang Boulevard, Yorktown Heights, NY 10598

914-245-6100 or 877-MERCY-GO

### *From Westchester County:*

Taconic Parkway: To Rte 202/35 East. Turn left onto Strang Boulevard. Continue to entrance on left.

Rte 202/35:

Turn onto Strang Blvd. Continue to entrance on left.

### *From Putnam & Dutchess*

#### *Counties:*

Taconic Parkway (South):

To Rte 202/35 East. Turn left onto Strang Boulevard. Continue to entrance on left.

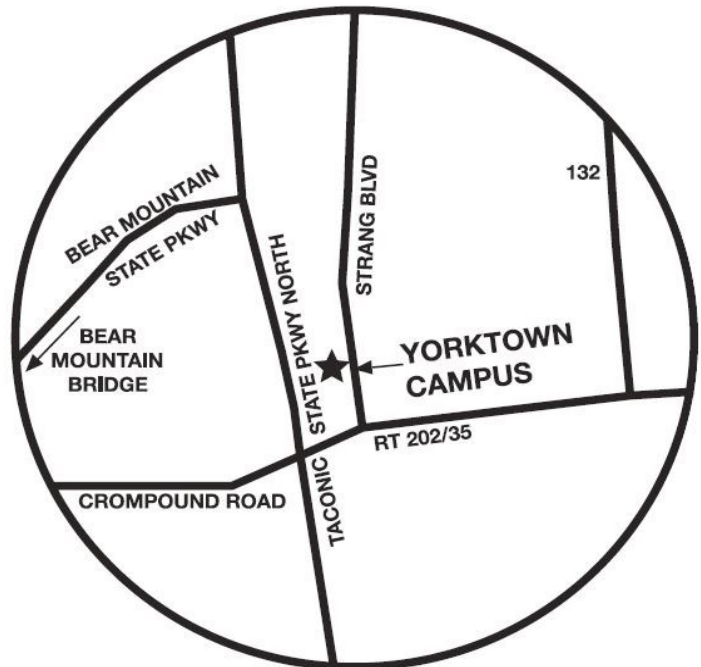
### *From Orange & Rockland Counties:*

Bear Mountain Bridge:

To Bear Mountain Bridge Road (Rte 6/202), to Bear Mountain State Parkway, to Rte 202/35. Turn left onto Strang Boulevard. Continue to entrance on left.

### *From Connecticut:*

Rte 202: To Rte 35 (West). Turn right onto Strang Boulevard. Continue to entrance on left.



## Accreditations, Memberships, and Affiliations

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Mercy College is fully accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104-2680, 267-284-5000. Documentation describing the institution's accredited status is kept on file in the President's Office. Anyone wishing to review this documentation may request to do so.

The College is authorized by the Board of Regents of the University of the State of New York to award associate's degrees, bachelor's degrees, and master's degrees as described in the College's current undergraduate and graduate catalogs. Mercy College's programs are registered by the New York State Education Department, 89 Washington Ave, Albany, New York 12234, 518-474-3852

The Legal Studies major with a specialization in Paralegal Studies has been approved by the Standing Committee on Paralegals of the American Bar Association. For additional information, please contact: American Bar Association, 321 N. Clark St., Chicago, IL 60654, 800-285-2221.

The Nursing Major is accredited by the Commission on Collegiate Nursing Education. For additional information, please contact: American Association of Colleges of Nursing, 1 Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-463-6930. The Baccalaureate Nursing Major is also accredited by the New York State Board of Regents.

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Contact information: ACOTE, c/o Accreditation Department, American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, 301-652-2682, website [www.acoteonline.org](http://www.acoteonline.org).

The Social Work Program is accredited by the Council on Social Work Education. For additional information, please contact: Council on Social Work Education, 1701 Duke Street, Suite 200, Alexandria, VA 22314, 703-519-8080.

The Veterinary Technology program is accredited by the American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA). For additional information, please contact: Headquarters, 1931 North Meacham Road, Suite 100, Schaumburg, IL 60173, 800-248-2862.

### ACCREDITATIONS

Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, Inc. (AOTA)

Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA)

Commission on Accreditation (COA) of the Council on Social Work Education (CSWE)

Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing (AACN)

Committee on Veterinary Technician Education and Activities (CVTEA) of the American Veterinary Medical Association (AVMA)

Council for the Accreditation of Educator Preparation (CAEP)

Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA)

Middle States Commission on Higher Education (MSCHE)

National Association of School Psychologists (NASP)

National Council for Accreditation of Teacher Education (NCATE)

### PROGRAM APPROVALS AND DESIGNATIONS

American Bar Association Standing Committee on Paralegals

National Security Agency Centers for Academic Excellence in Cybersecurity Defense Education

### MEMBERSHIPS

American Association for Paralegal Education (AAfPE)

American Association of Colleges for Teacher Education (AACTE)

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## 269 / Accreditations, Memberships and Affiliations

American Association of Collegiate Registrars & Admissions Officers (AACRAO)  
American Association of University Professors (AAUP)  
American Council on Education (ACE)  
American Library Association (ALA)  
Assessment Network of New York (ANNY)  
Association for Institutional Research (AIR)  
Association of Governing Boards of Colleges & Universities (AGB)  
Association of International Education Administrators (AIEA)  
Association of International Educators (NAFSA)  
College and University Professionals Association (CUPA)  
College Entrance Examination Board (CEEB)  
Commission on Independent Colleges and Universities of the State of New York (cIcu)  
    Consortium for Student Retention Data Exchange (CSRDE)  
Council for the Advancement & Support of Education (CASE)  
Council of Colleges of Arts and Sciences (CCAS)  
Council of Graduate Schools (CGS)  
Council on Undergraduate Research (CUR)  
    EDUCAUSE  
Hispanic Association of Colleges and Universities (HACU)  
Institute of International Education Network (IIE)  
Middle States Commission on Higher Education (MSCHE)  
National Association of College Admission Counseling (NACAC)  
National Collegiate Honors Council (NCHC)  
National Association of College & University Business Officers (NACUBO)  
National Association of Student Personnel Administrators (NASPA)  
National Collegiate Athletic Association (NCAA)  
National Research Center for College & University Admissions (NRCCUA)  
North East Association of Institutional Research (NEAIR)  
One to World  
Scholars-At-Risk Network  
Service-members Opportunity Colleges Consortium (SOC)  
Society of College and University Planners (SCUP)  
United Nations Academic Impact  
United Nations Department of Public Information-Non-Government Organizations (UN DPI-NGO)  
Westchester Academic Library Directors Organization (WALDO)

### **NATIONAL HONOR SOCIETIES**

Alpha Eta (Allied Health Professions)  
Alpha Phi Sigma (Criminal Justice)  
Beta Beta Beta (Biology)  
Delta Mu Delta (Business)  
Lambda Epsilon Chi (Paralegal Studies)  
Phi Alpha (Social Work)  
Phi Alpha Theta (History)  
Phi Delta Kappa (Education)  
Phi Sigma Iota (Foreign Languages)  
Pi Gamma Mu (Social Science)  
Pi Mu Epsilon (Mathematics)  
Psi Chi (Psychology)  
Sigma Iota Rho (International Studies)  
Sigma Tau Delta (English)  
Sigma Theta Tau (Nursing)

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## Consumer Complaints

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### Consumer Complaints

Mercy College, as an institution authorized to provide postsecondary education in the State of New York, is committed to full compliance with New York State and federal laws requiring that an institution make available to a student or prospective student contact information for filing complaints with its accreditor and with its state approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint. As such, the College provides the following information to all current and/or prospective students:

### Complaint Process

The first course of action for a student with a complaint concerning the College must be to attempt to resolve the complaint directly with the appropriate member of the College's administration. Mercy College seeks to resolve all student concerns in a timely and effective manner. To that end, this complaint process serves as an ongoing means for students to discuss concerns or register formal complaints that pertain to alleged violations of State consumer protection laws that include, but are not limited to: fraud and false advertising; alleged violations of State laws or rules relating to the licensure of postsecondary institutions; and complaints relating to the quality of education or other State or accreditation requirements.

The Student Handbook, found on the Mercy College website, [www.mercy.edu](http://www.mercy.edu), outlines the specific administrative means to address and resolve most, if not all, of the questions and concerns students may have through the complaint process. It is expected that students will fully utilize any/all of Mercy College's administrative procedures to address concerns and/or complaints in as timely a manner as possible. If, however, a student believes that these administrative procedures have not adequately addressed his/her concerns, the following independent procedures are available:

A complaint that concerns educational programs or practices of Mercy College should be directed to:

New York Office of College and University Evaluation  
New York State Education Department  
5 North Mezzanine Albany, NY 12234  
<http://higher.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html>

Complaints concerning programs in fields leading to professional licensure (e.g., nursing) should be directed to:

Office of the Professions  
Professional Education Program Review  
Education Building, 2 West  
Albany, NY 12234

Complaints of consumer fraud on the part of Mercy should be directed to:

Office of the New York State Attorney General  
Justice Building  
Empire State Plaza  
Albany, New York 12223  
<https://www1.consumer.state.ny.us/cpb/CauComplaintForm.html>

Complaints about state student financial aid matters should be directed to the Higher Education Services Corporation (HESC) Customer Communications Center at 1-888-NYS-HESC.

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For students who reside out-of-state and are taking Mercy online distance courses, please contact the agency within your state that handles these complaints. A list can be found at:

<http://www.sheeo.org/sites/default/files/Complaint%20Process%20Links%2012-2012.pdf>

Complaints involving discrimination based on protected classes, including but not limited to: race, color, national origin, age, disability and sex, including sexual harassment, should be filed with the U.S. Department of Education, Office for Civil Rights:

Office for Civil Rights (OCR) – Enforcement Office  
U.S. Department of Education  
32 Old Slip, 26th Floor  
New York, NY 10005-2500  
Telephone: 646-428-3900  
Fax: 646-428-3843  
TDD: 877-521-2172  
Email: [OCR.NewYork@ed.gov](mailto:OCR.NewYork@ed.gov)

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