

2018-2019

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UNDERGRADUATE  
CATALOG

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MERCY  
COLLEGE



# MERCY COLLEGE

2018–2019

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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.



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# A Mercy College Education

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Mercy College is the dynamic, diverse, New York City area college whose students are on a personal mission: to get the most out of life by getting the most out of their education. Mercy 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, 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 through-out communities in Westchester County and New York City, and the College 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 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 Dobbs Ferry campus located on 66 acres overlooking the beautiful Hudson River, at campuses in the Bronx, Manhattan, or Yorktown Heights.

Committed to supporting students throughout their education, Mercy College offers a personalized learning experience that includes the College's Personalized Achievement Contract (PACT) program, founded in 2009. Professional mentors help students navigate their college career from the moment they are accepted until graduation. PACT is a nationally-recognized mentoring program that serves as a model for student success.

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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 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. This 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 to serve the needs of all students, resident and commuter. Situated in the center of the Dobbs Ferry campus, Hudson Hall connects the whole college community. A student activity lounge and veterans' center on the Bronx campus meet 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 values of the Mercy College motto, *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—including 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 in the arts, humanities, and sciences offer academic preparation for 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.
3. **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.

## 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 other 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/](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 supports and enhances 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 or visit <https://www.mercy.edu/academics/academic-tutoring>.

## 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. For further information, please visit <https://www.mercy.edu/global-engagement>.

## Center for STEM Education

The Center for STEM Education (CSE)—launched in 2017—acts to create opportunities for groups typically underrepresented in STEM to engage in enrichment activities for learning, career readiness, enjoyment, and personal and community growth—as may not be available through school districts. As the only such academic center in the Westchester and Rockland region, CSE hosts events, organizes activities, and conducts community outreach that includes local schools and related research on STEM education. For further information, please visit <https://www.mercy.edu/education/stem-education>.

## Technology for Students

Mercy College is committed to leveraging technology to support its mission. Students are encouraged to take advantage of the following systems and services.

- The website [www.mercy.edu](http://www.mercy.edu) for general information about the College.
- The website [connect.mercy.edu](http://connect.mercy.edu) for class registration, grades, payments, email, degree audit, and a variety of other functions.

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- Hundreds of computers installed in classrooms and labs, and available to borrow in the Libraries. Microsoft Office, SPSS, Visual Studio, and many other software titles are installed.
- Free, open wireless Internet at all campuses (Mavericks-Wifi).
- State-of-the art technologies in the Learning Center.
- Cloud-based collaboration tools built in to the .edu email account.
- Free download for personal use of most Microsoft products at [mercy.edu/microsoft](https://mercy.edu/microsoft).
- 24/7 technical support at (866) 767-9508.
- 3D printing in the Libraries.
- High-tech labs in all schools, including a mock trading floor, medical simulation labs, music recording studios, video editing studio, and more.
- Student success tools like EAB Guide, Mercy Mobile, and Blackboard Mobile.

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 at <https://www.mercy.edu/academics/research-and-grants/institutional-review-board-irb>. Information and resources regarding IRB Guidelines are available at the Reserve Reading Desk of the Dobbs Ferry Campus library and online at <https://www.mercy.edu/academics/research-and-grants/institutional-review-board-irb>. 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](mailto:mcirb@mercy.edu).

# School of Business

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Victor Petenkemani, M.B.A., M.S., *Interim Dean*

## **DEPARTMENT OF BUSINESS**

Li Yong, Ph.D., *Chair*

Business Administration\* with specializations in:  
Entrepreneurship, Finance, General Business, International Business,  
Management, Marketing and Sport Management

Corporate and Homeland Security\*

Organizational Management\*

Dual Degree in Business (B.S./MBA)

## **DEPARTMENT OF ACCOUNTING**

Denise M. Stefano, M.B.A., C.P.A., C.G.M.A., *Chair*

General Accounting

General Accounting with specializations in:  
Computers & Information Systems, Financial Accounting and Taxation

Management Accounting

Public Accounting (B.S.)

Public Accounting: Dual Degree in Public Accounting (B.S./M.S.)

*\*Program also offered online*

## **HONOR SOCIETY**

Delta Mu Delta, International Honor Society in Business

## **ADDITIONAL ACADEMIC OPPORTUNITIES**

### **Business Honors Program**

Students with a strong GPA, a demonstrated record of leadership, and an intent to major in the School of Business may be selected to participate in the Business Honors Program. The program provides students an opportunity to participate in rigorous curricular activities and professional networking.

## Major Concentration **BUSINESS ADMINISTRATION**

With Specialization: ENTREPRENEURSHIP

### **BACHELOR OF SCIENCE**

General Liberal Arts and Sciences

General Education Requirements ..... 60 credits

*ECON 125, 210, 220, 221, and 230, MATH 116 and MATH/CISC 120 or MATH/CISC 131 are Prerequisites for the major and must be used to fulfill general education requirements.*

#### *Core and Specialization*

Business Core..... 27 credits

Specialization ..... 18 credits

Open Electives ..... 15 credits

Total ..... 120 credits

**Students who choose the major concentration in Business Administration with a specialization in Entrepreneurship must complete:**

#### **BUSINESS ADMINISTRATION CORE**

ACCT 120 Introduction to Financial Accounting

ACCT 121 Introduction to Management Accounting

FINC 235 Financial Management

INBU 250 International Business

BLAW 240 Business Law I

or ENTR 250 Social Entrepreneurship

MGMT 225 Principles of Management

MGMT 255 Information Systems for Management

or ACCT 261 Computer Applications for Accountants

MGMT 340 Organizational Behavior

or ANLC 250 Introduction to Data Analytics

MKTG 220 Principles of Marketing

#### **SPECIALIZATION\***

ENTR 300 Introduction to Entrepreneurship

ENTR 310 Entrepreneurial Marketing

ENTR 320 Entrepreneurial Finance

ENTR 400 New Ventures I

ENTR 410 New Venture II

MGMT 460 Strategic Management(cc)

(senior-level capstone course - mandatory)

#### **OPEN ELECTIVES**

Any five courses

\* There is a 15-credit residency requirement in the major which must be satisfied by Business Administration courses numbered 295 or above.

Students who do not have full-time jobs should try to use their open electives for internship.

Major Concentration  
**BUSINESS ADMINISTRATION**

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With Specialization: FINANCE

**BACHELOR OF SCIENCE**

General Liberal Arts and Sciences

General Education Requirements ..... 60 credits

*ECON 125, 210, 220, 221, and 230, MATH 116 and MATH/CISC 120 or MATH/CISC 131 are Prerequisites for the major and must be used to fulfill general education requirements.*

*Core and Specialization*

Business Administration Core..... 27 credits

Specialization ..... 18 credits

Open Electives ..... 15 credits

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Total ..... 120 credits

**Students who choose the major concentration in Business with a specialization in Finance must complete:**

**BUSINESS ADMINISTRATION CORE**

ACCT 120 Introduction to Financial Accounting

ACCT 121 Introduction to Management Accounting

FINC 235 Financial Management

INBU 250 International Business

BLAW 240 Business Law I

or ENTR 250 Social Entrepreneurship

MGMT 225 Principles of Management

MGMT 255 Information Systems for Management

or ACCT 261 Computer Applications for Accountants

MGMT 340 Organizational Behavior

or ANLC 250 Introduction to Data Analytics

MKTG 220 Principles of Marketing

**SPECIALIZATION\***

**(Select four of the following six courses)**

ECON 344 Money and Banking

FINC 330 Corporate Finance

FINC 345 Financial Statement Analysis

FINC 346 Student Managed Investment Fund\*\*

FINC 442 Investment Management

FINC 420 Financial Planning and Analysis

*and*

FINC 450 Applied Research Analysis in Finance

(mandatory for specialization)

MGMT 460 Strategic Management<sup>(cc)</sup>

(senior-level capstone course — mandatory)

**OPEN ELECTIVES**

Any five courses

\* *There is a 15-credit residency requirement in the major, which must be satisfied by Business Administration courses numbered 295 or above, or Accounting courses numbered 240 or above.*

\*\* *A minimum GPA of 3.5 and Dean's authorization required.*

*Students who do not have full-time jobs should try to use their open electives for internship.*

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## Major Concentration **BUSINESS ADMINISTRATION**

With Specialization: GENERAL BUSINESS

### **BACHELOR OF SCIENCE**

General Liberal Arts and Sciences

General Education Requirements..... 60 credits

*ECON 125, 210, 220, 221, and 230, MATH 116 and MATH/ CISC 120 or MATH/CISC 131 are Prerequisites for the major and must be used to fulfill general education requirements.*

*Core and Specialization*

Business Administration Core..... 27 credits

Specialization..... 18 credits

Open Electives ..... 15 credits

Total ..... 120 credits

**Students who choose the major concentration in Business Administration with a specialization in General Business must complete:**

#### **BUSINESS ADMINISTRATION CORE**

ACCT 120 Introduction to Financial Accounting

ACCT 121 Introduction to Management Accounting

FINC 235 Financial Management

INBU 250 International Business

BLAW 240 Business Law I

or ENTR 250 Social Entrepreneurship

MGMT 225 Principles of Management

MGMT 255 Information Systems for Management

or ACCT 261 Computer Applications for Accountants

MGMT 340 Organizational Behavior

or ANLC 250 Introduction to Data Analytics

MKTG 220 Principles of Marketing

**OPEN ELECTIVES** Any five courses

#### **SPECIALIZATION\***

*Four additional courses numbered 295 or higher selected from:*

Accounting (ACCT)

Economics (ECON)

Entrepreneurship (ENTR)

Finance (FINC)

International Business (INBU)

Management (MGMT)

Marketing (MKTG)

Sport Management (SPMG),

**AND**

MGMT 450 Applied Research Analysis in Management

(mandatory for specialization)

MGMT 460 Strategic Management<sup>(cc)</sup>

(senior-level cap-stone course — mandatory)

\* *There is a 15-credit residency requirement in the major, which must be satisfied by Business Administration courses numbered 295 or above, or Accounting courses numbered 240 or above.*

*Students who do not have full-time jobs should try to use their open electives for internships.*



Major Concentration  
**BUSINESS ADMINISTRATION**

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With Specialization: MANAGEMENT

**BACHELOR OF SCIENCE**

General Liberal Arts and Sciences

General Education Requirements.....60 credits  
*ECON 125, 210, 220, 221, and 230, MATH 116 and MATH/CISC 120 or MATH/CISC 131 are Prerequisites for the major and must be used to fulfill general education requirements.*

*Core and Specialization*

Business Administration Core.....27 credits  
 Specialization .....18 credits  
Open Electives .....15 credits  
 Total .....120 credits

**Students who choose the major concentration in Business Administration with a specialization in Management must complete:**

**BUSINESS ADMINISTRATION CORE**

- ACCT 120 Introduction to Financial Accounting
- ACCT 121 Introduction to Management Accounting
- FINC 235 Financial Management
- INBU 250 International Business
  
- BLAW 240 Business Law I  
or ENTR 250 Social Entrepreneurship
  
- MGMT 225 Principles of Management
  
- MGMT 255 Information Systems for Management  
or ACCT 261 Computer Applications for Accountants
  
- MGMT 340 Organizational Behavior  
or ANLC 250 Introduction to Data Analytics
  
- MKTG 220 Principles of Marketing

**SPECIALIZATION\***

- (Select any four courses below)*
- INBU 444 International Management
  - MGMT 345 Organizational and Industrial Psychology
  - MGMT 325 The Business of Persuasion
  - MGMT 446 Human Resource Management
  - MKTG 348 Art of Selling
  - MKTG 442 Marketing Strategy and Branding
- And*
- MGMT 450 Applied Research Analysis in Management  
(mandatory for specialization)
  - MGMT 460 Strategic Management<sup>(cc)</sup>  
(senior-level cap-stone course — mandatory)

**OPEN ELECTIVES** Any five courses

\* There is a 15-credit residency requirement in the major, which must be satisfied by Business Administration courses numbered 295 or above.

*Students who do not have full-time jobs should try to use their open electives for internship.*

Major Concentration  
**BUSINESS ADMINISTRATION**

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With Specialization: **MARKETING**

**BACHELOR OF SCIENCE**

General Liberal Arts and Sciences

General Education Requirements.....60 credits

*ECON 125, 210, 220, 221, and 230, MATH 116 and MATH/CISC 120 or MATH/CISC 131 are Prerequisites for the major and must be used to fulfill general education requirements.*

*Core and Specialization*

Business Administration Core.....27 credits

Specialization.....18 credits

Open Electives .....15 credits

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 Total .....120 credits

**Students who choose the major concentration in Business Administration with a specialization in Marketing must complete:**

**BUSINESS ADMINISTRATION CORE**

ACCT 120 Introduction to Financial Accounting

ACCT 121 Introduction to Management Accounting

FINC 235 Financial Management

INBU 250 International Business

BLAW 240 Business Law I

or ENTR 250 Social Entrepreneurship

MGMT 225 Principles of Management

MGMT 255 Information Systems for Management

or ACCT 261 Computer Applications for Accountants

MGMT 340 Organizational Behavior

or ANLC 250 Introduction to Data Analytics

MKTG 220 Principles of Marketing

**OPEN ELECTIVES** Any five courses**SPECIALIZATION\****(Select four of the following five courses)*

MKTG 344 Advertising

MKTG 345 Digital Marketing

MKTG 348 Art of Selling

MKTG 350 Media and Entertainment Marketing

MKTG 442 Marketing Strategy and Branding

*and*

MKTG 450 Applied Research Analysis in Marketing

*(mandatory for specialization)*MGMT 460 Strategic Management<sup>(cc)</sup>*(senior-level cap-stone course — mandatory)*

\* *There is a 15-credit residency requirement in the major, which must be satisfied by Business Administration courses numbered 295 or above.*

*Students who do not have full-time jobs should try to use their open electives for internship.*

Major Concentration  
**BUSINESS ADMINISTRATION**

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With Specialization: SPORT MANAGEMENT

**BACHELOR OF SCIENCE**

General Liberal Arts and Sciences

General Education Requirements.....60 credits  
*ECON 125, 210, 220, 221, and 230, MATH 116 and MATH/CISC 120 or MATH/CISC 131 are Prerequisites for the major and must be used to fulfill general education requirements.*

*Core and Specialization*

Business Administration Core.....27 credits

Specialization.....18 credits

Open Electives .....15 credits

Total .....120 credits

**Students who choose the major concentration in Business Administration with a specialization in Sport Management must complete:**

**BUSINESS ADMINISTRATION CORE**

ACCT 120 Introduction to Financial Accounting

ACCT 121 Introduction to Management Accounting

FINC 235 Financial Management

INBU 250 International Business

BLAW 240 Business Law I

or ENTR 250 Social Entrepreneurship

MGMT 225 Principles of Management

MGMT 255 Information Systems for Management

or ACCT 261 Computer Applications for Accountants

MGMT 340 Organizational Behavior

or ANLC 250 Introduction to Data Analytics

MKTG 220 Principles of Marketing

**SPECIALIZATION\***

*(Select four of the following six courses)*

SPMG 300 Foundations of Sport Management

SPMG 330 Sport Marketing

SPMG 336 Sport Law

SPMG 430 Sport Facility and Event Management

SPMG 432 Sport Finance and Administration

SPMG 434 Sport and Society

*and*

SPMG 450 Applied Research Analysis

in Sport Management

(mandatory for specialization)

MGMT 460 Strategic Management<sup>(cc)</sup>

(senior-level cap- stone course — mandatory)

**OPEN ELECTIVES** Any five courses

\* There is a 15-credit residency requirement in the major, which must be satisfied by Business Administration courses numbered 295 or above.

*Students who do not have full-time jobs should try to use their open electives for internship.*

## Dual Degree in **BUSINESS ADMINISTRATION (B.S./MBA)**

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In five years of full-time study, students earn a B.S. in Business Administration with specialization in General Business and an MBA. The program admission is competitive and it is focused on highly motivated freshmen and eligible transfers who have maintained a 3.0 GPA (or equivalent) in both high school and college. Students who are admitted to this program must meet with the Undergraduate Business Administration Chair before enrolling in courses since the program requires a prescribed course sequencing in order to complete the program in five years.

This program is designed to allow students to enter Mercy College as an undergraduate, and by following a very specific curriculum, graduate in summer of the fourth year with a B.S. in Business Administration degree. With an additional year of prescribed graduate study, students will be able to earn an MBA. This is accomplished by following a prescribed sequence of courses in the undergraduate B.S. in Business Administration degree program, which waives the 24-credit MBA general business core. Twelve graduate credits in the MBA program count toward both the B.S. and MBA degrees.

The following pairs of undergraduate courses, if completed successfully, will waive the MBA course listed:

ACCT 120 and ACCT 121 .....	waive MBAA 501
FINC 235 and FINC 330 .....	waive MBAA 502
MKTG 220 and MKTG upper-level course .....	waive MBAA 504
ECON 220 and ECON 221 .....	waive MBAA 505
Math 116 and ECON 125.....	waive MBAA 507
INBU 250 and INBU 300 upper-level course .....	waive MBAA 509
MGMT 225 and MGMT 340.....	waive MBAA 530
ECON 210 and ECON 410 .....	waive MBAA 535

### **Admission Requirements:**

Highly motivated freshmen and eligible transfers who have maintained a 3.0 GPA (or equivalent) in both high school and college may apply for the program. In the fall of their fourth year, students in the B.S./MBA program will be evaluated by the Graduate and Undergraduate Business Administration Chairs for a review of their continued qualifications and matriculation to the MBA program. Students must have a 3.0 overall and major GPA to matriculate to the MBA program in the fourth year spring quarter. Those students who do not meet the GPA requirement will complete 12 credits of open electives in the fourth year spring semester and exit the B.S./MBA program and graduate with a B.S. in Business Administration with specialization in General Business degree in May of the fourth year.

### **BACHELOR OF SCIENCE**

General Liberal Arts and Sciences

General Education Requirements.....60 credits

*ECON 125, 210, 220, 221, and 230, MATH 116 and MATH/CISC*

*120 or MATH/CISC 131 are Prerequisites for the major and must be used to fulfill general education requirements.*

*Core and Specialization*

Business Administration Core.....27 credits

Specialization.....18 credits

Open Electives .....15 credits

Total .....120 credits

**BUSINESS ADMINISTRATION CORE**

ACCT 120 Introduction to Financial Accounting  
ACCT 121 Introduction to Management Accounting  
FINC 235 Financial Management  
INBU 250 International Business  
BLAW 240 Business Law I  
or ENTR 250 Social Entrepreneurship  
MGMT 225 Principles of Management  
MGMT 255 Information Systems for Management  
or ACCT 261 Computer Applications for Accountants  
MGMT 340 Organizational Behavior  
or ANLC 250 Introduction to Data Analytics  
MKTG 220 Principles of Marketing

**SPECIALIZATION\***

ECON 410 Advanced Business Communication  
FINC 330 Corporate Finance  
INBU 295 or higher course  
MKTG 295 or higher course  
MGMT 450 Applied Research Analysis in Management  
(mandatory for specialization)  
MGMT 460 Strategic Management(cc)  
(senior-level capstone course — mandatory).

*\* There is a 15-credit residency requirement in the major, which must be satisfied by Business courses numbered 295 or above, or Accounting courses numbered 240 or above.*

*\* Students who do not have full-time jobs should try to use their open electives for internships.*

**OPEN ELECTIVES#**

Any five courses

*# Students admitted to the MBA portion of the B.S./MBA program will take four MBA courses in the spring of their fourth year. These four courses will count toward the completion of both the B.S. and MBA degrees. Additionally, these students must take one undergraduate open elective course prior to spring of the fourth year of study.*

*# Students who are not admitted to the MBA portion of the B.S./MBA program will take any five undergraduate open elective courses to complete the B.S. in Business Administration with a specialization in general business.*

Students who are enrolled in the MBA portion of the B.S./MBA program must complete the following graduate courses:

MBAA 601 Quantitative Methods in Business Research  
MBAA 602 Managerial Economics (counts for both B.S. and MBA degrees)  
MBAA 604 Operations Management or FINC 742 Financial Statement Analysis  
MBAA 605 Business, Government and Society (counts for both B.S. and MBA degrees)  
and  
Four MBAA 700 level specialization courses (two of which count toward the B.S. and MBA degrees)  
MBAA 810 or 815  
MBAA 811 or 816  
If the 815/816 capstone track is taken, student must complete one additional MBAA 700-level course.

Major Concentration  
**CORPORATE AND HOMELAND SECURITY**

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Matthew Miraglia, M.B.A., Ed.D., *Program Head*  
 914-674-7870  
 mmiraglia@mercy.edu

**BACHELOR OF SCIENCE**

General Liberal Arts and Sciences

General Education Requirements .....60 credits

*(ECON 210 and 230 are Pre-requisites for the major and must be used to fulfill general education requirements)*

Major Concentration

Core .....18 credits

Concentration Courses .....18 credits

Open Electives .....24 credits

Total .....120 credits

**Students who choose the major concentration in Corporate and Homeland Security must complete:**

**CORPORATE AND HOMELAND SECURITY CORE**

- CHSC 120 Investigative Techniques and Reporting
- CHSC 140 Introduction to Homeland Security,  
     Public Safety and Terrorism<sup>(cc)</sup>
- CHSC 235 Foundations of Risk Management
- CHSC 245 Legal Aspects of Security Management
- MGMT 225 Principles of Management
- MGMT 255 Information Systems for Management

**CORPORATE AND HOMELAND SECURITY\***

- CHSC 315 Terrorism
- CHSC 350 Security Crisis Management
- CHSC 435 Advanced Risk Management
- CHSC 445 Homeland Defense Structures:  
     The National Incident Management System
- MGMT 340 Organizational Behavior
- SOCL 255 Managing Human Conflict I

**OPEN ELECTIVES** Any eight courses

\* There is a 15-credit residency requirement in the major concentration of Corporate and Homeland Security, which must be satisfied by Corporate and Homeland Security (CHSC) courses.

Major Concentration:  
**ORGANIZATIONAL MANAGEMENT**

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Gus Xhudo, Ph.D., *Program Head*  
gxhudo@mercy.edu

**BACHELOR OF SCIENCE**

General Liberal Arts and Sciences

General Education Requirements .....60 credits

Major Concentration

Organizational Management.....24 credits

Open Electives\*\* .....36 credits

Total .....120 credits

Students who choose the major concentration in Organizational Management must complete:

**ORGANIZATIONAL MANAGEMENT**

FINC 340 Information Sources & Systems

PSYN 250/SPCM 250 Psychology of Communication\*

PSYN 280 Philosophy & Social Sciences\*

PSYN 310 Career/Life Assessment & Ethics

MGMT 490 Integrative Project Pt. I

ECON 225 The History of Macro-Economic Theory\*

ECON 430 The International Dimension\*

MKTG 445 Market Assessment

SOCL 420 Society/Social Change/Science/Technology

HUMN 320 Interdisciplinary Humanities\*

MGMT 425 Managerial Behavior

MGMT 465 Entrepreneurship

MGMT 495 Integrative Project Pt. II

**OPEN ELECTIVES** Any twelve courses

*There is an 18-credit residency requirement in the major concentration of Organizational Management.*

*\*These courses fulfill General Liberal Arts and Sciences requirements.*

*\*\*Students who have open electives to fulfill can obtain up to 30 credits through credit*

## Major Concentration **GENERAL ACCOUNTING**

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Denise M. Stefano, M.B.A., CPA, CGMA, *Chair*  
914-674-7779  
dstefano@mercy.edu

**BACHELOR OF SCIENCE**

General Liberal Arts and Sciences

General Education Requirements.....60 credits

ECON 125, 210, 220, 221, 230, MATH 116 and MATH/CISC 120  
are *Prerequisites for the major and must be used to fulfill general  
education requirements.*

Business Core.....24 credits

General Accounting .....21 credits

Open Electives .....15 credits

Total .....120 credits

**Students who choose the major concentration in General Accounting must complete:**

**BUSINESS CORE**

- ACCT 120 Introduction to Financial Accounting
- ACCT 121 Introduction to Management Accounting
- FINC 235 Financial Management
- INBU 250 International Business
- BLAW 240 Business Law I
- MGMT 225 Principles of Management
- MGMT 340 Organizational Behavior
- MKTG 220 Principles of Marketing

**OPEN ELECTIVES** Any five courses

**GENERAL ACCOUNTING\***

- ACCT 240 Intermediate Accounting I
- ACCT 241 Intermediate Accounting II
- MGMT 460 Strategic Management(cc)  
(senior-level capstone course)
- And*
- Any three additional Accounting (ACCT) courses except  
ACCT 380 or ACCT 381, Internship in Accounting I or II
- Any one additional Accounting (ACCT), Finance (FINC),  
Management (MGMT), International Business (INBU),  
and/or Marketing (MKTG) course.

- *The College's 15-credit residency requirement in the major concentration of General Accounting must be met with 12 credits in Accounting (ACCT) courses numbered 240 or higher, excluding ACCT 380 and ACCT 381, plus Management (MGMT) 460 (senior-level capstone course).*

The major concentration in General Accounting meets the educational requirements for candidates applying to take the Certified Management Accountant (CMA) Examination. The major concentration in General Accounting does not meet the educational requirements for candidates applying to take the Certified Public Accountant (CPA) Examination.

## Major Concentration

# GENERAL ACCOUNTING

With Specialization: COMPUTER and INFORMATION SYSTEMS

### BACHELOR OF SCIENCE

General Liberal Arts and Sciences

General Education Requirements .....60 credits  
*ECON 125, 210, 220, 221, 230, MATH 116 and MATH/ CISC 120 are Prerequisites for the major and must be used to fulfill general education requirements.*

Business Core.....24 credits

General Accounting and Specialization.....24 credits

Open Electives .....12 credits

**Total..... 120 credits**

**Students who choose the major concentration in General Accounting with a specialization in Computers and Information Systems must complete:**

#### BUSINESS CORE

ACCT 120 Introduction to  
                     Financial Accounting  
 ACCT 121 Introduction to  
                     Management Accounting  
 FINC 235 Financial Management  
 INBU 250 International Business  
 BLAW 240 Business Law I  
 MGMT 225 Principles of Management  
 MGMT 340 Organizational Behavior  
 MKTG 220 Principles of Marketing

#### GENERAL ACCOUNTING\*

ACCT 240 Intermediate Accounting I  
 ACCT 241 Intermediate Accounting II  
 MGMT 460 Strategic Management <sup>(cc)</sup>  
 (senior-level capstone course)  
 Any two additional Accounting  
 (ACCT courses except ACCT 380  
 or ACCT 381, Internship in Accounting  
 I or II).

#### SPECIALIZATION

CCT 261 Computer Applications  
                     for Accountants  
 ACCT 410 Accounting Information  
                     Systems  
 and one of the following courses:  
 CISC 219 Web Design I  
 CISC 220 Database Applications  
 CISC 257 Computer Network I

**OPEN ELECTIVES** Any four courses

*\*The College's 15-credit residency requirement in the major concentration of General Accounting with a Specialization in Computers and Information Systems must be met with 12 credits in Accounting (ACCT) courses numbered 240 or higher, excluding ACCT 380 and ACCT 381 and Management (MGMT) 460 (senior-level course).*

The major concentration in General Accounting with a Specialization in Computers and Information Systems meets the educational requirements for candidates applying to take the Certified Management Accountant (CMA) Examination. The major concentration in General Accounting with a Specialization in Computers and Information Systems does not meet the educational requirements for candidates applying to take the Certified Public Accountant (CPA) Examination.

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## Major Concentration

# GENERAL ACCOUNTING

With Specialization: FINANCIAL ACCOUNTING

### BACHELOR OF SCIENCE

General Liberal Arts and Sciences

General Education Requirements .....60 credits

*ECON 125, 210, 220, 221, 230, MATH 116 and MATH/CISC 120 are Prerequisites for the major and must be used to fulfill general education requirements.*

Business Core.....24 credits

General Accounting and Specialization.....24 credits

Open Electives .....12 credits

Total .....120 credits

**Students who choose the major concentration in General Accounting with a specialization in Financial Accounting must complete:**

#### BUSINESS CORE

ACCT 120 Introduction to  
Financial Accounting  
ACCT 121 Introduction to  
Management Accounting  
FINC 235 Financial Management  
INBU 250 International Business  
BLAW 240 Business Law I  
MGMT 225 Principles of Management  
MGMT 340 Organizational Behavior  
MKTG 220 Principles of Marketing

#### GENERAL ACCOUNTING\*

ACCT 240 Intermediate Accounting I  
ACCT 241 Intermediate Accounting II  
MGMT 460 Strategic Management <sup>(cc)</sup>  
(senior-level capstone course)  
  
and any two additional Accounting  
(ACCT) courses except ACCT 380 or  
ACCT 381, Internship in Accounting  
I or II.

#### SPECIALIZATION

ACCT 320 Governmental,  
Not-for-Profit and  
Other Special Topics  
ACCT 330 Advanced Accounting  
  
and one of the following courses:  
FINC 345 Financial Statement Analysis  
FINC 442 Investment Management

#### OPEN ELECTIVES

Any four courses

*\* The College's 15-credit residency requirement in the major concentration of General Accounting with a Specialization in Financial Accounting must be met with 12 credits in with Accounting (ACCT) courses numbered 240 or higher, excluding ACCT 380 and ACCT 381 plus Management (MGMT) 460 (senior-level capstone course).*

The major concentration in General Accounting with a Specialization in Financial Accounting meets the educational requirements for candidates applying to take the Certified Management Accountant (CMA) Examination. The major concentration in General Accounting with a Specialization in Financial Accounting does not meet the educational requirements for candidates applying to take the Certified Public Accountant (CPA) Examination.

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## Major Concentration GENERAL ACCOUNTING

With Specialization: TAXATION

### BACHELOR OF SCIENCE

General Liberal Arts and Sciences

General Education Requirements .....60 credits

*ECON 125, 210, 220, 221, 230, MATH 116 and MATH/CISC 120 are Prerequisites for the major and must be used to fulfill general education requirements.*

Business Core.....24 credits

General Accounting and Specialization.....24 credits

Open Electives .....12 credits

**Total..... 120 credits**

**Students who choose the major concentration in General Accounting with a specialization in Taxation must complete:**

#### BUSINESS CORE

ACCT 120 Introduction to  
Financial Accounting  
ACCT 121 Introduction to  
Management Accounting  
FINC 235 Financial Management  
INBU 250 International Business  
BLAW 240 Business Law I  
MGMT 225 Principles of Management  
MGMT 340 Organizational Behavior  
MKTG 220 Principles of Marketing

#### GENERAL ACCOUNTING\*

ACCT 240 Intermediate Accounting I  
ACCT 241 Intermediate Accounting II  
MGMT 460 Strategic Management <sup>(cc)</sup>  
(senior-level capstone course)  
  
And any two additional Accounting  
(ACCT) courses except ACCT 380 or  
ACCT 381, Internship in Accounting  
I or II.

#### SPECIALIZATION

ACCT 340 Introduction to Federal  
Income Taxation  
ACCT 341 Advanced Federal  
Income Taxation  
  
and one of the following courses:  
FINC 345 Financial Statement Analysis  
BLAW 340 Business Law II

#### OPEN ELECTIVE

Any four courses

\* The College's 15-credit residency requirement in the major concentration of General Accounting with a Specialization in Taxation must be met with 12 credits in Accounting (ACCT) courses numbered 240 or higher, excluding ACCT 380 and ACCT 381 plus Management (MGMT) 460 (senior level capstone course).

The major concentration in General Accounting with a Specialization in Taxation meets the educational requirements for candidates applying to take the Certified Management Accountant (CMA) Examination. The major concentration in General Accounting with a Specialization in Taxation does not meet the educational requirements for candidates applying to take the Certified Public Accountant (CPA) Examination.

## Major Concentration

# MANAGEMENT ACCOUNTING

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### BACHELOR OF SCIENCE

General Liberal Arts and Sciences

General Education Requirements .....60 credits

*ECON 125, 210, 220, 221, 230, MATH 116 and MATH/CISC 120 are Prerequisites for the major and must be used to fulfill general education requirements.*

Business Core.....24 credits

Management Accounting.....30 credits

Open Electives .....6 credits

**Total..... 120 credits**

**Students who choose the major concentration in Management Accounting must complete:**

#### BUSINESS CORE

ACCT 120 Introduction to

Financial Accounting

ACCT 121 Introduction to

Management Accounting

FINC 235 Financial Management

INBU 250 International Business

BLAW 240 Business Law I

MGMT 225 Principles of Management

MGMT 340 Organizational Behavior

MKTG 220 Principles of Marketing

#### MANAGEMENT ACCOUNTING\*

ACCT 240 Intermediate Accounting I

ACCT 241 Intermediate Accounting II

ACCT 250 Cost Accounting

ACCT 261 Computer Applications

for Accountants

ACCT 320 Governmental,

Not-for-Profit and

Other Special Topics

ACCT 330 Advanced Accounting

(or ACCT 420 Auditing or ACCT

430 Topics from Professional

Examinations in Accounting)

ACCT 340 Introduction to Federal

Income Taxation

ACCT 341 Advanced Federal Income

Taxation

ACCT 410 Accounting Information

Systems

MGMT 460 Strategic Management <sup>(cc)</sup>

(senior-level capstone course)

#### OPEN ELECTIVES

Any two courses

\* The College's 15-credit residency requirement in the major concentration of Management Accounting must be met with 12 credits in Accounting (ACCT) courses numbered 240 or higher, excluding ACCT 380 and ACCT 381 plus management (MGMT) 460 (senior-level capstone course).

The major concentration in Management Accounting meets the educational requirements for candidates applying to take the Certified Management Accountant (CMA) Examination. The major concentration in Management Accounting does not meet the educational requirements for candidates applying to take the Certified Public Accountant (CPA) Examination.

## Major Concentration

# PUBLIC ACCOUNTING

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The stand-alone B.S. in Public Accounting Program is not a Certified Public Accountant (CPA) licensure-qualifying program in New York State. The Combined B.S./M.S. in Public Accounting is the only 150-credit-hour CPA licensure-qualifying program at Mercy College. (See catalog description for details.)

### BACHELOR OF SCIENCE

General Liberal Arts and Sciences

General Education Requirements .....60 credits

*ECON 125, 210, 220 221, 230, MATH 116 and MATH/CISC 120*

*are Prerequisites for the major and must be used to fulfill general education requirements.*

Business Core.....21 credits

Public Accounting .....36 credits

Open Electives .....3 credits

Total .....120 credits

**Students who choose the major concentration in Public Accounting must complete:**

#### BUSINESS CORE

ACCT 120 Introduction to Financial Accounting

ACCT 121 Introduction to Management Accounting

FINC 235 Financial Management

BLAW 240 Business Law I

BLAW 340 Business Law II

MGMT 225 Principles of Management

MGMT 340 Organizational Behavior

#### OPEN ELECTIVE

Any one course

#### PUBLIC ACCOUNTING\*

ACCT 240 Intermediate Accounting I

ACCT 241 Intermediate Accounting II

ACCT 250 Cost Accounting

ACCT 261 Computer Applications for Accountants

ACCT 320 Governmental, Not-for-Profit and Other Special Topics

ACCT 330 Advanced Accounting

ACCT 340 Introduction to Federal Income Taxation

ACCT 341 Advanced Federal Income Taxation

ACCT 410 Accounting Information Systems

ACCT 420 Auditing

ACCT 430 Topics from Professional Examinations in Accounting

MGMT 460 Strategic Management<sup>(cc)</sup>

(senior-level capstone course)

\* The College's 15-credit residency requirement in the major concentration of Public Accounting must be met with 12 credits in Accounting (ACCT) courses numbered 240 or higher, excluding ACCT 380 and ACCT 381, plus Management (MGMT) 460 (senior-level capstone course).

The major concentration in Public Accounting meets the educational requirements for candidates applying to take the Certified Management Accountant (CMA) Examination.

## Dual Degree in **PUBLIC ACCOUNTING (B.S./M.S.)**

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### **Purpose**

The 150-hour Combined B.S./M.S. in Public Accounting Program is for highly qualified students who wish to enter the profession of Public Accounting. The Combined B.S./M.S. in Public Accounting is the only 150-credit-hour CPA licensure-qualifying program commencing at the undergraduate level at Mercy College. Upon completion of the Combined Program, students will meet the academic requirements for admission to the CPA Examination in New York State and will satisfy the licensure requirements with one year of professional experience.

### **Objectives**

Graduates of the Combined Program are prepared for employment in a dynamic profession. Undergraduate students are equipped with a strong liberal arts foundation, and a professional accounting and business curriculum. Graduate students experience an integration of advanced accounting research and studies in graduate business courses, which provide depth and breadth to the learning experience.

### **Admission Requirements**

Requirements for matriculation and admission into the Combined B.S./M.S. in Public Accounting:

#### **Undergraduate Program Admission:**

1. Undergraduate students enroll in the B.S. Public Accounting Program.
2. Students must maintain an overall and accounting GPA of 3.0 or higher throughout their undergraduate studies.
3. After completion of the 300-level Accounting courses, students who meet the 3.0 GPA requirement may be eligible to switch majors to the Combined B.S./M.S. in Public Accounting Program after an interview with and the written permission of the Accounting Department Chairperson.
4. Accounting credits more than five years old may not be accepted in transfer in fulfillment of the major; they may only be used for elective credits. Foreign accounting transfer credits are generally not accepted. Contact the Accounting Department Chairperson for more information.

#### **Graduate Program Admission:**

During the last year of undergraduate study, students who have an overall and Accounting GPA of 3.0 or higher meet with the Accounting Department Chairperson to switch majors to the Combined B.S./M.S. Public Accounting degree. Students who meet graduate admission criteria will matriculate into the graduate portion of the Combined B.S./M.S. Public Accounting Program. Program continuation will be granted to candidates who show promise of success in graduate studies. An interview with the Accounting Department Chairperson is required.

## Curriculum

### BACHELOR OF SCIENCE

General Liberal Arts and Sciences

General Education Requirements .....60 credits

*ECON 125, 210, 220, 221, 230, MATH 116 and MATH/CISC 120 are Prerequisites for the major and must be used to fulfill general education requirements.*

Business Core.....21 credits

Public Accounting.....36 credits

Open Electives .....3 credits

**Total Bachelor of Science ..... 120 credits**

### MASTER OF SCIENCE

Public Accounting.....18 credits

Business .....12 credits

**Total Master of Science..... 30 credits**

**Total Combined B.S./M.S..... 150 credits**

**Students who are enrolled in the B.S. in Public Accounting portion of the Combined Program must complete:**

#### BUSINESS CORE

ACCT 120 Introduction to Financial Accounting  
 ACCT 121 Introduction to Management Accounting  
 FINC 235 Financial Management  
 BLAW 240 Business Law I  
 BLAW 340 Business Law II  
 MGMT 225 Principles of Management  
 MGMT 340 Organizational Behavior

#### PUBLIC ACCOUNTING\*

ACCT 240 Intermediate Accounting I  
 ACCT 241 Intermediate Accounting II  
 ACCT 250 Cost Accounting  
 ACCT 261 Computer Applications for Accountants  
 ACCT 320 Governmental, Not-for-Profit and Other Special Topics  
 ACCT 330 Advanced Accounting  
 ACCT 340 Introduction to Federal Income Taxation  
 ACCT 341 Advanced Federal Income Taxation  
 ACCT 410 Accounting Information Systems  
 ACCT 420 Auditing  
 ACCT 430 Topics from Professional Examinations in Accounting  
 MGMT 460 Strategic Management <sup>(cc)</sup>  
 (senior-level capstone course)

#### OPEN ELECTIVE

Any one course

\* The College's undergraduate 15-credit residency requirement in the major concentration of Public Accounting must be met with 12 credits in Accounting (ACCT) courses numbered 240 to 450, excluding ACCT 380 plus ACCT 381 plus MGMT 460 (senior-level capstone course).

**Students who are enrolled in the M.S. in Public Accounting Portion of the Combined Program must complete:**

**PUBLIC ACCOUNTING COURSES**

ACCT 510 Global Financial Statement Analysis  
 ACCT 520 Contemporary Auditing Issues  
 ACCT 530 Advanced Accounting Theory  
                   and Applications (Capstone)<sup>(cc)</sup>  
 ACCT 540 Advanced Business Entity Taxation  
 ACCT 550 Cost Management for Controllershship  
 ACCT 560 Fraud Examination

**BUSINESS COURSES**

FINC 703 Corporate Financial Policy  
 or  
 FINC 710 Corporate Mergers and Acquisitions  
 MBAA 504 Marketing Systems  
 MBAA 535 Communication Processes  
 MBAA 602 Managerial Economics

## The Accounting Program

### **Certified Management Accountant (CMA) Professional Examination**

Candidates holding any accounting baccalaureate degree generally meet the educational requirements to take the CMA Examination. Students can prepare for the CMA Examination by enrolling in any one of the Accounting B.S. Degree Programs (General, Management, or Public Accounting).

### **Certified Public Accountant (CPA) Professional Examination**

The Combined B.S./M.S. in Public Accounting is a 150-hour CPA licensure-qualifying program. Students who complete this program are eligible to sit for the CPA examination and become licensed in New York State with one year of appropriate professional experience.

The faculty recommends that students earn at least a grade of C+ in all accounting courses before continuing.

Accounting Program policy prohibits making any exceptions to corequisite or *Prerequisite* requirements, except upon written application to the Accounting Department Chairman from non-matriculated students with relevant experience.

Because of the nature of the subject and the availability of advance schedules, tutorials are not offered for accounting courses.

## SELECTION GUIDE FOR ACCOUNTING DEGREES

	B.S. General Accounting Degrees	Management Accounting Degrees	Public Accounting Degrees	Combined B.S./M.S. in Public Accounting
<b>Next Career Objective and Preparatory Degrees</b>				
Graduate-level academic work	Yes	Yes	Yes	Yes
Non-accounting position in business where a knowledge of accounting is desirable	Yes	Yes	Yes	Yes
Accounting position in small or medium-size business	Yes	Yes	Yes	Yes
Professional accountant in the management accounting functions of business	No	Yes	Yes	Yes
<b>Professional Examinations in Accounting</b>				
Certified Management Accountant (CMA) Graduates eligible to take the exam	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Graduates prepared to pass all parts of the CMA exam with reasonable review	Yes	Yes	Yes	Yes
Certified Public Accountant (CPA) Graduates eligible to take the exam	No	No	No	Yes
Graduates prepared to pass all parts of the exam with reasonable review	No	No	No	Yes
* Some states (including New York State) permit graduates to take the CPA examination after completion of appropriate undergraduate studies. However, CPA licensure usually requires completion of advanced studies at the Master's level.				
<b>Locations and Times These Degrees are Offered</b>				
<b>Dobbs Ferry Campus (B.S.)</b> 16-week day A Terms	Yes	Yes	Yes	Yes
<b>Dobbs Ferry Campus (M.S.)</b> 10-week evening Q Terms	No	No	No	Yes
<b>Bronx Campus (B.S.)</b> 8-week evening B and C Terms	Yes	Yes	Yes	No
<b>Semester Hour Credits</b>				
Credits required to graduate	<b>120</b>	<b>120</b>	<b>120</b>	<b>120/30</b>
Credits required in accounting courses	21 to 24	30 to 33	36	36/18
Business Core	24	24	21	21
Open elective credits	12 to 15	24	24	24
Credits of the College's undergraduate 15-credit residency requirement which must be fulfilled by Accounting courses numbered 240 to 450, except ACCT 380 and ACCT 381 plus MGMT 460	15	15	15	15

# School of Education

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Rose Rudnitski, Ed.D., *Dean*

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

Eric Martone, Ph.D., *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**

Amanda Gunning, Ph.D., *Chair*

Adolescence Education

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

JungKang Miller, Ph.D., *Chair*

Bilingual Education Extension

Teaching English to Speakers of Other Languages (TESOL)

Teaching Literacy, Dual Certificate in Birth–Grade 6 and Grades 5–12

## **DEPARTMENT OF EDUCATIONAL LEADERSHIP**

Esther Wermuth, Ed.D., *Chair*

School Building Leadership

School District Leadership

## **DEPARTMENT OF SPECIAL EDUCATION**

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

Teaching Students with Disabilities B-Grade 6

Applied Behavior Analysis Coursework (BCBA)

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).

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## EDUCATION PROGRAMS

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### **B.S./B.A. and M.S. Programs**

The Bachelor of Science/Bachelor of Arts and Master of Science Degree Programs are academic programs that allow students interested in the teaching profession as a career choice to earn both a bachelor's degree and a master's degree in an accelerated venue. Through this special program, qualified students who major in psychology or behavioral science can receive teacher certification in Early Childhood or Childhood Education, and students who major in biology, English, mathematics, or history can receive teacher certification in Adolescence Education.

A key feature of these programs allows students to take up to 15 graduate education credits during their junior and senior years, and these credits can be used toward satisfying their bachelor's as well as their master's degree requirements. Combining undergraduate and graduate degree programs streamlines the teacher preparation program and enables students to achieve teacher certification on an accelerated basis, reducing the time and cost needed to earn a master's degree. In addition, the multiple career options offer students the opportunity to acquire skills and credentials in several teaching specialization areas, thus increasing their employment potential in schools that need teachers to fill multiple and flexible roles.

### **Teaching Certification in New York State**

In order to become certified as a teacher in New York State, candidates are required to achieve qualifying scores on the Educating All Students test (EAS), and the Content Specialty Tests (CST), in the area of each certificate being requested. A final exam, the edTPA is developed and submitted as part of the student teaching experience. Although five-year candidates are not required to take these tests prior to admission into the graduate program, interested applicants may contact the School of Education for additional clarification regarding this process. As of the fall 2016 semester, all candidates seeking to be admitted to the master level of the five-year program will need to take the Graduate Record Examination (GRE) or Praxis Exam and submit their scores as part of the admissions to the School of Education. Candidates are encouraged to take the GRE no later than the fall semester of their senior year.

### **Admissions Requirements**

To be accepted into a B.S./B.A. and M.S. Education program, a student must:

- Be a high school graduate who has earned a New York State Regents Diploma with an 85 average or better and
- Place at ENGL 111 and MATH 115 or 116 according to the program requirement.

Students must have an earned associate degree in Liberal Arts with an overall GPA of 3.0. Students must maintain a GPA of 3.0 each semester at Mercy College to remain in the Five-Year Program, and must adhere to the above requirements. An interview is also required.

If students do not qualify under the above admission criteria, they may still apply to the program upon completion of the 60-credit General Education requirement and completion of at least 15 credits in their major field of study with a GPA of 3.0 or better. Thirty credits must be taken in residency at Mercy College.

To remain in the Five-Year Program, a student must:

1. Maintain a cumulative GPA of at least 3.0 each semester at Mercy College.
2. Register for an introductory 3-credit graduate education course in the second semester of their junior year, or upon completion of 70-75 undergraduate credits with a B or better average.
3. Register for 12 credits in graduate education courses in the senior year.
4. Take the GRE no later than senior year and complete an application to the Graduate School of Education.

Please note that all graduate course descriptions as well as specific teacher certification parameters can be found in the Mercy College Graduate Catalog.

Additionally, all matriculated Mercy College students are required to demonstrate an appropriate level of achievement in each of the six college competencies to ascertain that they can communicate clearly and effectively both orally and in writing. They must also demonstrate their ability to use critical thinking and established methods of computation and use of contemporary technology. This early identification of potential areas of weakness enables students to monitor their progress in developing these skills. As part of this process, students have available to them the full resources of the College's academic support services, including the Career Planning and Placement, and one-on-one tutorials with faculty.

## BEHAVIORAL SCIENCE AND EARLY CHILDHOOD EDUCATION, BIRTH-GRADE 2 (B.S. AND M.S.)

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### BACHELOR OF SCIENCE in Behavioral Science

#### *General Liberal Arts and Science*

General Education Requirements .....60 credits

#### *Behavioral Science and Early Childhood Education*

Undergraduate Courses .....36 credits

Open Electives .....9 credits

#### Early Childhood Education Graduate Courses

Completed for B.S. degree .....15 credits

**Total ..... 120 credits**

### MASTER OF SCIENCE in Early Childhood Education, Birth-Grade 2

Course work completed during B.S. degree .....15 credits

Course work completed during M.S. degree .....24 credits

**Total ..... 39 credits**

**Total combined B.S. and M.S. .... 144 credits**

**New York State requires completion of the following undergraduate *Prerequisites* for students seeking the Early Childhood Education, Birth-Grade 2 Certification, which will fulfill part of the General Education requirements:**

Mathematical Processes .....	6
Scientific Processes* .....	6
Historical and Social Sciences .....	6
Language other than English .....	3
Information Retrieval .....	3
Communications/Humanities/Written Analysis and Expression.....	3
Artistic Expression.....	3

*A course in Child Development is required. PSYN 254 is acceptable.*

*\*Coursework in Environmental Science, Evolution, Nutrition or Plants and People is not acceptable for teacher certification requirements.*

**For specific major requirements please refer to the Behavioral Science section of this catalog listed within the School of Social and Behavioral Sciences.**

**The Early Childhood graduate courses that must be completed as part of the B.S. degree are the following:**

EDUC 500 Educational Foundations from Diverse Perspectives.....	3
EDUC 502 Foundations in Education for Students with Disabilities from Birth through Adolescence .....	3
EDUC 505 Teaching English as a Second Language.....	3
EDUC 507 Approaches to Literacy in Early Childhood through Adolescence.....	3
EDUC 513 Introduction to Early Childhood Education: Foundations, Methods and Materials.....	3

*The above 15 credits are taken as an undergraduate student as part of the B.S. degree program. The remaining 24 credits are taken as a graduate student after receiving the B.S. degree and after meeting the admission requirements for acceptance into the M.S. degree program. Please see the Graduate Catalog for course descriptions of the above courses and for specific requirements for the M.S. degree.*

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## BEHAVIORAL SCIENCE AND CHILDHOOD EDUCATION, GRADES 1–6 (B.S. AND M.S.)

### BACHELOR OF SCIENCE in Behavioral Science

*General Liberal Arts and Science*

General Education Requirements .....60 credits

*Behavioral Science and Childhood Education*

Undergraduate Courses .....36 credits

Open Electives .....9 credits

Childhood Education Graduate Courses

Completed for B.S. degree .....15 credits

**Total ..... 120 credits**

### MASTER OF SCIENCE in Childhood Education, Grade 1-6

Course work completed during B.S. degree .....15 credits

Course work completed during M.S. degree .....21 credits

**Total ..... 36 credits**

**Total combined B.S. and M.S. .... 141 credits**

**New York State requires completion of the following undergraduate Prerequisites for students seeking the Childhood Education, Grades 1–6 Certification, which will fulfill part of the General Education requirements:**

Mathematical Processes .....	6
Scientific Processes* .....	6
Historical and Social Sciences .....	6
Language other than English .....	3
Information Retrieval .....	3
Communications/Humanities/Written Analysis and Expression.....	3
Artistic Expression.....	3

*A course in Child Development is required. PSYN 254 is acceptable.*

*\*Coursework in Environmental Science, Evolution, Nutrition or Plants and People is not acceptable for teacher certification requirements.*

**For specific major requirements please refer to the Behavioral Science section of this catalog listed within the School of Social and Behavioral Sciences.**

**The Childhood Graduate Courses that must be completed for the B.S. degree are the following:**

EDUC 500 Educational Foundations from Diverse Perspectives.....	3
EDUC 502 Foundations in Education for Students with Disabilities from Birth through Adolescence .....	3
EDUC 505 Teaching English as a Second Language.....	3
EDUC 507 Approaches to Literacy in Early Childhood through Adolescence .....	3
EDUC 514 Working with Parents and Families of Children, in Early Childhood and Childhood .....	3

*The above 15 credits are taken as an undergraduate student as part of the B.S. degree program. The remaining 21 credits are taken as a graduate student after receiving the B.S. degree and after meeting the admission requirements for acceptance into the master’s degree program. Please see the Graduate catalog for course descriptions.*

## PSYCHOLOGY AND EARLY CHILDHOOD EDUCATION, BIRTH–GRADE 2 (B.S. AND M.S.)

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### BACHELOR OF SCIENCE in Psychology

#### *General Liberal Arts and Science*

General Education Requirements .....60 credits

#### *Psychology and Early Childhood Education*

Undergraduate Courses .....36 credits

Open Electives .....9 credits

#### *Early Childhood Education Graduate Courses*

Completed for B.S. degree .....15 credits

**Total..... 120 credits**

### MASTER OF SCIENCE in Early Childhood Education, Birth–Grade 2

Course work completed during B.S. degree .....15 credits

Course work completed during M.S. degree .....24 credits

Total .....39 credits

**Total combined B.S. /M.S. .... 144 credits**

**New York State requires completion of the following undergraduate Prerequisites for students seeking the Early Childhood Education, Birth–Grade 2 Certification, which will fulfill part of the General Education requirements:**

Mathematical Processes .....	6
Scientific Processes* .....	6
Historical and Social Sciences* .....	6
Language other than English .....	3
Information Retrieval .....	3
Communications/Humanities/Written Analysis and Expression.....	3
Artistic Expression.....	3

*A course in Child Development is required. PSYN 254 is acceptable.*

*\*Coursework in Environmental Science, Evolution, Nutrition or Plants and People is not acceptable for teacher certification requirements.*

**For specific major requirements please refer to the Psychology section of this catalog listed within the School of Social and Behavioral Sciences.**

**The Early Childhood graduate courses that must be completed for the B.S. degree are the following:**

EDUC 500 Educational Foundations from Diverse Perspectives.....	3
EDUC 502 Foundations in Education for Students with Disabilities from Birth through Adolescence .....	3
EDUC 505 Teaching English as a Second Language .....	3
EDUC 507 Approaches to Literacy in Early Childhood through Adolescence .....	3
EDUC 513 Introduction to Early Childhood Education: Foundations, Methods and Materials.....	3

*The above 15 credits are taken as an undergraduate student as part of the B.S. degree program. The remaining 24 credits are taken as a graduate student after receiving the B.S. degree and after meeting the admission requirement for acceptance into the M.S. degree program. Please see Graduate Catalog for course descriptions of the above courses and for specific requirements for the M.S. degree.*

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**PSYCHOLOGY AND CHILDHOOD EDUCATION, GRADES 1–6  
(B.S. AND M.S.)**

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**BACHELOR OF SCIENCE in Psychology**

*General Liberal Arts and Science*

General Education Requirements .....60 credits

*Psychology and Childhood Education*

Undergraduate Courses .....6 credits

Open Electives .....9 credits

*Childhood Education Graduate Courses*

Completed for B.S. degree .....15 credits

**Total..... 120 credits**

**MASTER OF SCIENCE in Childhood Education, Grades 1–6**

Course work completed during B.S. degree .....15 credits

Course work completed during M.S. degree .....21 credits

**Total..... 36 credits**

**Total combined B.S. and M.S. .... 141 credits**

**New York State requires completion of the following undergraduate Prerequisites for students seeking the Childhood Education, Grades 1–6 Certification, which will fulfill part of the General Education requirements:**

Mathematical Processes .....	6
Scientific Processes* .....	6
Historical and Social Sciences .....	6
Language other than English .....	3
Information Retrieval .....	3
Communications/Humanities/Written Analysis and Expression.....	3
Artistic Expression.....	3

*A course in Child Development is required. PSYN 254 is acceptable.*

*\* Coursework in Environmental Science, Evolution, Nutrition or Plants and People is not acceptable for teacher certification requirements.*

**For specific major requirements please refer to the Psychology section of this catalog listed within the School of Social and Behavioral Sciences.**

**The Childhood Graduate Courses that must be completed for the B.S. degree are the following:**

EDUC 500 Educational Foundations from Diverse Perspectives.....	3
EDUC 502 Foundations in Education for Students with Disabilities from Birth through Adolescence .....	3
EDUC 505 Teaching English as a Second Language.....	3
EDUC 507 Approaches to Literacy in Early Childhood through Adolescence .....	3
EDUC 514 Working with Parents and Families of Children, in Early Childhood and Childhood .....	3

*The above 15 credits are taken as an undergraduate as part of the B.S. degree program. The remaining 21 credits are taken as a graduate student after receiving the B.S. degree and after meeting the admission requirements for acceptance into the master's degree program. Please see the Graduate Catalog for course descriptions of the above courses and for specific requirements for the M.S. degree.*

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## BIOLOGY AND ADOLESCENCE EDUCATION (GRADES 7–12) (B.S. AND M.S.)

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### BACHELOR OF SCIENCE in Biology

General Liberal Arts and Science	
General Education Requirements .....	60 credits
Biology and Adolescence Education	
Natural Science .....	36 credits
Major Electives .....	6 credits
Open Electives .....	3 credits
Adolescence Education Graduate Courses	
Completed for B.S. degree .....	15 credits
<b>Total .....</b>	<b>120 credits</b>

### BACHELOR OF SCIENCE in Biology Education

General Liberal Arts and Science	
General Education Requirements .....	60 credits
Biology Education and Adolescence Education	
Natural Science .....	45 credits
Adolescence Education Graduate Courses	
Completed for B.S. degree .....	15 credits
<b>Total .....</b>	<b>120 credits</b>

### MASTER OF SCIENCE in Adolescence Education, Grades 7–12

Course work completed during B.S. degree .....	15 credits
Course work completed during M.S. degree .....	21 credits
<b>Total .....</b>	<b>36 credits</b>
<b>Total combined B.S. and M.S. ....</b>	<b>141 credits</b>

New York State requires completion of the following undergraduate Prerequisites for students seeking the Adolescence Education, Grades 7–12 in Biology Certification, which will fulfill part of the General Education requirements:

Communications/Humanities/Written Analysis and Expression .....	3
Historical and Social Sciences .....	6
Scientific Processes* .....	6
Mathematical Processes .....	6
Artistic Expression .....	3
Information Retrieval .....	3
Language other than English .....	3

*A course in Adolescence Development is required. PSYN 263 is acceptable.*

*\* Coursework in Environmental Science, Evolution, Nutrition or Plants and People is not acceptable for teacher certification requirements.*

**For specific major requirements please refer to the Biology section of this catalog listed within the School of Health and Natural Sciences.**

**The Adolescence Graduate Courses that must be completed for the B.S. degree are the following:**

EDUC 500 Educational Foundations from Diverse Perspectives.....	3
EDUC 502 Foundations in Education for Students with Disabilities from Birth through Adolescence .....	3
EDUC 505 Teaching English as a Second Language.....	3
EDUC 507 Approaches to Literacy in Early Childhood through Adolescence.....	3
EDUC 517 Educational Psychology and Adolescent Development .....	3

*The above 15 credits are taken as an undergraduate student as part of the B.S. degree program. The remaining 21 credits are taken as a graduate student after receiving the B.S. degree and after meeting the admission requirements for acceptance into the M.S. degree program. Please see Graduate Catalog for course descriptions of the above courses and for specific requirements for the M.S. degree.*

## ENGLISH AND ADOLESCENCE EDUCATION (GRADES 7–12) (B.A. AND M.S.)

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### BACHELOR OF ARTS in English

General Liberal Arts and Science	
General Education Requirements.....	60 credits
English and Adolescence Education	
Undergraduate Courses.....	36 credits
Open Electives.....	9 credits
Adolescence Education Graduate Courses	
Completed for B.A. degree.....	15 credits
<b>Total.....</b>	<b>120 credits</b>

### MASTER OF SCIENCE in Adolescence Education, Grades 7–12

Course work completed during B.A. degree.....	15 credits
Course work completed during M.S. degree.....	21 credits
<u>Total.....</u>	<u>36 credits</u>
<b>Total combined B.A. and M.S.....</b>	<b>141 credits</b>

**New York State requires completion of the following undergraduate Prerequisites for students seeking the Adolescence Education, Grades 7-12 in English Language Arts Certification, which will fulfill part of the General Education requirements:**

Communications/Humanities/Written Analysis and Expression.....	3
Historical and Social Sciences.....	6
Scientific Processes*.....	6
Mathematical Processes.....	6
Artistic Expression.....	3
Information Retrieval.....	3
Language other than English.....	3

*\* Coursework in Environmental Science, Evolution, Nutrition or Plants and People is not acceptable for teacher certification requirements.*

**For specific major requirements please refer to the English section of this catalog listed within the School of Liberal Arts.**

**The Adolescence Education Graduate Courses that must be completed for the B.A. degree are the following**

EDUC 500 Educational Foundations from Diverse Perspectives.....	3
EDUC 502 Foundations in Education for Students with Disabilities from Birth through Adolescence.....	3
EDUC 505 Teaching English as a Second Language.....	3
EDUC 507 Approaches to Literacy in Early Childhood through Adolescence.....	3
EDUC 517 Educational Psychology and Adolescent Development.....	3

*The above 15 credits are taken as an undergraduate student as part of the B.A. degree program. The remaining 21 credits are taken as a graduate student after receiving the B.A. degree and meeting the admission requirements for acceptance into the M.S. degree program. Please see Graduate Catalog for course descriptions of the above courses and for specific requirements for the M.S. degree.*

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## HISTORY AND ADOLESCENCE EDUCATION (GRADES 7–12) (B.A. AND M.S.)

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### BACHELOR OF ARTS in History

General Liberal Arts and Science	
General Education Requirements .....	60 credits
History and Adolescence Education	
Undergraduate Courses .....	39 credits
Open Electives .....	6 credits
Adolescence Education Graduate Courses	
Completed for B.A. degree .....	15 credits
<b>Total .....</b>	<b>120 credits</b>

### MASTER OF SCIENCE in Adolescence Education, Grades 7-12

Course work completed during B.A. degree .....	15 credits
Course work Completed during M.S. degree .....	21 credits
<b>Total .....</b>	<b>36 credits</b>
<b>Total combined B.A. and M.S.....</b>	<b>141 credits</b>

New York State requires completion of the following undergraduate *Prerequisites* for students seeking the Adolescence Education, Grades 7-12 Social Studies certification, which will fulfill part of the General Education requirements:

Communications/Humanities/Written Analysis and Expression.....	3
Historical and Social Sciences .....	6
Scientific Processes* .....	6
Mathematical Processes .....	6
Artistic Expression .....	3
Information Retrieval .....	3
Language other than English .....	3

*\*Coursework in Environmental Science, Evolution, Nutrition or Plants and People is not acceptable for teacher certification requirements.*

**For specific major requirements please refer to the History section of this catalog listed within the School of Liberal Arts.**

**The Adolescence Graduate Courses that must be completed for the B.A. degree are the following:**

EDUC 500 Educational Foundations from Diverse Perspectives.....	3
EDUC 502 Foundations in Education for Students with Disabilities from Birth through Adolescence .....	3
EDUC 505 Teaching English as a Second Language .....	3
EDUC 507 Approaches to Literacy in Early Childhood through Adolescence .....	3
EDUC 517 Educational Psychology and Adolescent Development .....	3

*The above 15 credits are taken as an undergraduate student as part of the B.A. degree program. The remaining 21 credits are taken as a graduate student after receiving the B.A. degree and meeting the admission requirements for acceptance into the M.S. degree program. Please see Graduate Catalog for course descriptions of the above courses and for specific requirements for the M.S. degree.*

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## MATHEMATICS AND ADOLESCENCE EDUCATION (GRADES 7–12)

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### BACHELOR OF SCIENCE in Mathematics

General Liberal Arts and Science	
General Education Requirements .....	60 credits
Mathematics and Adolescence Education	
Undergraduate Courses .....	45 credits
Adolescence Education Graduate Courses	
Completed for B.S. degree .....	15 credits
<b>Total .....</b>	<b>120 credits</b>

### MASTER OF SCIENCE in Adolescence Education, Grades 7-12

Course work completed during B.S. degree .....	15 credits
Course work completed during M.S. degree .....	21 credits
<b>Total .....</b>	<b>36 credits</b>
<b>Total combined B.S. and M.S. ....</b>	<b>141 credits</b>

**New York State requires completion of the following undergraduate Prerequisites for students seeking the Adolescence Education, Grades 7-12 in Mathematics, which will fulfill part of the General Education requirement:**

Communications/Humanities/Written Analysis and Expression .....	3
Historical and Social Sciences .....	6
Scientific Processes* .....	6
Mathematical Processes .....	6
Artistic Expression .....	3
Information Retrieval .....	3
Language other than English .....	3

*\* Coursework in Environmental Science, Evolution, Nutrition or Plants and People is not acceptable for teacher certification requirements.*

**For specific major requirements please refer to the Mathematics section of this catalog listed within the School of Liberal Arts.**

**The Adolescence Graduate Courses that must be completed for the B.S. degree are the following**

EDUC 500 Educational Foundations from Diverse Perspectives .....	3
EDUC 502 Foundations in Education for Students with Disabilities from Birth through Adolescence .....	3
EDUC 505 Teaching English as a Second Language .....	3
EDUC 507 Approaches to Literacy in Early Childhood through Adolescence .....	3
EDUC 517 Educational Psychology and Adolescent Development .....	3

*The above 15 credits are taken as an undergraduate student as part of the B.S. degree. The remaining 21 credits are taken as a graduate student after receiving the B.S. degree and after meeting the admission requirements for acceptance into the M.S. degree. Please see Graduate Catalog for course descriptions of the above courses and specific requirements for the MS degree.*

# School of Health and Natural Sciences

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

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

## **HEALTH PROFESSIONAL PROGRAMS**

Communication Disorders Program  
Nursing Program\*  
Occupational Therapy Assistant Program  
Veterinary Technology Program

## **DEPARTMENT OF NATURAL SCIENCES**

Irina Ellison, Ph.D., *Chair*  
Biology  
Clinical Laboratory Science  
Exercise Science  
Health Science  
*\*Program also offered fully online.*

The Baccalaureate Nursing major is accredited by the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing (AACN). 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).

The Veterinary Technology Program is accredited by the Committee on Veterinary Technician Education and Activities (CVTEA) of the American Veterinary Medical Association (AVMA).

## **HONOR SOCIETIES:**

Biological Sciences — Beta Beta Beta  
Health Sciences/Health Professions — Alpha Eta  
Nursing — Sigma Theta Tau

**Purpose:**

The School of Health and Natural Sciences is dedicated to providing premier health and natural science undergraduate and graduate educational programs to equip students with the intellectual, technical and professional competencies they need to excel and advance as science specialists, health care providers, health promotion experts and science/health educators. More than just focusing on personal careers, our goal is to prepare students to use their knowledge and abilities in the health and natural sciences to be compassionate and caring health care providers.

**Mission Statement of the School of Health and Natural Sciences:**

The School of Health and Natural Sciences is committed to providing motivated students the opportunity to transform their lives by preparing them to achieve or enhance a rewarding career in the health and science professions. The School is dedicated to providing a high quality learning environment that fosters a spirit of scientific inquiry, life-long learning, and ethical behavior for all students.

**Goals of the School of Health and Natural Sciences:**

The School 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 School goals are as follows:

Students are expected to achieve entry-level proficiency and standards of excellence for their field, including:

- Adequate knowledge of content
- Essential competencies
- Sound math skills & quantitative reasoning
- Professional written & verbal communication skills
- Integration of theory with practice
- Application of innovate/cutting edge technology to practice

Students are expected to demonstrate professional behavior, by their ability to:

- Ethically reason clinical or scientific issues
- Communicate & interact with others using professional language and demeanor
- Engage in self-assessment and reflection for personal and professional growth
- Engage in culturally sensitive exchanges with clients and/or colleagues

Students are expected to demonstrate competency in applying methods of scientific inquiry and/or evidence-based learning to guide clinical/professional/scientific decision making.

Students are expected to demonstrate a commitment to engage in inter-professional and/or community service, including regional and/or global service, using knowledge and skills gained during their academic studies to foster diversity, interdisciplinary initiatives, and/or eliminate health disparities.

**Program Dismissal Review Policy**

This Mercy College School of Health and Natural Sciences Program Dismissal Review Policy applies to programs that are professionally accredited or seeking accreditation: Clinical Laboratory Sciences, Communication Disorders, Exercise Science, Nursing, Occupational Therapy Assistant, Occupational Therapy, Physical Therapy, Physician Assistant and Veterinary Technology. The purpose of the SHNS Dismissal Review Policy is to provide a process for the equitable resolution of formal complaints made by a student over academic dismissal at the Program level. Separate appeals policies exist for violations of academic integrity and academic grade appeals.

### **Academic Dismissal from a SHNS Program**

An academic dismissal from a program may occur if a student does not meet the criteria outlined by the specific program to remain in good standing. (Refer to Program Requirements for guidance on each program's criteria). If a student fails to meet these criteria, the program's Academic Unit Head or Program Director may dismiss the student after a faculty review. The student may appeal the program dismissal through the following steps. Before proceeding to a higher-level step, all lower-level steps must first be completed and documented in writing. To the extent that an Academic Unit Head/Program Director or Dean/Associate Dean is unavailable, a designee may be appointed for purposes of resolving such issues in a timely manner.

**Step One:** Academic Unit Head / Program Director – Within two weeks after the end of the semester, term, or trimester (the “academic period”) in which the dismissal occurred, the Academic Unit Head or Program Director will notify the student in writing of the program dismissal. The student may appeal the program dismissal by submitting a request in writing to meet with the Academic Unit Head or Program Director. This meeting must take place by phone or in person within two weeks of the student's written request. Each party may bring relevant information and supporting documentation to the meeting to discuss.

The written appeal submitted by the student to the Program Director must include the following information:

1. The name, telephone number, address and e-mail address of the student appealing the decision of dismissal; and
2. The stated reason(s) the student was dismissed from the SHNS program; and
3. Identification of the (a) extraordinary and non-recurring circumstances that caused the student's unsatisfactory academic performance and subsequent dismissal from a SHNS program; and (b) evidence that the unsatisfactory academic performance is not representative of the student's academic ability; and
4. An explanation of why the information provided in Paragraph 3 above should result in the reversal of the decision to dismiss the student from the SHNS program.

After the meeting, the Academic Unit Head or Program Director will make a decision on the student's appeal within one week and communicate it in writing to the student. A copy of this decision will be sent to the SHNS School Dean along with supporting documentation. If the student is dissatisfied with the outcome of this decision, a formal written appeal may be submitted by the student to the SHNS Dean within one week after receipt of the Academic Unit Head or Program Director's decision.

**Step Two:** SHNS Dismissal Review Committee – In the event that the issue has not been satisfactorily resolved in Step One, the SHNS Dean will refer the appeal to the SHNS Dismissal Review Committee for review and recommendations. All parties to the appeal will be permitted to submit any documentation they believe is necessary, including written statements and documentary evidence in the meeting with the SHNS Dismissal Review Committee. The SHNS Dismissal Review Committee will hold a meeting within two weeks after receipt of the appeal documentation. All parties to the appeal will be permitted to participate in the Dismissal Review Committee meeting. The student may be accompanied by one person who is not professional legal counsel who may observe but not actively participate in the Committee meeting. 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. After all of the interviews have been completed, and documents reviewed, the Dismissal Review Committee will deliberate in closed session. The Committee will make their recommendations to the SHNS Dean which may include upholding or overturning the program dismissal.

In arriving at its recommendation, the SHNS Dismissal Review Committee shall not overrule the academic judgment of a faculty member in the program on the assignment of grades to the student. The SHNS Dismissal Review Committee will consider: (1) whether the program followed its own policies governing student performance, advancement and program completion; (2) whether the evidence supports the program's decision; and (3) whether the student has new significant information that bears on the program's decision that was not available to the student when that decision was made. If the SHNS Dismissal Review Committee finds that the student has significant new information, the appeal shall be referred back to the student's program for reconsideration of the dismissal in light of that information.

**Step Three:** SHNS Dean – Within two weeks after receipt of the recommendations from the Dismissal Review Committee, the SHNS Dean or Associate Dean will review all of the relevant documentation. A written decision shall be sent to both the student and Academic Unit Head or Program Director within one week after the meeting. The decision rendered by the SHNS Dean is final; no additional appeals will be permitted.

Any student reinstated in a SHNS Program following an initial dismissal will be subject to immediate academic dismissal effective upon the occurrence of any additional probationary event. The student's past academic history will be considered when determining if a probationary event is warranted. Students dismissed for a second time will not be allowed to appeal to the program director or Dean for reinstatement, nor are they permitted to reapply to the program. Failure to comply with any part of this process on the part of the student will result in forfeiture of all rights of appeal as outlined.

Mercy College School of Health and Natural Sciences reserves the right to make changes to this Dismissal Review Policy as it deems necessary, with the changes applicable to all students then in attendance in an accredited health professions program.

## Major Concentration

# COMMUNICATION DISORDERS

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Helen Buhler, Ph.D., *Program Director*  
 914-674-7743  
 hbuher@mercy.edu

### Communication Disorders

The Undergraduate Program offers a B.S. degree in communication disorders (CD). This degree is comparable to an undergraduate degree in speech-language pathology/audiology. Upon completion of the degree, graduates demonstrate proficiencies in speech-language pathology, speech and hearing science, and audiology in preparation for graduate study. The major goal of the program is to provide a scientific/clinically based curriculum as preparation for graduate studies. A master's degree is mandatory as entry level into the profession of speech-language pathology (SLP).\* As of 2007, the entry level for Audiology is the doctorate degree. In addition to the professions noted above, the CD undergraduate degree is also useful for students continuing their graduate studies in education, special education, and teachers of the deaf and hearing impaired, psychology, social work, and recreational therapy.

### Major Requirements

Students planning to major in communication disorders must demonstrate the following: completion of at least 48 credits of the General Education curriculum with a GPA of at least 2.75; a grade of at least B in ENGL 112 or its equivalent; and a grade of at least B in SPCM 110. Students must complete six credits of a foreign language (six credits can be in American Sign Language), BIOL 110 Introduction to Human Biology and one of the following courses (PHYS 110, CHEM 110) as part of their General Education requirements. In addition, students must complete BHSC 370, Statistics for the Behavioral and Social Sciences which is typically taken in senior year.

Proficiency in oral and written communication will be assessed during the student's first semester. Basic competencies are continuously assessed throughout the student's tenure as a communication disorders major. Competency in both oral and written communication is required in order to obtain a degree in communication disorders. Students who require additional assistance in oral and written communication skills will be directed to the appropriate sources including courses, the Center for Academic Excellence and Innovation or the Speech and Hearing Center.

Students planning to enter the major must contact the Mercy College Communication Disorders Undergraduate Coordinator at 914-674-7741 for an eligibility interview. All students are assigned a faculty advisor in Communication Disorders and are required to see the advisor each semester. To maintain satisfactory academic standing as a major, students must maintain a minimum GPA of 2.75 in the major. A student who receives a grade below C in any major course will be required to repeat the course. Students may repeat a major course once. Any exceptions to Department guidelines require approval by the department director.

All students who are accepted to the program must present proof of a current physical (within the past year), MMR, PPD, Hepatitis B and Meningitis immunization. Proof of immunization is to be given prior to enrollment in CMDS 498.

### BACHELOR OF SCIENCE

*General Liberal Arts and Sciences*

General Education Requirements.....60 credits

*Major Concentration*

Communication Disorders .....48 credits

Open Electives .....12 credits

**Total ..... 120 credits**

**Students who choose the major concentration in communication disorders must complete:**

BHSC 370 Statistics for the Social & Behavioral Sciences

CMDS 210 Clinical Process I<sup>(cc)</sup>

CMDS 215 Clinical Process II

CMDS 220 Multicultural Issues in Communication Disorders

CMDS 240 Phonetics

CMDS 256 Anatomy and Physiology of Speech and Hearing Mechanisms

CMDS 257 Introduction to Audiology

CMDS 258 Introduction to Communication Disorders

CMDS 264 Normal Speech and Language Development

CMDS 270 Speech and Hearing Science

CMDS 300 Language Disorders

CMDS 310 Communication Disorders–Organic

CMDS 340 Aural Rehabilitation

CMDS 355 Introduction to Linguistics

CMDS 450 Diagnostic Methods and Case Studies for the Speech-Language Pathologist

CMDS 498 Clinical Process III

*There is an 18-credit residency requirement in the major concentration of communication disorders.*

CMDS 397 Independent Study in Communication Disorders

CMDS 295 Special Topics in Communication Disorders

## Major Concentration

# NURSING

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Miriam Ford, FNP, Ph.D. and  
Susie Moscou, FNP, MPH, Ph.D., *Co-Program Directors*  
914.674.7865  
mford@mercy.edu  
smoscou@mercy.edu

### **Undergraduate Nursing Program Goals**

The nursing major is designed to prepare a professional registered nurse who is:

- A provider of safe care who evaluates client changes and progress over time.
- A designer/manager/coordinator of care who participates on the interprofessional team, identifies system issues, manages care transitions, and delegates, prioritizes and oversees care.
- A member of the nursing profession through the process of evaluating one's practice and supporting the profession.
- Prepared for graduate study in nursing.

### **Undergraduate Nursing Program Outcomes**

Graduates of the Mercy College Bachelor of Science Degree in Nursing will be expected to demonstrate the following program outcomes:

#### **Program Outcome I**

Integrate concepts from liberal arts and sciences as the basis for nursing education and the practice of professional nursing.

#### **Program Outcome II**

Demonstrate leadership strategies that promote quality improvement, client safety, and organizational effectiveness that promotes health.

#### **Program Outcome III**

Evaluate the levels of evidence that guide scholarship and evidence based practice in professional nursing.

#### **Program Outcome IV**

Explore ethical management of data, information, knowledge, and technology to facilitate professional nursing care.

#### **Program Outcome V**

Investigate healthcare policies and practices, finances, costs, and regulations that influence professional nursing and the general population while promoting advocacy and social justice particularly for the vulnerable.

#### **Program Outcome VI**

Examine the implications of interprofessional communication and collaboration in improving health outcomes.

#### **Program Outcome VII**

Examine the impact of clinical prevention on health promotion and disease prevention on population health.

#### **Program Outcome VIII**

Integrate the core values characteristic of professional nursing.

#### **Program Outcome IX**

Apply knowledge, skills, and attitudes that lead to the improvement in health outcomes while recognizing the diversity of culture, spirituality, ethnicity, socio-economic status, gender, and sexual orientation of all clients.

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Major Concentration  
**NURSING**

**Traditional Nursing Program**

**BACHELOR OF SCIENCE**

General Liberal Arts and Sciences	
General Education Requirements.....	60 credits
<i>BIOL 117, BIOL 130/130A, BIOL 131/131A, CHEM 160/160A, MATH 117, PSYN 101 &amp; 233 and SOCL 101 are Prerequisites for the major and must be used to fulfill general requirements.</i>	
Lower Division Nursing* .....	47 credits
Major Concentration	
Upper Division Nursing .....	15 credits
<b>Total.....</b>	<b>122 credits</b>

**Students who choose the traditional nursing major must complete all of the following lower and upper division nursing courses. Thirty credits must be completed in the major at Mercy College.**

**Lower Division Nursing Courses**

- NURS 198 Health Assessment and Health Promotion
- NURS 198A Health Assessment and Health Promotion Nursing Lab
- BIOL 265 Microbiology
- BIOL 265A Microbiology Laboratory
- NURS 200 Fundamentals of Nursing
- NURS 200A - Fundamentals of Nursing Lab
- NURS 200S - Fundamentals of Nursing Clinical Experience and Clinical Simulation
- NURS 220 Pharmacology for Nurses
- NURS 220A Pharmacology for Nurses Lab
- NURS 225 Pediatric & Parent Child Nursing
- NURS 225A Pediatric/Parent-Child Nursing Lab
- NURS 225S Pediatric/Parent-Child Nursing Clinical Experience and Clinical Simulation
- NURS 240 Medical Surgical Nursing I
- NURS 240A Medical Surgical Nursing I Lab
- NURS 240S Medical Surgical Nursing I - Clinical Experience and Clinical Simulation
- NURS 241 Medical Surgical Nursing II
- NURS 241A Medical Surgical Nursing II Lab
- NURS 241S Medical Surgical Nursing II - Clinical Experience and Clinical Simulation
- NURS 250 Psychiatric and Mental Health Nursing
- NURS 250S Psychiatric and Mental Health Nursing Clinical Experience and Clinical Simulation
- NURS 251 Community Health Nursing: Advocacy for Population Health
- NURS 251S Community Health Nursing: Advocacy for Population Health - Clinical Experience and Clinical Simulation
- NURS 367 Pathophysiology and Clinical Reasoning for Nursing

**Upper Division Nursing Courses**

- NURS 361 Contemporary Concepts in Professional Nursing
- NURS 363 Research for Evidence Based Professional Nursing
- NURS 364 Nursing Informatics
- NURS 365 Introduction to Health Policy
- NURS 366 Leadership and Management<sup>(cc)</sup>

### Admission Criteria

Students applying for acceptance to the Traditional Nursing program for 2018 must complete the process using the Nursing Centralized Application Service (NursingCAS) at <http://www.nursingcas.org>. Information may also be obtained by contacting the Nursing Program Office at 914-674-7865.

#### *I. Conditional Acceptance*

1. Admission Criteria for conditional acceptance into the Nursing Major requires the following:
  - Minimum High School GPA of 85%
  - High School Science and Math grades B or higher
2. Admission to Mercy College does not guarantee progression into the nursing program

#### **II. Full Acceptance – to be fully accepted as a BS in Nursing major the following conditions must be met:**

1. A grade of C or better in all science courses and a minimum overall GPA of 2.2 or above is required to be considered for acceptance into the Nursing major.
2. Achieve a passing score on the Nursing Entrance Exam in January of the first Year.

### Progression Criteria

Once fully accepted as a BS in Nursing major students are required to achieve a B- or better in all nursing and science courses and maintain an overall GPA as follows for non-nursing courses:

First year	GPA 2.0 or above
Second year	GPA 2.2 or above
Third year	GPA 2.3 or above
Fourth year	GPA 2.4 or above
Nursing courses	GPA must be at 2.67 or higher

Students will not progress to the next level of the program if they do not meet the above criteria. All clinical simulation courses (ending in 'S') and clinical experience courses or labs (ending in 'A') are graded on a Pass (P)/Fail (F) basis. Students must receive a grade of Pass (P) to progress in the program.

### Organization of the Program

This program has been designed for the full-time student. Courses are scheduled for a combination of evenings and days. A variety of schedule patterns and teaching and learning community methods are utilized. All nursing and requisite science courses are offered at the Dobbs Ferry campus only. General education requirements other than above, may be taken at the Bronx, Yorktown, and Manhattan campuses. Student will be allowed to take general education courses online if they meet the following requirements: 1) completion of first semester of first year, and 2) GPA of 3.0 or above,

Upon acceptance to the nursing major, the student will be assigned a nursing faculty academic advisor. Upon successful completion of the program, students will be eligible to take the NCLEX-RN licensure examination.

Note: A record of a felony conviction may disallow licensure. Students are cautioned that graduation from the school does not assure licensure. The Office of Professional Discipline (OPD) will review each felony conviction on the grounds of remorse, retribution, and rehabilitation. The decision to grant licensure lies with the OPD and occurs after candidate passes NCLEX-RN.

### Admission Procedures

1. Applications to the Traditional BS in Nursing program are conditionally accepted once a year in the Fall. Application for Fall Semester entry will be accepted up until February 1st of the year the student plans to starting nursing courses in September. Applications received after February 1st will be considered only if there is space.
2. Students applying for acceptance to the Traditional Nursing program for 2018 must complete the process using the Nursing Centralized Application Service (NursingCAS) at <http://www.nursingcas.org>. Information may also be obtained by contacting the Nursing Program Office at 914-674-7865.

3. Qualified applicants will be admitted to the nursing major pending a passing score on the Nursing Entrance Exam in January of the first year as well as successful completion of first year courses.

### **Clinical Requirements**

All students must complete the following before starting clinical. Copies of these documents/clearances must be submitted electronically to the Clinical Placement Coordinator by the specified due date.

No one is allowed to begin clinical without the following:

1. Current CPR for Health Care Personnel
2. Liability malpractice insurance
3. Health clearance approval
4. Immunization titers - MMR, Hepatitis B, Varicella
5. Flu vaccine
6. PPD or Quantiferon or chest x-ray (if PPD positive)
7. \*Criminal background check - Depending on agency requirements
8. \*Drug screen - Depending on agency requirements
9. \*Fingerprints - Depending on agency requirements.

### **Program Dismissal Review**

In cases which a student has been dismissed from the Traditional Nursing Program, the student may request a dismissal review when he/she believes that extenuating circumstances affected his/her academic performance in the program. The student must follow the SHNS Program Dismissal Review Policy detailed at the beginning of the School of Health and Natural Sciences section of this catalog.

Major Concentration  
**NURSING**

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**RN to BS Completion Program**

**BACHELOR OF SCIENCE**

General Liberal Arts and Sciences	
General Education Requirements.....	60 credits
<i>BIOL 117, BIOL 130/130A, BIOL 131/131A, BIOL 265/265A, CHEM 160/160A, MATH 116, PSYN 101 &amp; 233 and SOCL 101 are Prerequisites for the major and must be used to fulfill general requirements.</i>	
Lower Division Nursing* .....	30 credits
Major Concentration	
Upper Division Nursing .....	33 credits
<b>Total.....</b>	<b>123 credits</b>

**Students who choose the RN-BS Completion nursing major must complete lower division nursing courses\* and the following upper division nursing courses.**

**Lower Division Nursing Courses\***

Lower Division Nursing requirements are accepted in transfer from an Associate Degree or a diploma in Nursing

**Lower division nursing requirements may be fulfilled as follows:**

- Anatomy and Physiology II
  - New York State Regents Examination (RCE)
- Chemistry
  - Earned by credit only
- Microbiology
  - College Level Examination Program (CLEP) or National League for Nursing Achievement Exam (NLN)
- Introduction to Psychology and Introduction to Sociology
  - College Level Examination Program (CLEP)

Matriculation in the nursing major is required to earn credit for the lower division nursing (30 credits).

**UPPER DIVISION NURSING COURSES**

- NURS 361 Contemporary Concepts in Professional Nursing
- NURS 362 Transcultural Nursing
- NURS 363 Research for Evidence Based Professional Nursing
- NURS 364 Nursing Informatics
- NURS 365 Introduction to Health Policy
- NURS 366 Leadership and Management <sup>(cc)</sup>
- NURS 367 Pathophysiology and Clinical Reasoning for Nursing
- NURS 368 Health Assessment and Health Promotion
- NURS 371 Statistics for Nurses
- NURS 401 Community Health Nursing: Advocacy for Population Health

### **Admission Criteria**

Students who choose the major concentration in nursing must have:

1. An associate degree in nursing from an accredited Nursing Program or a diploma in nursing.
2. Students who completed their nursing degree outside of the U.S. must complete a WES evaluation
3. Passed the NCLEX-RN licensure exam.
4. A valid state license to practice as a registered nurse in the U.S.
5. A GPA of 2.75
6. Students will be considered for matriculation with GPAs 2.5-2.70.

### **Eligibility for Admission to Nursing Courses NURS 361 and above**

To be admitted to these nursing courses, the student must have passed the NCLEX exam and hold a valid license to practice as a registered nurse in the U.S. Students who are in their senior year of their Associates Degree program are permitted to take up to 6 credits in one semester before they graduate. These students are not permitted to take additional nursing courses until they pass the NCLEX-RN exam and have a valid RN license.

### **Transfer Credit**

Previously earned college credit in the liberal arts and sciences may be accepted in transfer by Mercy College. Additional academic credits can be earned by passing RCE or CLEP examinations.

### **Organization of the Program**

This program has been designed for the part-time or full-time student. A student may enroll for 3-16 credits a semester. Courses are scheduled for a combination of evenings, days, weekends (general education classes) and/or online. A variety of schedule patterns and teaching and learning methods are utilized. Nursing courses are offered at the Dobbs Ferry and Online Campuses. General education courses can be taken at any of the branch campuses in the Bronx, Manhattan or Yorktown Heights.

### **Admissions Procedure**

1. Obtain an application form and general information regarding your eligibility for the nursing program from the Admissions Office at the main campus, any of the branch campuses or online.
2. All applicants for the Nursing Program must submit the following to the Office of Admissions:
  - a. An application for Admission, accompanied by the \$40 application fee. (The application fee will be waived for students who are presently matriculated at Mercy College.)
  - b. An official transcript of record from each diploma school, college, or university previously attended.
  - c. Evidence of current licensure as a registered nurse.
3. Qualified applicants will be admitted to the nursing major based upon available space in clinical nursing courses at the time of projected student's eligibility.

### **Additional Nursing Science Requirements**

1. Anatomy and Physiology II (transfer credit or NYS Regents exam)\*
2. Microbiology (transfer credit, College Level Examination Program [CLEP], or National League of Nursing Achievement Exam [NLN]) \*

### **Clinical Requirements for NURS 401A Community Health Nursing: Advocacy for Population Health**

Current New York State license or RN license. A New York State license may be required for:

- Out-of-State distance learning student

All students must complete the following before starting clinical. Copies of these documents/clearances must be submitted electronically to the Clinical Placement Coordinator by the specified due date. No one is allowed to begin clinical without the following:

1. Current CPR for Health Care Personnel
2. Liability malpractice insurance
3. Health clearance approval
4. Immunization titers - MMR, Hepatitis B, Varicella
5. Flu vaccine
6. PPD or Quantiferon or chest x-ray (if PPD positive)
7. Copy of current RN license
8. \*Criminal background check - Depending on agency requirements
9. \*Drug screen - Depending on agency requirements
10. \*Fingerprints - Depending on agency requirements.

### **Program Probation**

If a student's cumulative and/or major GPA falls below a 2.00, they will be placed on program probation and will have two semesters to raise their cumulative and/or major GPA to a 2.00 or higher.

### **RN-BS-MS**

RNs with 3.0 GPAs from an associate degree program are eligible to apply for the accelerated R.N.-B.S.-M.S. program. In this program, up to nine graduate credits are substituted for undergraduate credits. After 123 credits, a student earns a bachelor's degree in nursing and is able to enter either the Masters in Nursing Education or Masters in Nursing Administration track.

### **Requirements for progression in the RN-BS-MS courses:**

1. Undergraduate GPA 3.0.
2. Completion of a minimum of 60 general education credits.
3. Undergraduate nursing courses NURS 366, NURS 363, and NURS 401.
4. Meet with faculty advisor in the undergraduate program to activate program plan.
5. Faculty advisor to notify the undergraduate coordinator for approval.

Upon completion of the above requirements, the student will take NURS 514 (Philosophical and Theoretical Foundations of Nursing) in lieu of NURS 361. The student must receive a B or above to be considered for the progression into the master's program and to progress to the additional two graduate courses (NURS 502 and NURS 503).

### **Substitution courses are as follows:**

- NURS 514 in lieu of NURS 361
- NURS 503 in lieu of NURS 365
- NURS 502 in lieu of NURS 364

### **Admission requirements for the RN-BS-MS Program:**

Students admitted into the RN-BS-MS program must complete all of their undergraduate requirements. Pending undergraduate graduation, the graduate application is initiated. The following information must be in evidence:

1. Undergraduate GPA 3.0.
2. NURS 514 (Grade: B or above).
3. Completed graduate application.
4. Approval from Director of Nursing Program.

Before entering into the M.S. component of the RN-BS-MS program, the student must graduate from the R.N.-B.S. program.

### **Program Dismissal Review**

In cases which a student has been dismissed from the Nursing Program, the student may request a dismissal review when he/she believes that extenuating circumstances affected his/her academic performance in the program. The student must follow the SHNS Program Dismissal Review Policy detailed at the beginning of the School of Health and Natural Sciences section of this catalog.

**ASSOCIATE DEGREE PROGRAM**  
Major Concentration  
**OCCUPATIONAL THERAPY ASSISTANT**

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Cristina Dumitrescu, M.S. ,O.T.R./L., *Program Director*  
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cdumitrescu@mercy.edu

**ASSOCIATE IN APPLIED SCIENCE**

General Education Requirements.....	31 credits
Major Concentration	
Occupational Therapy .....	38 credits
<b>Total.....</b>	<b>69 credits</b>

**GENERAL EDUCATION:**

- BIOL 130 Human Anatomy & Physiology I Lecture
- BIOL 130A Human Anatomy & Physiology I Lab
- CISC 120 Introduction to Computers
- ENGL 111 Written English & Literary Studies I
- ENGL 112 Written English & Literary Studies II
- MATH 116 College Algebra
- HLSC 210 Overview of OT Practice
- HLSC 205 Standard Safety Precautions for the  
Health Care Professions
- HLSC 225 Introduction to Accessing  
and Reading Scholarly Literature
- PHYS 110 Introduction to Physics
- ENGL 110 (if needed)
- PSYN 101 Introduction to Psychology
- SPCM 110 Oral Communication
- SOCL 101 Introduction to Sociology

**PROFESSIONAL CURRICULUM:**

- OCTR 201 OT Practice for the Assistant: An Overview<sup>(cc)</sup>
- OCTR 203 OT Practice for the Assistant: Therapeutic Modalities I
- OCTR 204 OT Practice for the Assistant: Medical Conditions
- OCTR 206 OT Practice for the Assistant: Therapeutic Modalities II
- OCTR 207 OT Practice for the Assistant: A Synopsis
- OCTR 209 OT Practice for the Assistant:  
Advanced Clinical Education I
- OCTR 210 OT Practice for the Assistant:  
Advanced Clinical Education II
- OCTR 214 (PSYN 214) OT Practice for the Assistant:  
Adulthood and Maturity
- OCTR 218 (PSYN 218) OT Practice for the Assistant:  
Interaction Skills
- OCTR 260 (PSYN 260) OT Practice for the Assistant:  
Childhood & Adolescence

The Occupational Therapy Assistant (OTA) Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). ACOTE contact information is: ACOTE, c/o Accreditation Department, American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. The phone number is 301-652-2862. ACOTE's website is [www.acoteonline.org](http://www.acoteonline.org) and email is [accred@aota.org](mailto:accred@aota.org). Graduates of the program are eligible to sit for the national certification examination of the occupational therapy assistant administered by the National

Board of Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant, (COTA). Passing the NBCOT examination is currently required in order to obtain a license and practice as an Occupational Therapy Assistant in most states (including New York, New Jersey, and Connecticut). Please refer to the "Practice Acts" of each state for the licensure requirement of a particular state.

NOTE: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

NOTE: Students must be in good academic standing with a grade point average of 2.75 or higher in all major courses (all those courses that begin with OCTR) in order to advance to the full-time advanced clinical component of the program. All Occupational Therapy Assistant students are required to complete all Level II Fieldwork within 18 months following completion of academic coursework. All required coursework and fieldwork must be completed within five years from the initiation of coursework in the major concentration of occupational therapy.

### **Admission Criteria/Procedure:**

To take the program on a full-time or part-time basis, all candidates must:

1. Be admitted to Mercy College.
2. Submit official transcripts from all high schools and colleges attended to the Mercy College Admissions Office.
3. Have a minimum GPA of 2.75 in order to be interviewed or accepted into the program. Admission is based on a preference for applicants who have a cumulative GPA of 3.0 or above.
4. Place at the English 111 level.
5. Complete a personal interview with the OTA Program Director or OTA designee.
6. Complete the OTA Program Application and a written on-site essay at the time of the interview.
7. Submit the three "Recommendation Forms" that are distributed at the time of the interview. These forms serve as references (no separate written reference letters will be accepted or reviewed). Preferably, one "Recommendation Form" will be completed by an Occupational Therapy Assistant or a Registered Occupational Therapist, Work Supervisor or an instructor of a *Prerequisite* course. The recommendations must be recent (not over six months old). All "Recommendation Forms" must be submitted in a sealed envelope with the reference's signature over the seal. Any file that does not have the Recommendation Forms completed by the end of the application period deadline will be considered "incomplete" and will not be reviewed by the Admissions Committee.

### **Deadlines for applications into the Program:**

- a) March 31 for the fall semester.
- b) October 31 for the spring semester.

### **Admission Decisions:**

- Admission decisions will be based on a ranking of composite numerical scores of an applicant's GPA, interview, on-site essay and recommendations.
- Decision letters will be mailed to applicants no later than April 15 (Fall semester) and November 15 (Spring semester).

### **Exceptions:**

- Students who are admitted to the program who have less than a cumulative GPA of 3.0 will be admitted on a **conditional** basis.
- Conditionally admitted students must have between a 2.75 and 3.0 grade point average within the major courses at the end of the first semester. Any student falling below a 2.75 GPA within the major, will receive a faculty review and must submit an educational plan that is reviewed and approved by the Program Director. Such educational plans must have clear objectives with deadlines for achievement.

- Transfer credit will be granted only for those prerequisite courses with a grade of C or higher.
- OTA courses from other colleges will only be accepted in transfer as approved by the Program Director and shall not have any fieldwork component included in the content.
- Anatomy and Physics prerequisite courses must have been taken within the last five years.

Each applicant's record will be reviewed by the Admission Committee of the Program. The final admission decision is based on a cumulative scoring and then ranking of the candidate's GPA, interview, references and the written essay. Admission to the Occupational Therapy Assistant Program at Mercy College is very competitive; completion of the application requirements and formal interview does not guarantee admission.

### **Essential Performance Standards**

The program has an "Essential Performance Standards" form that outlines the necessary affective skills and professional behaviors, communication/interpersonal skills, psychomotor skills, cognitive skills and self-care skills deemed essential for completion of the program and performance as a competent occupational therapy assistant. This form is reviewed at the time of the interview and is signed by all accepted students stating whether they are or are not capable of performing the skills and abilities that are listed. Information regarding the Office of Accessibilities is discussed at the time of the interview.

### **Occupational Therapy Assistant Program Requirements and Progression Criteria:**

1. Students are expected to attend all class sessions. No more than three absences are allowed without risk of failing a major course. Documentation may be requested by the Program Director for any absence/s. Absence on a weekend lab day counts as 3 class absences.
2. Students must earn a grade of C or better in all general education *Prerequisite* courses.
3. Any student who receives a grade of C- or below in any prerequisite general education course (prefix "OCTR") will be required to repeat the course.
4. Students must receive a B or better in all OTA core courses (pre-fix OCTR). Students who receive less than a grade of B are required to repeat the course. OTA core courses may only be repeated once.
5. Any student who receives a grade below B in two or more OTA core courses or if the student's GPA, within the OTA major, fails below 2.75, the student may be dismissed from the program after a faculty review.
6. Students must take all courses in the sequence according to the curriculum design of the program.
7. If a student must repeat a course for any reason, they must wait to do so until the course is offered the following academic year.
8. A grade of F in any occupational therapy assistant course may be grounds for dismissal. The faculty will discuss the situation and the Program Director will make the final decision regarding whether dismissal from the program is warranted. These situations will be reviewed on a case-by-case basis and would require appropriate documentation (medical, legal, etc.)
9. Students who receive a rating of "Unsatisfactory" in any category in any Fieldwork I Experience will have their records reviewed by the Program Director and Academic Fieldwork Coordinator. The student will then be discussed with the faculty who will decide if the student may repeat the experience, or if the student will be permitted to repeat the entire major module course. In either case, the student will receive an educational plan that is designed by the faculty that addresses the student's particular issues.
10. Students may not take any Fieldwork II experiences until they have successfully completed all Fieldwork I experiences.

11. Should a student fail a Fieldwork II experience, the faculty will discuss the reasons for the failure and a decision will be made as to whether the student will be given an opportunity to repeat the fieldwork experience. Reasons for the decision will be shared with the student during a face-to-face or telephone meeting with the Program Director and the Academic Fieldwork Coordinator. An "Educational Contract" for the repeated FW II assignment will be created by the Academic Fieldwork Coordinator and signed by the student and also by the Program Director prior to the student repeating the failed experience. Failure to uphold the specifications of the educational contract will result in failure of the repeated fieldwork placement and an automatic dismissal from the program. The student must register and pay tuition for any repeated Fieldwork course (OCTR 209 or OCTR 210).
12. Failure in any two Fieldwork experiences, Fieldwork I or II, will result in an automatic dismissal from the program.
13. Students are evaluated by the faculty and their peers (anonymously) throughout the Program during the major courses
14. During clinical fieldwork experiences, student work schedules may not interfere with the hours they spend at the fieldwork site.
15. National boards exam preparation: Students must attend all scheduled mandatory exam preparatory activities and class meetings during OCTR 214 (OT Practice for the Assistant: Adult and Maturity), and during OCTR 209 (1st Advanced Clinical Education- FW II experience) for students to practice answering certification exam style questions and to discuss the National Board for Certification in Occupational Therapy, Inc. (NBCOT) exam. These meetings review the program's mandatory requirements for exam preparation policies. During OCTR 210 (Advanced Clinical Education II experience) a mandatory four-hour practice exam will be conducted by a faculty member. FW Level II grades will be released only if students attend both mandatory sessions and any other preparatory events that are scheduled by the program.

**Graduation requirement:**

All students must have a cumulative GPA within the major courses of at least a 2.75 to graduate from the program.

Major Concentration  
**VETERINARY TECHNOLOGY**

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**BACHELOR OF SCIENCE**

General Liberal Arts and Sciences	
General Education Requirements*	60 credits
Major Concentration	
Veterinary Technology	57 credits
Elective	3 credits
<b>Total</b>	<b>120 credits</b>

**Students who choose the major concentration in veterinary technology must complete:**

- VETC 101 Introduction to Veterinary Science
- VETC 110 Applied Animal Behavior
- VETC 140 Veterinary Management
- VETC 256 Anatomy of Domestic Animals
- VETC 256A Anatomy of Domestic Animals Laboratory
- VETC 258 Animal Handling and Restraint
- VETC 300 Physiology of Domestic Animals
- VETC 306 Clinical Laboratory Techniques and Analysis
- VETC 306A Clinical Laboratory Techniques Laboratory
- VETC 320 Pharmacology and Toxicology<sup>(cc)</sup>
- VETC 340 Clinical Veterinary Team Communication
- VETC 341 Small Animal Diseases:
  - A Case Based Approach
- VETC 350 Applied Clinical Veterinary Nursing
- VETC 350A Applied Clinical Veterinary Nursing Laboratory
- VETC 360 Fundamentals of Animal Research
- VETC 375 Principles of Large Animal Medicine
- VETC 495 Externship I: General Small Animal Medicine and Surgery
- VETC 496 Externship II: Veterinary Specialty

**and the following related courses in Natural Science and Mathematics:**

- BIOL 160\* General Biology I
- BIOL 160A\* General Biology I Laboratory
- BIOL 161\* General Biology II
- BIOL 161A\* General Biology II Laboratory
- BIOL 265\* Microbiology
- BIOL 265A\* Microbiology Laboratory
- CHEM 160\* General Chemistry I
- CHEM 160A\* General Chemistry I Laboratory
- CISC 120\* Introduction to Computers and Application Software
- MATH 116\* College Algebra

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**RECOMMENDED ELECTIVES**

- VETC 295 Special Topics in Veterinary Medicine
- VETC 305 Global Veterinary Experiences
- VETC 397 Independent Study in Veterinary Technology
- VETC 380-381 Co-op Education in Veterinary Technology I, II

*There is a 15-credit residency requirement in the major concentration of Veterinary Technology.*

*\*Students must complete these courses as part of their General Education Requirements.*

*The recommended course sequence can be found in the Veterinary Technology Program Student Handbook.*

Students in the Veterinary Technology Program must earn a minimum letter grade of C or better in all veterinary technology and natural science courses, and a minimum letter grade of B or better in ENGL 111 Written English and Literary Studies I and in MATH 116 College Algebra. Students must maintain a 2.75 cumulative index in veterinary technology courses for admittance into clinical courses, a grade of C+ or better in BIOL 160/160A General Biology I Lecture/Laboratory, a minimum grade of C in all other natural science courses, VETC 340, VETC 341, VETC 350, VETC 350A, VETC 360, VETC 375, VETC 495, and VETC 496.

Students enrolled in the undecided – veterinary technology, undecided – pre-veterinary medicine, veterinary technology major or the veterinary technology major with the pre-veterinary medicine specialization may not repeat a course required in the curriculum more than once.

Students enrolled in the undecided – veterinary technology, undecided – pre-veterinary medicine, veterinary technology major or the veterinary technology major with the pre-veterinary medicine specialization program are fully responsible for compliance with all requirements, policies and procedures contained in the Veterinary Technology Program Student Handbook.

Students should anticipate taking the didactic portion of VETC 375 Principles of Large Animal Medicine course online during the spring semester followed by a one-week, hands-on portion at SUNY-Delhi in the summer. Students are responsible for transportation to and accommodations in Delhi. No other Veterinary Technology courses are offered in the summer semester.

*NOTE: A felony conviction may affect a graduate's ability to attain state licensure.*

The Veterinary Technology Program is accredited by the Committee on Veterinary Technician Education and Activities (CVTEA) of the American Veterinary Medical Association (AVMA) located in Schaumburg, Illinois.

Graduates of the Mercy College Veterinary Technology Program are eligible to sit for the Veterinary Technician National Examination (VTNE) administered by the American Association of Veterinary State Boards (AAVSB). Successful completion of this examination is required for licensure as a veterinary technician by the New York State Education Department (NYSED). Licensure information can be found at: <http://www.op.nysed.gov/prof/vetmed/vtlic.htm>.

### **Veterinary Technology Program Admission Criteria (Prior to Fall 2018)**

1. Admittance to Mercy College.
2. Satisfactory completion of VETC 101 Introduction to Veterinary Science, BIOL 160 General Biology I, BIOL 160A General Biology I Laboratory with a grade of C or better, and ENGL 111 Written English and Literary Studies I and Math 116 College Algebra with a grade of B or better. All courses that are required for admission into the Veterinary Technology program may not be repeated more than once.
3. Please note: prior to satisfactory completion of VETC 101 Introduction to Veterinary Science, BIOL 160 General Biology I, BIOL 160A General Biology I Laboratory with a grade of C or better, and ENGL 111 Written English and Literary Studies I and Math 116 College Algebra with a grade of B or better and admission into the Program, students will be enrolled with a major concentration in undecided-veterinary technology.

### **Veterinary Technology Program Admission Criteria (As of Fall 2018)**

1. Admittance into Mercy College
2. High School Assessment Criteria
  - a. ≥85% overall GPA required with upper 1/3 of class rank preferred
  - b. Minimum of two years high school math with ≥85% (B) average
    - i. More than two years high school math preferred
    - ii. Preference for one year of algebra

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- c. Minimum of two years high school English with  $\geq 85\%$  (B) average
  - i. More than two years high school English preferred
- d. Minimum of two years high school laboratory science with  $\geq 85\%$  (B) average
  - i. More than two years high school laboratory science preferred
  - ii. Preference for one year each in biology and chemistry

Students that meet the high school assessment criteria will be admitted as undecided-veterinary technology (VTPR).

Students that do not meet the high school assessment criteria will be required to take additional courses.

### 3. Application to Veterinary Technology Program

Students that are admitted as undecided-veterinary technology (VTPR) and taking the VETC 101 Introduction to Veterinary Science course must submit an application to the Veterinary Technology Program for admittance as a veterinary technology major (VTNS). The application must include short essays in response to the given prompts on the application. The application must also demonstrate that the student has met the following criteria:

- a. Overall minimum GPA of 2.75 for the first academic year at Mercy College.
- b. Satisfactory completion of ENGL 111 Written English and Literary Studies I and MATH 116 College Algebra with a grade of B or better, BIOL 160/160A General Biology I Lecture/Laboratory with a grade of C+ or better, and VETC 101 Introduction to Veterinary Science with a C or better. A required course in the curriculum can only be repeated once.
- c. Volunteer hours or shadowing experience in a veterinary practice is preferred.

The application deadline is January 31 for students admitted as undecided-veterinary technology (VTPR) in the fall semester.

Pending the final grade in VETC 101 Introduction to Veterinary Science and the calculation of the overall GPA for the first academic year, students will be informed of a provisional acceptance no later than April 1. Students will be informed of full acceptance into the Veterinary Technology Program no later than five days after the end of the semester. Beginning Fall 2019, students accepted into the program will be required to pay a non-refundable deposit of \$200 at the time of acceptance. This fee will be applied to the fall tuition payment.

The link to the application can be found on the program page of the Mercy College website.

### **Veterinary Technology Major Concentration Standards**

1. Students must earn a minimum letter grade of C or better in all veterinary technology courses, a grade of C+ or better in BIOL 160/160A General Biology I Lecture/Laboratory, a minimum grade of C in all other natural science courses, and a minimum grade of B or better in ENGL 111 Written English and Literary Studies I and MATH 116 College Algebra.
2. Students must maintain a 2.75 cumulative index in veterinary technology courses in order to be admitted into clinical courses VETC 340, VETC 341, VETC 350, VETC 350A, VETC 360, VETC 375, VETC 495, and VETC 496. A minimum GPA of 2.75 is also required for graduation from the Veterinary Technology Program.
3. Students may not repeat a course required in the curriculum more than once.
4. Any student who earns a grade less than the required minimum grade in a course required in the curriculum must repeat the course the next semester it is offered at Mercy College in order to progress to any course for which it is a Prerequisite .
5. Any student who receives less than the required minimum grade in a course required in the curriculum more than once will automatically be dismissed from the Program.
6. For any veterinary technology lecture course that has a laboratory course as a corequisite, both the lecture and laboratory courses must be taken concurrently. In the event that a student must withdraw from the lecture course, the student must also withdraw from the corequisite laboratory course. Students who wish to take the lecture or laboratory course alone will require Program Director authorization and may be required to participate in relevant labs or audit relevant lecture topics.
7. Veterinary Technology courses within the Veterinary Technology curriculum are not offered in the summer semester.

8. Students who receive an unsatisfactory evaluation in any category, including but not limited to professional and ethical behavior, or required skill in clinical courses VETC 340, VETC 341, VETC 350, VETC 350A, VETC 360, VETC 375, VETC 495, or VETC 496, or who are dismissed from any externship site, will receive an "F" in the course and will have their records reviewed by the Veterinary Technology Faculty. The faculty will determine if the student will be given the opportunity to repeat the experience in a future semester, and/or be placed on probation, or be dismissed by the Program.
9. If a student is dismissed from any externship site because of an inability to demonstrate content knowledge, the faculty may require the student to pass a competency exam and either retake or audit the course covering the content prior to reassignment to an externship site.
10. Any student that has been dismissed from the Veterinary Technology Program is not eligible to reapply to the Veterinary Technology Program.

### **Minimal Technical Standards**

The following technical standards, which serve to protect the student and patient and are deemed essential for performance as a competent veterinary technologist, are required for admission, continuation and graduation from the Mercy College Veterinary Technology Program:

### **ESSENTIAL REQUIREMENTS**

1. Capable of frequently lifting and/or carrying up to 50 pounds from floor to waist level.
2. Ability to tolerate walking and standing for sustained periods of time.
3. Capable of handling, positioning and restraining live animals.
4. Capable of using hands and arms to handle, install, position and move materials.
5. Auditory ability sufficient to monitor and assess health needs, including auscultatory sounds, alarms, animal vocalizations, cries for help and warning sounds from animals and humans. Ability to perceive and understand the natural or amplified human voice when lips, facial expressions and/or other visual clues are not able to be seen.
6. Tactile ability sufficient for physical assessment and to perform nursing duties.
7. Eyesight capable of viewing small visual images and reading instrumentation.
8. Amenable to learning the safe handling and restraint of all Program-required species of domestic and exotic animals without a level of fear that interferes with satisfactory performance.
9. Capacities to read, hear, understand and quickly execute complex verbal and written instructions given in English.
10. Willingness to assist with or perform a wide variety of medical, surgical and diagnostic procedures in the veterinary setting, including humane euthanasia.
11. Ability to act in a professional and ethical manner.
12. Ability to respond promptly and appropriately in emergency situations.
13. Ability to speak English and be understood by others who speak English.
14. Ability to handle and/or be exposed to a wide variety of animal species and their environments without adverse medical consequences (e.g., allergic reaction).

### **Veterinary Technology Student Essential Skills**

Mercy's program requires that students successfully acquire specified, essential skills in order to complete the Veterinary Technology Program. A link to these skills may be found on the program page of the Mercy College website.

### **Veterinary Technology Program Goals and Outcomes**

The Veterinary Technology Program goals and outcomes can be found on the Program page on the Mercy College website.

### **Veterinary Technology Program Transfer Policy**

1. The policy for acceptance of transfer credits to satisfy Veterinary Technology Program courses are in addition to the requirements for transfer credits as outlined in the Mercy College Undergraduate Catalog.

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2. Course descriptions and course outlines of any veterinary technology course for which the student is requesting acceptance of transfer credits must be submitted to the Program Director for review. In addition, for any veterinary technology course in which essential skills are taught, the student must also submit a signed skills list for that course to the Program Director.
3. Acceptance of transfer credits for a veterinary technology course will only be considered if the course was taken within the last two years at an AVMA-CVTEA accredited veterinary technology program, the credit hours are equivalent and the final grade in the course is C or better.
  - a. Transfer students must submit evidence of successful essential skills acquisition if relative to the course that is under consideration for acceptance of transfer credits.
4. Fifteen residency credits at Mercy College in the major is required.
5. VETC 101 Introduction to Veterinary Science and VETC 320 Pharmacology and Toxicology must be taken at Mercy College, Dobbs Ferry.
6. Transfer credits for VETC 300 Physiology of Domestic Animals and VET 306 Clinical Laboratory Techniques and Analysis will be accepted if the following criteria are met:
  - a. taken within the last two years at an AVMA-CVTEA accredited veterinary technology program
  - b. the credit hours are equivalent
  - c. the final grade in the course is C or better
  - d. the student has successfully passed a competency exam, administered by Mercy College Veterinary Technology Program faculty, with a 75 or better.
  - e. The cost of each competency exam is \$25.
7. Acceptance of transfer credits to satisfy prerequisite course requirements will only be considered if the course was taken within the last two years at an accredited college institution, the credit hours are equivalent and the final grade in the course is C+ or better for satisfaction of the BIOL 160/160A prerequisite and C or better for all other prerequisite course requirements.
8. Graduates of AVMA-CVTEA accredited veterinary technology programs must submit their transcripts to the Program Director for review. Graduates of other programs are required to take VETC 101 and VETC 320 at Mercy College, Dobbs Ferry.
  - a. Transfer students that are graduates of other accredited veterinary technology programs will be required to complete all of the requirements of the Mercy College Veterinary Technology Program courses that they take at Mercy College. This may include successful acquisition of essential skills as listed in the Mercy College Veterinary Technology Program Essential Skills List for that course.

### **Program Dismissal Review**

In cases which a student has been dismissed from the Veterinary Technology Program, the student may request a dismissal review when he/she believes that extenuating circumstances affected his/her academic performance in the program. The student must follow the SHNS Program Dismissal Review Policy detailed at the beginning of the School of Health and Natural Sciences section of this catalog.

Major Concentration  
**VETERINARY TECHNOLOGY**

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With Specialization: PRE-VETERINARY MEDICINE

Lisa Schenkel, D.V.M., *Program Director*  
 914-674-7530  
 lschenkel@mercy.edu

**BACHELOR OF SCIENCE**

General Liberal Arts and Sciences	
General Education Requirements.....	60 credits
Major Concentration	
Veterinary Technology .....	60 credits
<b>Total.....</b>	<b>120 credits</b>

**Students who choose the major concentration in veterinary technology with a specialization in pre-veterinary medicine must complete:**

- VETC 101 Introduction to Veterinary Science
- VETC 256 Anatomy of Domestic Animals
- VETC 256A Anatomy of Domestic Animals Laboratory
- VETC 258 Animal Handling and Restraint
- VETC 300 Physiology of Domestic Animals
- VETC306 Clinical Laboratory Techniques and Analysis
- VETC 306A Clinical Laboratory Techniques Laboratory
- VETC 320 Pharmacology and Toxicology<sup>(cc)</sup>
- VETC 341 Small Animal Diseases: A Case Based Approach
- VETC 350 Applied Clinical Veterinary Nursing
- VETC 350A Applied Clinical Veterinary Nursing Laboratory
- VETC 495 Externship I: General Small Animal Medicine and Surgery

*and the following general education and related courses:*

- BIOL 160\* General Biology I
- BIOL 160A\* General Biology I Laboratory
- BIOL 161\* General Biology II
- BIOL 161A\* General Biology II Laboratory
- BIOL 265\* Microbiology
- BIOL 265A\* Microbiology Laboratory
- CHEM 160\* General Chemistry I
- CHEM 160A\* General Chemistry I Laboratory
- CHEM 161\* General Chemistry II
- CHEM 161A\* General Chemistry II Laboratory
- CHEM 260 Organic Chemistry I
- CHEM 260A Organic Chemistry I Laboratory
- CHEM 261 Organic Chemistry II
- CHEM 261A Organic Chemistry II Laboratory
- CHEM 354 Biochemistry
- BIOL 360 Genetics
- PHYS 160\* Physics for the Life Sciences I
- PHYS 161 Physics for the Life Sciences II
- MATH 116\* College Algebra
- MATH 201 Pre-Calculus

*\*Students must complete these courses as part of their General Education Requirements.  
 There is a 15-credit residency requirement in the major concentration of veterinary technology.  
 The recommended course sequence can be found in the Veterinary Technology Program Student Handbook.*

Students in the Veterinary Technology Program with a Specialization in Pre-Veterinary Medicine must earn a minimum grade of B or better in all natural science and veterinary technology courses, ENGL 111 Written English and Literary Studies I, MATH 116 College Algebra and MATH 201 Pre-Calculus. The student must maintain a 3.2 cumulative index in natural science and veterinary technology courses for admittance into clinical courses. Recommendations and/or evaluations will not be considered for pre-veterinary medicine majors with a minimum cumulative index of less than 3.2 in Veterinary Technology and Natural Science courses.

Students enrolled in the undecided pre-veterinary technology major, undecided pre-veterinary medicine major, veterinary technology major or the veterinary technology major with the pre-veterinary medicine specialization may not repeat a course required in the curriculum more than once. Any student who earns a B- or below in a course required in the curriculum must repeat the course the next semester it is offered at Mercy College in order to progress to any course for which it is a Prerequisite.

Veterinary Technology courses within the Pre-Veterinary Medicine curriculum are not offered in the summer semester.

Students who receive an unsatisfactory evaluation in any category, including but not limited to professional and ethical behavior, or required skill in clinical courses VETC 341, VETC 350, VETC 350A, VETC 360, VETC 375, VETC 495, VETC 496, or who are dismissed from any externship site, will receive an "F" in the course and will have their records reviewed by the Veterinary Technology faculty. The faculty will determine if the student will be given the opportunity to repeat the experience in a future semester, and/or be placed on probation, or be dismissed by the Program.

Students enrolled in the undecided – veterinary technology, undecided – pre-veterinary medicine, veterinary technology major or the veterinary technology major with the pre-veterinary medicine specialization program are fully responsible for compliance with all requirements, policies and procedures contained in the Veterinary Technology Program Student Handbook.

The Pre-Veterinary Medicine Specialization major concentration is not accredited by the AVMA-CVTEA. Students that graduate in this major will not be eligible to take the Veterinary Technician National Examination (VTNE).

### **Pre-Veterinary Medicine Specialization Admission Criteria (Prior to Fall 2018)**

1. Admittance to Mercy College.
2. Satisfactory completion of VETC 101 Introduction to Veterinary Science, BIOL 160 General Biology I, BIOL 160A General Biology I Laboratory, ENGL 111 Written English and Literary Studies I and MATH 116 College Algebra with a grade of B or better. All courses that are required for admission into the Veterinary Technology Program may not be repeated more than once.
3. Please note: prior to satisfactory completion of VETC 101 Introduction to Veterinary Science, BIOL 160 General Biology I, BIOL 160A General Biology I Laboratory, ENGL 111 Written English and Literary Studies I and Math 116 College Algebra with a grade of B or better and admission into the Program, students will be enrolled with a major concentration in undecided-pre-veterinary medicine.

### **Pre-Veterinary Medicine Specialization Admission Criteria (As of Fall 2018)**

1. Admittance into Mercy College
2. High School Assessment Criteria
  - a.  $\geq 85\%$  overall GPA required with upper 1/3 of class rank preferred
  - b. Minimum of two years high school math with  $\geq 85\%$  (B) average
    - i. More than two years high school math preferred
    - ii. Preference for one year of algebra
  - c. Minimum of two years high school English with  $\geq 85\%$  (B) average
    - i. More than two years high school English preferred

- d. Minimum of two years high school laboratory science with  $\geq 85\%$  (B) average
  - i. More than two years high school laboratory science preferred
  - ii. Preference for one year each in biology and chemistry

Students that meet the high school assessment criteria will be admitted as undecided-pre-veterinary medicine (VTPU).

Students that do not meet the high school assessment criteria will be required to take additional courses.

### 3. Application to Veterinary Technology Program

Students that are admitted as undecided-pre-veterinary medicine (VTPU) and taking the VETC 101 Introduction to Veterinary Science course must submit an application to the Veterinary Technology Program for admittance as a pre-veterinary medicine major (VTPM). The application must include short essays in response to the given prompts on the application. The application must also demonstrate that the student has met the following criteria:

- a. Overall minimum GPA of 3.2 for the first academic year at Mercy College.
- b. Satisfactory completion of ENGL 111 Written English and Literary Studies I, MATH 116 College Algebra, BIOL 160/160A General Biology I Lecture/Laboratory and VETC 101 Introduction to Veterinary Science with a grade of B or better. A required course in the curriculum can only be repeated once.
- c. Volunteer hours or shadowing experience in a veterinary practice is preferred.

The application deadline is January 31 for students admitted as undecided-pre-veterinary medicine (VTPU) in the fall semester.

Pending the final grade in VETC 101 Introduction to Veterinary Science and the calculation of the overall GPA for the first academic year, students will be informed of a provisional acceptance no later than April 1. Students will be informed of full acceptance into the Veterinary Technology Program no later than five days after the end of the semester.

### Pre-Veterinary Medicine Major Concentration Standards

1. Students must earn a minimum letter grade of B or better in all veterinary technology and natural science courses, ENGL 111 Written English and Literary Studies I, MATH 116 College Algebra and MATH 201 Pre-Calculus.
2. Students must maintain a 3.2 cumulative index in veterinary technology courses in order to be admitted into clinical courses VETC 341, VETC 350, VETC 350A, VETC 360, VETC 375, VETC 495, and VETC 496. A minimum GPA of 3.2 is required for graduation from the Veterinary Technology Program as a pre-veterinary medicine major.
3. Students may not repeat a course required in the curriculum more than once.
4. Any student who earns a B- or below in a course required in the curriculum must repeat the course the next semester it is offered at Mercy College in order to progress to any course for which it is a *Prerequisite*.
5. Any student who receives a B- or below in a course required in the curriculum more than once will automatically be dismissed from the Pre-Veterinary Medicine major concentration.
6. For any veterinary technology lecture course that has a laboratory course as a corequisite, both the lecture and laboratory courses must be taken concurrently. In the event that a student must withdraw from the lecture course, the student must also withdraw from the corequisite laboratory course. Students who wish to take the lecture or laboratory course alone will require Program Director authorization and may be required to participate in relevant labs or audit relevant lecture topics.
7. Veterinary Technology courses within the Veterinary Technology curriculum are not offered in the summer semester.
8. Students who receive an unsatisfactory evaluation in any category, including but not limited to professional and ethical behavior, or required skill in clinical courses VETC 341, VETC 350, VETC 350A, VETC 360, VETC 375, VETC 495, or VETC 496, or who are dismissed from any externship site, will receive an "F" in the course and will have their records reviewed by the Veterinary Technology Faculty. The faculty will determine if the student will be given the opportunity to repeat the experience in a future semester, and/or be placed on probation, or be dismissed by the Program.
9. If a student is dismissed from any externship site because of an inability to demonstrate content knowledge, the faculty may require the student to pass a competency exam and either retake or audit the course covering the content prior to reassignment to an externship site.
10. Any student that is dismissed from the Veterinary Technology Program is not eligible to reapply to the Veterinary Technology Program.

### **Minimal Technical Standards**

The following technical standards, which serve to protect the student and patient and are deemed essential for performance as a competent veterinary professional, are required for admission, continuation and graduation from the Mercy College Veterinary Technology Program:

### **ESSENTIAL REQUIREMENTS**

1. Capable of frequently lifting and/or carrying up to 50 pounds from floor to waist level.
2. Ability to tolerate walking and standing for sustained periods of time.
3. Capable of handling, positioning and restraining live animals.
4. Capable of using hands and arms to handle, install, position and move materials.
5. Auditory ability sufficient to monitor and assess health needs, including auscultatory sounds, alarms, animal vocalizations, cries for help and warning sounds from animals and humans. Ability to perceive and understand the natural or amplified human voice when lips, facial expressions and/or other visual clues are not able to be seen.
6. Tactile ability sufficient for physical assessment and to perform nursing duties.
7. Eyesight capable of viewing small visual images and reading instrumentation.
8. Amenable to learning the safe handling and restraint of all Program-required species of domestic and exotic animals without a level of fear that interferes with satisfactory performance.
9. Capacities to read, hear, understand and quickly execute complex verbal and written instructions given in English.
10. Willingness to assist with or perform a wide variety of medical, surgical and diagnostic procedures in the veterinary setting, including humane euthanasia.
11. Ability to act in a professional and ethical manner.
12. Ability to respond promptly and appropriately in emergency situations.
13. Ability to speak English and be understood by others who speak English.
14. Ability to handle and/or be exposed to a wide variety of animal species and their environments without adverse medical consequences (e.g., allergic reaction).

### **Veterinary Technology Student Essential Skills**

Mercy's program requires that students successfully acquire specified, essential skills in order to complete the Pre-Veterinary Medicine curriculum. A link to these skills may be found on the program page of the Mercy College website.

### **Veterinary Technology Program Goals and Outcomes**

The Veterinary Technology Program goals and outcomes can be found on the Program page on the Mercy College website.

### **Veterinary Technology Program Pre-Veterinary Medicine Specialization Transfer Policy**

1. The policy for acceptance of transfer credits to satisfy Veterinary Technology Program courses are in addition to the requirements for transfer credits as outlined in the Mercy College Undergraduate Catalog.
2. Course descriptions and course outlines of any veterinary technology course for which the student is requesting acceptance of transfer credits must be submitted to the Program Director for review. In addition, for any veterinary technology course in which essential skills are taught, the student must also submit a signed skills list for that course to the Program Director.
3. Acceptance of transfer credits for a veterinary technology course will only be considered if the course was taken within the last two years at an AVMA-CVTEA accredited veterinary technology program, the credit hours are equivalent and the final grade in the course is B or better.
  - a. Transfer students must submit evidence of successful essential skills acquisition if relative to the course that is under consideration for acceptance of transfer credits.
4. Fifteen residency credits at Mercy College in the major is required.

5. VETC 101 Introduction to Veterinary Science and VETC 320 Pharmacology and Toxicology must be taken at Mercy College, Dobbs Ferry.
6. Transfer credits for VETC 300 Physiology of Domestic Animals and VET 306 Clinical Laboratory Techniques and Analysis will be accepted if the following criteria are met:
  - a. taken within the last two years at an AVMA-CVTEA accredited veterinary technology program
  - b. the credit hours are equivalent
  - c. the final grade in the course is B or better
  - d. the student has successfully passed a competency exam, administered by Mercy College Veterinary Technology Program faculty, with a 85 or better.
7. The cost of each competency exam is \$25.
8. Acceptance of transfer credits to satisfy prerequisite course requirements will only be considered if the course was taken within the last two years at an accredited college institution, the credit hours are equivalent and the final grade in the course is B or better.
9. Graduates of AVMA-CVTEA accredited veterinary technology programs must submit their transcripts to the Program Director for review. Graduates of other programs are required to take VETC 101 and VETC 320 at Mercy College, Dobbs Ferry.
10. Transfer students that are graduates of other accredited veterinary technology programs will be required to complete all of the requirements of the Mercy College Veterinary Technology Program courses that they take at Mercy College. This may include successful acquisition of essential skills as listed in the Mercy College Veterinary Technology Program Essential Skills List for that course.

### **Program Dismissal Review**

In cases which a student has been dismissed from the Veterinary Technology Pre-Vet Medicine Program, the student may request a dismissal review when he/she believes that extenuating circumstances affected his/her academic performance in the program. The student must follow the SHNS Program Dismissal Review Policy detailed at the beginning of the School of Health and Natural Sciences section of this catalog.

## Major Concentration

# BIOLOGY

### GENERAL BIOLOGY TRACK

Renee E. Haskew-Layton, Ph.D., *Program Head*  
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The Bachelor of Science degree in Biology provides students with a comprehensive foundation in the biological sciences and other life sciences. Students in the biology major achieve competencies in the life sciences through active learning modules designed to deepen critical thinking skills and strengthen quantitative reasoning. Through inquiry-based laboratory projects and faculty-student authentic research collaborations in areas such as neuroscience, cell and molecular biology, and microbiology, students will put classroom theory to practice by engaging in key aspects of the scientific process.

The **General Biology Track** prepares students for a variety of careers including research assistant/associate positions in academia or biotechnology firms or positions in a healthcare setting. This track also supports preparation for graduate training in the biological/biomedical sciences or professional education in medicine/dentistry or related healthcare fields such as osteopathic medicine.

#### BACHELOR OF SCIENCE in BIOLOGY

General Education Requirements* .....	60 credits
<b>Major Concentration</b>	
Natural Science.....	36 credits
Major Elective .....	6 credits
Open Electives .....	18 credits
<b>Total.....</b>	<b>120 credits</b>

**Students who choose the major concentration in biology must complete all the required general education, required major, and major elective courses as listed below:\***

Required General Education Courses	Required Major Courses	Two of the Following Major Electives:
BIOL 160 General Biology I**	CHEM 260 Organic Chemistry I	BIOL 224 Microbiome of Urban Spaces
BIOL 160A General Biology I Laboratory**	CHEM 260A Organic Chemistry I Laboratory	BIOL 252 Plant Biology
BIOL 161 General Biology II**	CHEM 261 Organic Chemistry II	BIOL 265/BIOL 265A Microbiology
CHEM 160 General Chemistry I**	CHEM 261A Organic Chemistry II Laboratory	BIOL 280 Histology
CHEM 160A General Chemistry I Laboratory**	CHEM 354 Biochemistry	BIOL 309 Human Physiology
CHEM 161 General Chemistry II**	BIOL 161A General Biology II Laboratory	BIOL 310 Immunology
CHEM 161A General Chemistry II Laboratory**	BIOL 244 Ecology	BIOL 317 Principles of Neuroscience
	BIOL 275 Cell Biology	BIOL 370 Research in Biology I
	BIOL 355 Molecular Biology of the Cell <sup>(cc)</sup>	BIOL 380 Workplace Experience in Biology
	BIOL 360 Genetics	BIOL 397 Independent Study in Biology
	BIOL 366 Developmental Biology	BIOL 424 Neurobiology
	BIOL 460 Coordinating Seminar in Biology	BIOL 430 Seminar in Current Topics in Biology
		BIOL 440 Advanced Research in Biology: Neurodegeneration

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*Students must complete MATH 116 as part of their General Education requirements.*

*\*\* These courses fulfill 15 credits of the General Education requirements.*

*To complete major concentration, corequisite lab courses must be taken.*

*There is a 15-credit residency requirement in the major concentration of biology that must be completed with courses numbered BIOL 230 and above. CHEM 354 may also be used to meet this requirement.*

The department recommends that students planning to enter graduate or medical school take:

MATH 260–261

PHYS 160–161

BIOL 370 or equivalent research experience

### **Progression Criteria**

Students enrolling in natural science courses and biology courses must earn at least a letter grade of C in all *Prerequisite* courses. Students in the biology major may not repeat a course required by the major more than twice. Exceptions to progression criteria require Program Head approval.

### **At the completion of the Biology concentration, students are expected to:**

- Synthesize core concepts to demonstrate a broad and in-depth knowledge of the biological sciences
- Access and critically evaluate and interpret the scientific literature
- Effectively communicate scientific concepts through oral and written modes
- Apply the scientific method to formulate hypotheses, design and conduct experiments, and interpret experimental results
- Exhibit proficiency in laboratory techniques in the biological sciences, troubleshoot experiments, and demonstrate safe laboratory practices
- Critically evaluate experimental findings and scientific information using statistical and quantitative analyses
- Exhibit ethical behavior in science and evaluate the implications of unethical scientific conduct
- Critically examine basic, applied and societal problems in the biological sciences and, through the lens of life science professionals, propose problem solving strategies to address these problems
- Work as effective team members on collaborative projects

## Major Concentration

# BIOLOGY

### BIOLOGY EDUCATION TRACK

Renee E. Haskew-Layton, Ph.D., *Program Head*  
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The Bachelor of Science degree in Biology provides students with a comprehensive foundation in the biological sciences and other life sciences. Students in the biology major achieve competencies in the life sciences through active learning modules designed to deepen critical thinking skills and strengthen quantitative reasoning. Through inquiry-based laboratory projects and faculty-student authentic research collaborations in areas such as neuroscience, cell and molecular biology, and microbiology, students will put classroom theory to practice by engaging in key aspects of the scientific process.

The Biology Education Track includes introductory science teaching courses in addition to core science courses. This track prepares students for graduate training in Secondary Science Education or for careers in science community outreach or science education in informal education centers such as zoos, aquaria, or nature centers. Students who choose this track may wish to apply to the accelerated BS/MS dual degree in Secondary Science Education during their junior year.

#### BACHELOR OF SCIENCE in BIOLOGY

Biology Education Track	
General Liberal Arts and Sciences	
General Education Requirements* .....	60 credits
<b>Major Concentration</b>	
Natural Science .....	45 credits
Open Electives .....	15 credits
<b>Total</b> .....	<b>120 credits</b>

**Students who choose the major concentration in biology must complete all the required general education, required major, and major elective courses as listed below:\***

#### Required General Education Courses

BIOL 160 General Biology I\*\*  
BIOL 160A General Biology I Laboratory\*\*  
BIOL 161 General Biology II\*\*  
CHEM 160 General Chemistry I\*\*  
CHEM 160A General Chemistry I Laboratory\*\*  
CHEM 161 General Chemistry II\*\*  
CHEM 161A General Chemistry II Laboratory\*\*

#### Required Major Courses

CHEM 260 Organic Chemistry  
CHEM 260A Organic Chemistry Laboratory  
MATH 201 Precalculus  
PHYS 160 Physics for the Life Sciences  
BIOL 105 Pathways in Biology  
BIOL 161A General Biology II Laboratory  
BIOL 223 Introduction to Science Teaching  
BIOL 226 Elements of Biochemistry  
BIOL 244 Ecology  
BIOL 275 Cell Biology  
BIOL 355 Molecular Biology of the Cell  
BIOL 360 Genetics  
BIOL 455 Capstone in Biology Education <sup>(cc)</sup>

**Two of the Following Major Electives (must take either BIOL 370 or BIOL 366 as one of the electives)**

BIOL 252 Plant Biology	BIOL 366 Developmental Biology
BIOL 265/265A Microbiology with Microbiology Laboratory	BIOL 370 Research in Biology I
BIOL 224 Microbiome of Urban Spaces	BIOL 380 Workplace Experience in Biology
BIOL 280 Histology	BIOL 397 Independent Study
BIOL 309 Human Physiology	BIOL 424 Neurobiology
BIOL 310 Immunology	BIOL 430 Seminar in Current Topics in Biology
BIOL 317 Principles of Neuroscience	BIOL 440 Advanced Research in Biology: Neurodegeneration

\* Students must complete MATH 116 as part of their General Education requirements.

\*\* These courses fulfill 15 credits of the General Education requirements.

• To complete major concentration, corequisite lab courses must be taken.

There is a 15-credit residency requirement in the major concentration of biology that must be completed with courses numbered BIOL 223 and above.

**Progression Criteria**

Students enrolling in natural science courses must earn at least a letter grade of C in all prerequisite courses. Students in the biology major may not repeat a course required by the major more than twice.

**At the completion of the Biology concentration, students are expected to:**

- Synthesize core concepts to demonstrate a broad and in-depth knowledge of the biological sciences
- Access and critically evaluate and interpret the scientific literature
- Effectively communicate scientific concepts through oral and written modes
- Apply the scientific method to formulate hypotheses, design and conduct experiments, and interpret experimental results
- Exhibit proficiency in laboratory techniques in the biological sciences, troubleshoot experiments, and demonstrate safe laboratory practices
- Critically evaluate experimental findings and scientific information using statistical and quantitative analyses
- Exhibit ethical behavior in science and evaluate the implications of unethical scientific conduct
- Critically examine basic, applied and societal problems in the biological sciences and, through the lens of life science professionals, propose problem solving strategies to address these problems
- Work as effective team members on collaborative projects

**Additionally, students in the Biology Education track are expected to:**

- Analyze teaching and learning with respect to best practices in science education
- Design and conduct an action research project within the context of fieldwork experience
- Critically examine action research data and propose action plan

## Major Concentration

# CLINICAL LABORATORY SCIENCE

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Michelle Naylor, MS, MT(ASCP), *Program Director*  
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mnaylor@mercy.edu

### BACHELOR OF SCIENCE

General Liberal Arts and Sciences

General Education Requirements\* .....60 credits

Major Concentration

Natural Science.....27 credits

Clinical Laboratory Science Requirements.....42 credits

**Total..... 129 credits**

**Students who choose the major concentration in clinical laboratory science must complete:**

#### GENERAL EDUCATION SCIENCE AND MATHEMATICS COURSES

BIOL 160 General Biology I\*\*

BIOL 160A General Biology I Laboratory\*\*

BIOL 161 General Biology II\*\*

BIOL 161A General Biology II Laboratory\*\*

CHEM 160 General Chemistry I\*\*

CHEM 160A General Chemistry I Laboratory\*\*

CHEM 161 General Chemistry II\*\*

CHEM 161A General Chemistry II Laboratory\*\*

MATH 122 Statistics\*\*

CISC 120 Introduction to Computers  
and Application Software\*\*

#### NATURAL SCIENCE COURSES

CHEM 260 Organic Chemistry I

CHEM 260A Organic Chemistry I Laboratory

CHEM 261 Organic Chemistry II

CHEM 261A Organic Chemistry II Laboratory

CHEM 354 Biochemistry

BIOL 131 Human Anatomy and Physiology II

BIOL 131A Human Anatomy and Physiology II Laboratory

BIOL 265 Microbiology

BIOL 265A Microbiology Laboratory

BIOL 310 Immunology

BIOL 355 Molecular Biology of the Cell

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#### CLINICAL LABORATORY SCIENCE MAJOR

CLSC 402 Laboratory Operations <sup>(cc)</sup>

CLSC 406 Urinalysis I

CLSC 407 Urinalysis II

CLSC 410 Hematology I

CLSC 411 Hematology II (Clinical Rotation)

CLSC 412 Hematology III (Clinical Rotation)

CLSC 415 Diagnostic Microbiology I

CLSC 416 Diagnostic Microbiology II

CLSC 417 Diagnostic Microbiology III (Clinical Rotation)

CLSC 420 Clinical Chemistry I

CLSC 421 Clinical Chemistry II

CLSC 422 Clinical Chemistry III (Clinical Rotation)

CLSC 426 Coagulation (Clinical Rotation)

CLSC 430 Immunohematology I

CLSC 431 Immunohematology II (Clinical Rotation)

CLSC 435 Clinical Immunology (Clinical Rotation)

CLSC 440 Professional Practice in CLS

\*\*These courses fulfill 21 credits of the General Education requirements. To complete major concentration, corequisite lab courses must be taken.

\*Students must complete MATH 116 as part of their General Education Requirements.

There is a 15-credit residency requirement in the major concentration of clinical laboratory science that must be completed with courses numbered CLSC 402 and above. CHEM 354 may also be used to meet this requirement

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### **Organization of the Program**

The first three-year sequence of college-based courses prepares students for the clinical rotations, but also overlaps substantially with the requirements for a degree in biology. The fourth year of the CLS program consists of a combination of clinical courses on campus and full-day hospital based clinical rotations.

The Clinical Internships will consist of a minimum of thirty hours per week for 24-30 weeks of laboratory instruction during the twelve-month clinical period.

### **Internship Year Admission Criteria/Procedure:**

To be admitted to the clinical year of the Clinical Laboratory Science Program, all candidates must:

1. Be admitted to Mercy College.
2. Submit official transcripts from all high schools and colleges attended to the Mercy College Admissions Office.
3. Complete all Natural Science courses within the major with a grade of C or higher.
4. Have a minimum GPA of 2.5 in both Natural Science courses within the major and the overall GPA to be accepted into the program.
5. Meet with the Clinical Laboratory Science Program Director or designee.
6. Submit a recommendation form a Natural Science course faculty or laboratory work supervisor on the required recommendation form. The recommendations must be recent (not over 6 months old). All Recommendation Forms must be submitted in a sealed envelope with the recommender's signature over the seal. Forms are available on the CLS program webpage.

### **Deadlines for Applications into the Program:**

Students must submit all components of the application by March 31st for consideration for the following fall semester.

### **Admission Decisions:**

Admissions decisions will be based on a ranking of composite numerical scores of an applicant's GPA (both Natural Science prerequisites and overall) and recommendation form.

Decision letters will be mailed to applicants no later than April 15 for the following Fall semester.

### **Progression Criteria**

Students enrolling in natural science courses and clinical laboratory science courses must earn at least a letter grade of C in all Prerequisite courses. Students must place at the English 111 level to enroll in all natural science courses. Students in the clinical laboratory science major may not repeat a CLSC course more than once. Any student who receives less than the required minimum grade in a course required in the curriculum more than once will automatically be dismissed from the program.

Students must have a minimum GPA of 2.5 overall and in the natural science major concentration to be eligible to enroll in courses with the prefix "CLSC" and in the clinical rotations. Students cannot present D grades in natural science courses.

### **Clinical Requirements**

All students must complete the following before starting clinical rotations. Copies of these documents/clearances must be submitted electronically to the Clinical Placement Coordinator by the specified due date. No one is allowed to begin clinical without the following:

1. Liability malpractice insurance
2. Health clearance approval
3. Immunization titers - MMR, Hepatitis B, Varicella, Hepatitis C
4. Flu vaccine
5. PPD or chest x-ray/Quantiferon Gold test (if PPD positive)

6. \*Criminal background check - Depending on clinical site requirements
7. \*Drug screen - Depending on clinical site requirements
8. \*Fingerprints - Depending on clinical site requirements.

### **Program Accreditation Status**

The Clinical Laboratory Science Program is accredited by the National Accreditation Agency for Clinical Laboratory Science (NAACLS). NAACLS contact information is: NAACLS, 5600 N. River Road, Suite 720, Rosemont, IL 60018-5119. Phone number is 773-714-8880 x382 and fax number is 773-714-8886. NAACLS's website is [www.naacls.org](http://www.naacls.org) and email is [gjo@naacls.org](mailto:gjo@naacls.org). Clinical Laboratory Technology is a licensed profession in New York State and Mercy College's program in Clinical Laboratory Science is registered with the New York State Education Department as a licensure-qualifying program. The American Society for Clinical Pathology (ASCP) Board of Certification administers certifying examinations and awards certification. Graduates who intend to work in New York State must file an application for licensure with the New York State Education Department Office of the Professions to begin the application process. Although licensure requirements include passing the ASCP Board of Certification examination, graduates who apply for a limited permit (valid for one year) may begin work immediately upon graduation.

### **Program Outcomes**

At the completion of the Clinical Laboratory Science concentration, students are expected to:

1. Master the requisite core concepts and competencies necessary for clinical laboratory science.
2. Comprehend, analyze, integrate and synthesize scientific and clinical information or data to guide clinical, professional and scientific decision-making.
3. Communicate intra- and inter-professionally within the scientific community.
4. Employ professional and ethical conduct while working in a clinical setting.

### **Program Dismissal Review**

In cases which a student has been dismissed from the Clinical Laboratory Science Program, the student may request a dismissal review when he/she believes that extenuating circumstances affected his/her academic performance in the program. The student must follow the SHNS Program Dismissal Review Policy detailed at the beginning of the School of Health and Natural Sciences section of this catalog.

Major Concentration  
**EXERCISE SCIENCE**

**CLINICAL TRACK**

Astrid Mel, Ph.D., CISSN, CSCS, *Program Head*  
 914-674-7874  
 amel@mercy.edu

The Bachelor of Science degree in Exercise Science offers a comprehensive curriculum grounded in scientific principles and their practical application to maintaining health through fitness and nutrition, training and performance, rehabilitation, and wellness. The Exercise Science program supports preparation for academic advancement into graduate health professions and other related areas such as biomechanics, exercise physiology, sports psychology and athletic training. Students interested in entering the work force upon graduating with the B.S. degree in Exercise Science will also be prepared to apply for positions within the wellness and fitness industry.

All Exercise Science students take the same core curriculum and specialize in one area of concentration. Both tracks prepare students for certifications such as the ACSM Certified Exercise Physiologist (EP-C), and the NSCA Certified and Strength and Conditioning Specialist (CSCS) exams.

The Exercise Science Major is both accredited through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and endorsed by the National Strength and Conditioning Association (NSCA).

**Clinical Track – Focus on Graduate School Preparation**

This track has a strong sciences foundation and prepares students for entry into Graduate health profession programs such as physical therapy, occupational therapy, physician’s assistant and exercise physiology.

**BACHELOR OF SCIENCE**

General Liberal Arts and Sciences	
General Education Requirements* .....	60 credits
Major Concentration Clinical Track	
Exercise Science .....	49 credits
Open Elective.....	11 credits
<b>Total.....</b>	<b>120 credits</b>

**Students who choose the major concentration in exercise science must complete all the EXSC major core courses, along with the courses in their specialization track:**

**EXERCISE SCIENCE MAJOR CORE COURSES (25 credits)**

EXSC 110 Foundations of Exercise Science	EXSC 460A Exercise Physiology Lab
EXSC 209 Emergency Care and Personal Safety: CPR/AED/First Aid	EXSC 490 Exercise Testing and Prescription
EXSC 230 Applied Motor Learning	EXSC 490A Exercise Testing and Prescription Lab
EXSC 360 Exercise Kinesiology	EXSC 493 Resources for the Exercise Physiologist
EXSC 460 Exercise Physiology <sup>(cc)</sup>	EXSC 495 Exercise Science Internship

## **CLINICAL TRACK**

### **GENERAL EDUCATION NATURAL SCIENCE AND MATHEMATICS COURSES**

BIOL 117 Nutrition \*

BIOL 130 Anatomy & Physiology I\*

BIOL 130A Anatomy & Physiology I Laboratory\*

BIOL 131 Anatomy & Physiology II\*

BIOL 131A Anatomy & Physiology II Laboratory\*

CHEM 160 General Chemistry I \*

CHEM 160A General Chemistry I Laboratory\*

CHEM 161 General Chemistry II \*

CHEM 161A General Chemistry II Laboratory\*

MATH 201 Precalculus\*

*\* These courses fulfill General Education requirements.  
To complete major concentration, corequisite lab courses must be taken.*

Students enrolling in natural science courses must earn at least a letter grade of C in all *Prerequisite* courses. Students must place at the English 111 level to enroll in all natural science courses. Students in the exercise science major may not repeat a course more than once.

### **Program Dismissal Review**

In cases which a student has been dismissed from the Exercise Science Program, the student may request a dismissal review when he/she believes that extenuating circumstances affected his/her academic performance in the program. The student must follow the SHNS Program Dismissal Review Policy detailed at the beginning of the School of Health and Natural Sciences section of this catalog.

### **CLINICAL TRACK CONCENTRATION COURSES (24 credits)**

PHYS 160 Physics for the Life Sciences I

PHYS 161 Physics for the Life Sciences II

BIOL 160 General Biology I

BIOL 160A General Biology I Laboratory

PSYN 233 Developmental Psychology Across a Lifespan

BHSC 370 Statistics for the Social and Behavioral Sciences

EXSC 250 Research Methods in Exercise Science

EXSC 492 Exercise Prescription for Special Populations

Major Concentration  
**EXERCISE SCIENCE**

**PERFORMANCE TRACK**

Astrid Mel, Ph.D., CISSN, CSCS, *Program Head*  
 914-674-7874  
 amel@mercy.edu

The Bachelor of Science degree in Exercise Science offers a comprehensive curriculum grounded in scientific principles and their practical application to maintaining health through fitness and nutrition, training and performance, rehabilitation, and wellness. The Exercise Science program supports preparation for academic advancement into graduate health professions and other related areas such as biomechanics, exercise physiology, sports psychology and athletic training. Students interested in entering the work force upon graduating with the B.S. degree in Exercise Science will also be prepared to apply for positions within the wellness and fitness industry.

All Exercise Science students take the same core curriculum and specialize in one area of concentration. Both tracks prepare students for certifications such as the ACSM Certified Exercise Physiologist (EP-C), and the NSCA Certified and Strength and Conditioning Specialist (CSCS) exams.

The Exercise Science Major is both accredited through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and endorsed by the National Strength and Conditioning Association (NSCA).

**Performance Track – Focus on Fitness**

This track prepares students for work in a variety of high demand fields, including but not limited to strength and conditioning, personal training, weight loss management, and performance coaching.

**BACHELOR OF SCIENCE**

General Liberal Arts and Sciences	
General Education Requirements*	60 credits
Major Concentration Performance Track	
Exercise Science	46 credits
Open Elective	14 credits
<b>Total</b>	<b>120 credits</b>

**Students who choose the major concentration in exercise science must complete all the EXSC major core courses, along with the courses in their specialization track:**

**EXERCISE SCIENCE MAJOR CORE COURSES (25 credits)**

EXSC 110 Foundations of Exercise Science	EXSC 460A Exercise Physiology Lab
EXSC 209 Emergency Care and Personal Safety: CPR/AED/First Aid	EXSC 490 Exercise Testing and Prescription EXSC 490A Exercise Testing and Prescription Lab
EXSC 230 Applied Motor Learning	EXSC 493 Resources for the Exercise Physiologist
EXSC 360 Exercise Kinesiology	EXSC 495 Exercise Science Internship
EXSC 460 Exercise Physiology <sup>(cc)</sup>	

**PERFORMANCE TRACK CONCENTRATION COURSES (21 credits)**

EXSC 250 Research Methods in Exercise Science  
EXSC 240 Sports Nutrition  
EXSC 370 Biomechanics  
EXSC 385 Strength and Conditioning  
EXSC 492 Exercise Prescription for Special Populations  
EXSC 496-497 Exercise Science Internships II

**GENERAL EDUCATION NATURAL SCIENCE AND MATHEMATICS COURSES**

MATH 116 College Algebra  
BIOL 117 Nutrition \*  
BIOL 130 Anatomy & Physiology I\*  
BIOL 130A Anatomy & Physiology I Laboratory\*  
BIOL 131 Anatomy & Physiology II\*  
BIOL 131A Anatomy & Physiology II Laboratory\*  
PHYS 120 Physics for the Health Sciences\*  
ECON 120 The World of Business\*  
PSYN 235 Sports Psychology  
EXSC 105 Introduction to Athletic Training

*\*These courses fulfill General Education requirements.  
To complete major concentration, corequisite lab courses must be taken.*

Students enrolling in natural science courses must earn at least a letter grade of C in all *Prerequisite* courses. Students must place at the English 111 level to enroll in all natural science courses. Students in the exercise science major may not repeat a course more than once.

**Program Dismissal Review**

In cases which a student has been dismissed from the Exercise Science Program, the student may request a dismissal review when he/she believes that extenuating circumstances affected his/her academic performance in the program. The student must follow the SHNS Program Dismissal Review Policy detailed at the beginning of the School of Health and Natural Sciences section of this catalog.

Major Concentration  
**HEALTH SCIENCE**

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**HEALTH PROMOTION TRACK**

Irina Ellison, Ph.D., *Program Head*  
 914-674-7634  
 iellison@mercy.edu

The baccalaureate degree in health science provides a comprehensive and innovative curriculum in the evidence-based factors that affect human health including human biology, personal behavior, social and environmental determinants of health as well as the structure of and access to health care. Students are broadly trained in the application of basic science to health, coupled with the development of the values, inter-personal and inter-professional skills required for success in professional practice and graduate study. The major builds on the 60-credit general education requirement and includes additional credits in the Basic Sciences, the Social Sciences and the Health Sciences. Students select a focused track of study that will prepare them for careers in health care and targeted graduate study. Students preparing to enter graduate programs in the Health Professions at Mercy College or elsewhere should coordinate their plan of study with their PACT advisor. Exceptional students who are seeking graduate education in Physician Assistant may also elect to accelerate and condense their studies for application to Mercy College’s Dual Degree Programs in Physician Assistant (B.S. in Health Science, M.S. in Physician Assistant), in consultation with the Program Head.

*Health Promotion Track:* The health promotion track emphasizes disease prevention and both public and personal health promotion. The general health track prepares students for entry-level positions in a variety of health care settings as well as for graduate study in public and community health. The health promotion track also prepares students to sit for the Certified Health Education Specialist (CHES) Exam.

**BACHELOR OF SCIENCE**

General Education Requirements.....	60 credits
Major Concentration.....	55 credits
Open Electives.....	5 credits
<b>Total.....</b>	<b>120 credits</b>

**MAJOR REQUIREMENTS**

1. Any student who receives a grade below a C in a major course will be required to retake the course. Major courses may be retaken once.
2. Students who have selected the Health Promotion Health Science Track must adhere to the Mercy College policy regarding maintenance of a minimum cumulative and major GPA of 2.0.
3. Any exceptions to program guidelines require approval by the Program Head.

**Students who select the Health Science Health Promotion Track must successfully complete:**

HLSC 102 Introduction to the Health Professions	HLSC 275 Health Policy and Advocacy
HLSC 200 Issues in Personal Health	HLSC 302 Pathology for Rehabilitation
HLSC 201 Medical Terminology	HLSC 350 Health Communication
HLSC 205 Standard Safety Precautions for the Health Care Professional	HLSC 390 Epidemiology
HLSC 209 Emergency Care and Personal Safety	HLSC 395 Health Promotion and Program Intervention
HLSC 215 Cultural Competence in Health Care <sup>(cc)</sup>	HLSC 396 Evaluating Health Promotion Programs
HLSC 250 Global Health	HLSC 400 Capstone

**And the following related courses in Natural Science and Social and Behavioral Science:**

BIOL 117 Nutrition

BIOL 130\*/BIOL 130A Anatomy and Physiology I & Lab

BIOL 131/BIOL 131A Anatomy and Physiology II & Lab

PHYS 120 Physics of the Human Body

PSYN 101 or PSYN 195 Introduction to Psychology and Honors Introduction to Psychology, respectively\*

PSYN 233 Developmental Psychology

PSYN 370 Statistics for the Social and Behavioral Sciences

*\*Students must complete these courses as part of their General Education Requirements*

**Recommended Open Electives (5 Credits):**

BHSC 308 Health Care Management

BHSC 366 Medical Ethics

HLSC 225 Introduction to Accessing and Reading Scholarly Literature

HLSC 295 Topics in Health Science

HLSC 380 Workplace Experience in Health Science I

HLSC 381 Workplace Experience in Health Science II

HLSC 402 Scientific Writing

PSYN 232 Health Psychology

*There is an 18-credit residency requirement in the major concentration of health sciences.*

**Program Outcomes**

At the completion of the Health Science Major, students are expected to:

1. Master the foundational core concepts and competencies necessary for preparation for the role of a health care professional.
2. Demonstrate professional behaviors that encompass strong interpersonal/interprofessional skills, cultural competence, ethical practice and a commitment to diversity.
3. Apply professional/scientific literature and materials to support professional decision making related to clinical practice and health care issues.
4. Acquire knowledge of the current health care system as well as challenges and changes in the delivery and funding of health care regionally and globally.

**The Health Science Minor (15 Credits)**

The Health Science Minor is designed for students seeking a foundation in public health and health promotion. Students who elect to minor in Health Science must complete HLSC 250, Global Health (3 crs.) and HLSC 275, Health Policy and Advocacy (3 crs.), which provide a framework for understanding major issues in public health and health promotion in the United States and around the world. For the remaining 9 credits, students must select from the following Health Science courses:

HLSC 200 Issues in Personal Health (3 crs.)

HLSC 201 Medical Terminology (2 crs.)

HLSC 205 Standard Safety Precautions (1 cr.)

HLSC 215 Cultural Competence (3 crs.)

HLSC 350 Health Communication (3 crs.)

HLSC 390 Epidemiology (3 crs.)

HLSC 395 Health Promotion and Program Intervention (3 crs.)

HLSC 396 Evaluating Health Promotion Programs (3 crs.)

*Students seeking a Minor in Health Science should coordinate their plan of study under the guidance of their PACT advisor.*

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Major Concentration  
**HEALTH SCIENCE**

**PRE-OCCUPATIONAL THERAPY TRACK**

Irina Ellison, Ph.D., *Program Head*  
 914-674-7634  
 iellison@mercy.edu

The baccalaureate degree in health science provides a comprehensive and innovative curriculum in the evidence-based factors that affect human health including human biology, personal behavior, social and environmental determinants of health as well as the structure of and access to health care. Students are broadly trained in the application of basic science to health, coupled with the development of the values, inter-personal and inter-professional skills required for success in professional practice and graduate study. The major builds on the 60-credit general education requirement and includes additional credits in the Basic Sciences, the Social Sciences and the Health Sciences. Students select a focused track of study that will prepare them for careers in health care and targeted graduate study. Students preparing to enter graduate programs in the Health Professions at Mercy College or elsewhere should coordinate their plan of study with their PACT advisor. Exceptional students who are seeking graduate education in Physician Assistant may also elect to accelerate and condense their studies for application to Mercy College’s Dual Degree Programs in Physician Assistant (B.S. in Health Science, M.S. in Physician Assistant), in consultation with the Program Head.

*Pre-Occupational Therapy Track:* The pre-occupational therapy track prepares students for graduate study in occupational therapy and includes all prerequisites for application to the Mercy College Master’s Degree Program in Occupational Therapy. The Mercy College B.S. in Health Sciences does not enable students to meet the eligibility for licensure to practice as an occupational therapist, physical therapist or physician assistant. The Mercy College BS in Health Science degree pre-professional tracks prepare students to apply for admission to one of our Mercy College graduate professional programs: Occupational Therapy (MS), Physical Therapy (DPT), and Physician Assistant (MS). The different health science tracks contain all the pre-requisites required for the corresponding professional program at Mercy College. Although there is a high degree of uniformity among the pre-requisite courses required to apply to a graduate professional license qualifying program, some variation in these requirements does occur between the health professions. Students should speak with their PACT mentor regarding all required pre-requisites, admission criteria, and timeline for application for their intended professional graduate program.

Requirements for programs at other universities may vary. Students have the responsibility to check entrance requirements for schools to which they intend to apply.

**BACHELOR OF SCIENCE**

General Education Requirements.....	60 credits
Major Concentration.....	54 credits
Open Electives.....	6 credits
<b>Total .....</b>	<b>120 credits</b>

**MAJOR REQUIREMENTS**

1. Students who have selected a pre-occupational therapy professional track must maintain a minimum cumulative and major GPA of 3.0 to maintain matriculation within the pre-professional tracks. If a student’s cumulative and/or major GPA falls below a 3.0, they will be placed on pre-professional track probation and will have one semester to restore their matriculating track status by raising their cumulative and/or major GPA to a 3.0.
2. Pre-professional track students must achieve a grade of B or better in ENGL 112 or equivalent and MATH 116 or equivalent.
3. Any student who receives a grade below a C in a major course will be required to retake the course. Major courses may be retaken once.
4. Any exceptions to program guidelines require approval by the Program Head

**Students who select the Pre-Occupational Therapy Track must successfully complete:**

HLSC 102 Introduction to the Health Professions	HLSC 302 Pathology for Rehabilitation
HLSC 201 Medical Terminology	HLSC 303/303A Human Anatomy with Cadaver & Lab
HLSC 205 Standard Safety Precautions for the Health Care Professional	HLSC 314 Clinical Kinesiology and Applied Physics
HLSC 210 Overview of Occupational Therapy Practice	HLSC 344 Group Process for Health Professionals
HLSC 215 Cultural Competence in Health Care <sup>(cc)</sup>	HLSC 402 Scientific Writing
HLSC 225 Introduction to Accessing and Reading Scholarly Literature	HLSC 410 Applied Neuroscience for the Rehabilitation Professional
HLSC 250 Global Health	HLSC 420 Foundations in Occupational Therapy

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**And the following related courses in Natural Science and Social and Behavioral Science:**

BIOL 130/BIOL 130A Anatomy and Physiology I\* & Lab  
BIOL 131/BIOL 131A Anatomy and Physiology II & Lab  
PHYS 120 Physics of the Human Body  
PSYN 101 or PSYN 195 Introduction to Psychology and Honors Introduction to Psychology, respectively\*  
PSYN 233 Developmental Psychology  
PSYN 312 Abnormal Psychology  
PSYN 370 Statistics for the Social and Behavioral Sciences  
SOCL 101 Introduction to Sociology\*

*\*Students must complete these courses as part of their General Education Requirements*

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**Recommended Open Electives (6 Credits):**

BHSC 308 Health Care Management  
BHSC 366 Medical Ethics  
BIOL 117 Nutrition  
HLSC 200 Issues in Personal Health  
HLSC 209 Emergency Care and Personal Safety  
HLSC 295 Topics in Health Science  
HLSC 350 Health Communication  
HLSC 380 Workplace Experience in Health Science I  
HLSC 381 Workplace Experience in Health Science II  
HLSC 390 Epidemiology  
HLSC 400 Capstone

*There is an 18-credit residency requirement in the major concentration of health sciences.*

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## **Program Outcomes**

At the completion of the Health Science Major, students are expected to:

1. Master the foundational core concepts and competencies necessary for preparation for the role of a health care professional.
2. Demonstrate professional behaviors that encompass strong interpersonal/interprofessional skills, cultural competence, ethical practice and a commitment to diversity.
3. Apply professional/scientific literature and materials to support professional decision making related to clinical practice and health care issues.
4. Acquire knowledge of the current health care system as well as challenges and changes in the delivery and funding of health care regionally and globally.

## Major Concentration HEALTH SCIENCE

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### PRE-PHYSICAL THERAPY TRACK

Irina Ellison, Ph.D., *Program Head*  
914-674-7634  
iellison@mercy.edu

The baccalaureate degree in health science provides a comprehensive and innovative curriculum in the evidence-based factors that affect human health including human biology, personal behavior, social and environmental determinants of health as well as the structure of and access to health care. Students are broadly trained in the application of basic science to health, coupled with the development of the values, inter-personal and inter-professional skills required for success in professional practice and graduate study. The major builds on the 60-credit general education requirement and includes additional credits in the Basic Sciences, the Social Sciences and the Health Sciences. Students select a focused track of study that will prepare them for careers in health care and targeted graduate study. Students preparing to enter graduate programs in the Health Professions at Mercy College or elsewhere should coordinate their plan of study with their PACT advisor. Exceptional students who are seeking graduate education in Physician Assistant may also elect to accelerate and condense their studies for application to Mercy College's Dual Degree Programs in Physician Assistant (B.S. in Health Science, M.S. in Physician Assistant), in consultation with the Program Head.

*Pre-Physical Therapy Track:* The pre-physical therapy track prepares students for graduate study in physical therapy and includes all pre-requisites for application to the Mercy College Doctoral Degree Program in Physical Therapy. The Mercy College B.S. in Health Sciences does not enable students to meet the eligibility for licensure to practice as an occupational therapist, physical therapist or physician assistant. The Mercy College BS in Health Science degree pre-professional tracks prepare students to apply for admission to one of our Mercy College graduate professional programs: Occupational Therapy (MS), Physical Therapy (DPT), and Physician Assistant (MS). The different health science tracks contain all the pre-requisites required for the corresponding professional program at Mercy College. Although there is a high degree of uniformity among the pre-requisite courses required to apply to a graduate professional license qualifying program, some variation in these requirements does occur between the health professions. Students should speak with their PACT mentor regarding all required pre-requisites, admission criteria, and timeline for application for their intended professional graduate program.

Requirements for programs at other universities may vary. Students have the responsibility to check entrance requirements for schools to which they intend to apply.

#### BACHELOR OF SCIENCE

General Education Requirements.....	60 credits
Major Concentration.....	55 credits
Open Electives .....	5 credits
<b>Total.....</b>	<b>120 credits</b>

### MAJOR REQUIREMENTS

1. Students who have selected the pre-physical therapy track must maintain a minimum cumulative and major GPA of 3.0 to maintain matriculation within the pre-professional tracks. If a student's cumulative and/or major GPA falls below a 3.0, they will be placed on pre-professional track probation and will have one semester to restore their matriculating track status by raising their cumulative and/or major GPA to a 3.0.
2. Pre-professional track students must achieve a grade of B or better in ENGL 112 or equivalent and MATH 116 or equivalent.
3. Any student who receives a grade below a C in a major course will be required to retake the course. Major courses may be retaken once.
4. Any exceptions to program guidelines require approval by the Program Head.

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**Students who select the Pre-Physical Therapy Track must successfully complete:**

HLSC 102 Introduction to the Health Professions  
 HLSC 201 Medical Terminology  
 HLSC 215 Cultural Competence in Health Care <sup>(cc)</sup>  
 HLSC 250 Global Health  
 HLSC 302 Pathology for Rehabilitation

HLSC 350 Health Communication  
 3 credits in one of the following:  
 HLSC 380 Workplace Experience in Health Science I  
 OR HLSC 400 Capstone

**And the following related courses in Natural Science, Social and Behavioral Science and Mathematics:**

BIOL 130\*/BIOL 130 A Anatomy and Physiology I & Lab  
 BIOL 131/BIOL 131 A Anatomy and Physiology II & Lab  
 BIOL 160/BIOL 160A General Biology I & Lab  
 BIOL 161/BIOL 161A General Biology II & Lab  
 CHEM 160/CHEM 160A General Chemistry I & Lab  
 CHEM 161/CHEM 161A General Chemistry II & Lab  
 MATH 201 Pre-calculus\*  
 PHYS 160 Physics for the Life Sciences I & Lab  
 PHYS 161 Physics for the Life Sciences II & Lab  
 PSYN 101 or PSYN 195 Introduction to Psychology  
 and Honors Introduction to  
 Psychology, respectively\*  
 PSYN 233 Developmental Psychology  
 PSYN 370 Statistics for the Social and Behavioral

\*Students must complete these courses as part of their General Education Requirements

**Recommended Open Electives (5 Credits):**

BHSC 308 Health Care Management  
 BHSC 366 Medical Ethics  
 BIOL 117 Nutrition  
 HLSC 200 Issues in Personal Health  
 HLSC 205 Standard Safety Precautions  
 for the Health Care Professional  
 HLSC 209 Emergency Care and Personal Safety  
 HLSC 225 Introduction to Accessing  
 and Reading Scholarly Literature  
 HLSC 295 Topics in Health Science  
 HLSC 380 Workplace Experience in Health Science I  
 HLSC 381 Workplace Experience in Health Science II  
 HLSC 390 Epidemiology  
 HLSC 400 Capstone  
 HLSC 402 Scientific Writing

*There is an 18-credit residency requirement in the major concentration of health sciences.*

**Program Outcomes**

At the completion of the Health Science Major, students are expected to:

1. Master the foundational core concepts and competencies necessary for preparation for the role of a health care professional.
2. Demonstrate professional behaviors that encompass strong interpersonal/interprofessional skills, cultural competence, ethical practice and a commitment to diversity.
3. Apply professional/scientific literature and materials to support professional decision making related to clinical practice and health care issues.
4. Acquire knowledge of the current health care system as well as challenges and changes in the delivery and funding of health care regionally and globally.

## Major Concentration **HEALTH SCIENCE**

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### **PRE-PHYSICIAN ASSISTANT STUDIES TRACK**

Irina Ellison, Ph.D., *Program Head*  
914-674-7634  
iellison@mercy.edu

The baccalaureate degree in health science provides a comprehensive and innovative curriculum in the evidence-based factors that affect human health including human biology, personal behavior, social and environmental determinants of health as well as the structure of and access to health care. Students are broadly trained in the application of basic science to health, coupled with the development of the values, inter-personal and inter-professional skills required for success in professional practice and graduate study. The major builds on the 60-credit general education requirement and includes additional credits in the Basic Sciences, the Social Sciences and the Health Sciences. Students select a focused track of study that will prepare them for careers in health care and targeted graduate study. Students preparing to enter graduate programs in the Health Professions at Mercy College or elsewhere should coordinate their plan of study with their PACT advisor. Exceptional students who are seeking graduate education in Physician Assistant may also elect to accelerate and condense their studies for application to Mercy College's Dual Degree Programs in Physician Assistant (B.S. in Health Science, M.S. in Physician Assistant), in consultation with the Program Head.

*Pre-Physician Assistant Track:* The pre-physician assistant track prepares students for graduate study in physician assistant and includes all prerequisites for application to the Mercy College Master's Degree Program in Physician Assistant. The Mercy College B.S. in Health Sciences does not enable students to meet the eligibility for licensure to practice as an occupational therapist, physical therapist or physician assistant. The Mercy College BS in Health Science degree pre-professional tracks prepare students to apply for admission to one of our Mercy College graduate professional programs: Occupational Therapy (MS), Physical Therapy (DPT), and Physician Assistant (MS). The different health science tracks contain all the pre-requisites required for the corresponding professional program at Mercy College. Although there is a high degree of uniformity among the pre-requisite courses required to apply to a graduate professional license qualifying program, some variation in these requirements does occur between the health professions. Students should speak with their PACT mentor regarding all required pre-requisites, admission criteria, and timeline for application for their intended professional graduate program.

Requirements for programs at other universities may vary. Students have the responsibility to check entrance requirements for schools to which they intend to apply.

#### **BACHELOR OF SCIENCE**

General Education Requirements.....	60 credits
Major Concentration.....	57 credits
Open Electives.....	3 credits
<b>Total.....</b>	<b>120 credits</b>

#### **MAJOR REQUIREMENTS**

1. Students who have selected a pre-physician assistant studies professional track must maintain a minimum cumulative and major GPA of 3.0 to maintain matriculation within the pre-professional tracks. If a student's cumulative and/or major GPA falls below a 3.0, they will be placed on pre-professional track probation and will have one semester to restore their matriculating track status by raising their cumulative and/or major GPA to a 3.0.
2. Pre-professional track students must achieve a grade of B or better in ENGL 112 or equivalent and MATH 116 or equivalent.
3. Any student who receives a grade below a C in a major course will be required to retake the course. Major courses may be retaken once.
4. Any exceptions to program guidelines require approval by the Program Head.

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**Students who select the Pre-Physician Assistant Track must successfully complete:**

HLSC 102 Introduction to the Health Professions	HLSC 350 Health Communication
HLSC 201 Medical Terminology	3 credits in one of the following:
HLSC 215 Cultural Competence in Health Care <sup>(cc)</sup>	HLSC 380 Workplace Experience in Health Science I
HLSC 250 Global Health	OR HLSC 400 Capstone
HLSC 302 Pathology for Rehabilitation	

**And the following related courses in Natural Science, Social and Behavioral Science and Mathematics:**

BIOL 130/130A Anatomy and Physiology I & Lab*	BIOL 161/BIOL 161A General Biology II & Lab
BIOL 131/131A Anatomy and Physiology II & Lab*	BIOL 265/265A Microbiology & Lab
BIOL 160/BIOL 160A General Biology I & Lab*	BIOL 309 Human Physiology for the Biomedical Sciences
CHEM 160/CHEM 160A General Chemistry I & Lab	MATH 201 Precalculus*
CHEM 161/CHEM 161A General Chemistry II & Lab	PSYN 101 or PSYN 195, Introduction to Psychology and Honors Introduction to Psychology, respectively*
CHEM 260/CHEM 260A Organic Chemistry I & Lab	PSYN 233 Developmental Psychology
CHEM 261/CHEM 261A Organic Chemistry II & Lab	PSYN 370 Statistics for the Social and Behavioral Sciences
CHEM 354 Biochemistry	

\*Students must complete these courses as part of their General Education Requirements

**Recommended Open Electives (3 Credits):**

BHSC 308 Health Care Management	HLSC 295 Topics in Health Science
BHSC 366 Medical Ethics	HLSC 380 Workplace Experience in Health Science I
BIOL 117 Nutrition	HLSC 381 Workplace Experience in Health Science II
HLSC 200 Issues in Personal Health	HLSC 390 Epidemiology
HLSC 205 Standard Safety Precautions for the Health Care Professional	HLSC 400 Capstone
HLSC 209 Emergency Care and Personal Safety	HLSC 402 Scientific Writing
HLSC 225 Introduction to Accessing and Reading Scholarly Literature	

*There is an 18-credit residency requirement in the major concentration of health sciences.*

N.B. successful completion of the Pre-Physician Assistant Studies Track does NOT guarantee acceptance into the Mercy College Dual Degree Program.

**Program Outcomes**

At the completion of the Health Science Major, students are expected to:

1. Master the foundational core concepts and competencies necessary for preparation for the role of a health care professional.
2. Demonstrate professional behaviors that encompass strong interpersonal/interprofessional skills, cultural competence, ethical practice and a commitment to diversity.
3. Apply professional/scientific literature and materials to support professional decision making related to clinical practice and health care issues.
4. Acquire knowledge of the current health care system as well as challenges and changes in the delivery and funding of health care regionally and globally.

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Major Concentration  
**HEALTH SCIENCE**

**DUAL DEGREE:  
 B.S. IN HEALTH SCIENCE + MASTERS IN PHYSICIAN ASSISTANT STUDIES**

Irina Ellison, Ph.D., *Health Sciences Program Head*  
 914-674-7634  
 iellison@mercy.edu

Lorraine Cashin, M.P.S., PA-C, *Physician Assistant Studies Program Director*  
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 lcashin@mercy.edu

The Dual Degree B.S. in Health Science/Masters of Physician Assistant Studies (M.S.) at Mercy College is an accredited dual degree program designed to prepare graduates to practice with entry-level proficiency and to obtain licensure as a Physician Assistant.

The Dual B.S./M.S. program is a rigorous course of study. Students are required to complete 60 General Education credits, the Physician Assistant *Prerequisites* and the Physician Assistant Studies curriculum. Students must complete 33 credits of specific *Prerequisite* courses prior to beginning the physician assistant curriculum.

After successful completion of the entire program, students are awarded the B.S. in Health Science and the M.S. in Physician Assistant Studies. Successful completion of the pre-physician assistant studies undergraduate courses does not guarantee acceptance into the Mercy College graduate Physician Assistant Program. Students who do not complete the entire program have the opportunity to switch to the Health Sciences General Track or the Pre-Physician Assistant Track to obtain a B.S. degree in Health Sciences.

<b>BACHELOR OF SCIENCE /MASTERS IN PHYSICIAN ASSISTANT STUDIES</b>	
Undergraduate General Education Requirements.....	60 credits
Health Science Major Concentration (includes PA pre-requisites).....	30 credits
Graduate PA Courses .....	60 credits
PA Clinical Internships.....	30 credits
<b>Total Combined B.S./M.S.....</b>	<b>180 credits</b>

**Curriculum**

**REQUIRED GENERAL EDUCATION COURSES:**

BIOL 160/BIOL 160A General Biology I & Lab	PSYN 101 Introduction to Psychology
BIOL 161/BIOL 161A General Biology II & Lab	<b>OR</b> PSYN 195 Honors Introduction to Psychology
BIOL 265/BIOL 265A Microbiology Lecture & Lab	CHEM 260A Organic Chemistry I Lab
CHEM 160/CHEM 160A General Chemistry I & Lab	JRSM 301 Junior Seminar (required if student does not
CHEM 161/CHEM 161A General Chemistry II & Lab	have a BS degree)
MATH 201 Pre-calculus	



## Physician Assistant Studies Graduate Program Admission Requirements

General information regarding eligibility for the Graduate Program in Physician Assistant Studies and an application form may be obtained from the Centralized Application Service for the Physician Assistant (CASPA) at [www.caspaonline.org](http://www.caspaonline.org). Information may also be obtained by contacting the Physician Assistant Program Office at 914-674-7635.

Entrance into the Graduate Program in Physician Assistant Studies requires a minimum GPA of 3.0 and a GPA of 3.2 in the CASPA-designated science courses. All *Prerequisite* courses must be successfully completed prior to entry into the Physician Assistant Program. A minimum of 500 hours of direct patient care (volunteer or work) experience in a health care setting is required for the PA Program. Additionally, 250 hours of the 500 hours must be completed in a primary care setting (e.g., outpatient internal medicine, family medicine, pediatrics or OB/GYN). All applicants are required to submit the following to CASPA:

1. A completed CASPA application which includes official transcripts, (Students who have studied at institutions of higher education in other countries must submit official translations of their transcripts to CASPA as part of the admissions submission. Please check the CASPA website for a list of vendors that evaluate transcripts from foreign and French-Canadian schools.) letters of recommendation, a personal statement, and evidence of a minimum of 500 hours of direct patient care (volunteer or work) experience in a health care setting, 250 of which must be completed in a primary care setting.
2. A supplemental Mercy College application and fee.

At least three letters of reference (one or more from a registered physician assistant, physician or a medically-related work supervisor) shall be submitted. The recommendations should give evidence of academic and professional qualifications for graduate study. Recommendations should be dated within six months from the date of the application.

Applicants who do not have a baccalaureate degree must have completed 90 credits, including all general education requirements and JRSM 301 Junior Seminar. Please note that no more than 75 credits can be from a two-year college. At least three of the following *Prerequisite* courses (human physiology, microbiology, biochemistry, advanced human biology course) MUST be completed at a four-year institution. See the Curriculum section below for the complete list of *Prerequisite* courses.

Human physiology, microbiology, and the advanced human biology course biochemistry must be completed within five years of beginning the program. Students who have completed these courses more than five years prior to the beginning of the program must repeat the course(s).

All applications will be reviewed and ranked according to the overall GPA and the GPA of the CASPA-designated science courses. Selected qualified applicants will be invited for a personal interview with representatives of the Physician Assistant Studies Graduate Program Admissions Committee. Decisions will be based on each applicant's academic achievement, health care experience, interview, essay and letters of recommendation.

Students with foreign credentials and whose first language is not English are required to complete six credits of college-level English composition to satisfy the dual degree requirements, or successfully pass the English CLEP or TOEFL exam.

Please see the graduate catalog for additional information on the Physician Assistant Studies Program policies, progression criteria, and academic regulations.

# School of Liberal Arts

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Tamara Jhashi, Ph.D., *Dean*

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

## DEPARTMENT OF COMMUNICATION AND THE ARTS

Michael Perrota, M.F.A., *Chair*

Communication Studies with specialization in Public Relations

Speech

Media Studies

Film and Culture

Journalism

Radio and Television Production

Design + Animation (*formerly Computer Arts + Design*)

Music Production and Recording Arts

## DEPARTMENT OF HUMANITIES

Andrés Matias-Ortiz, Ph.D., *Chair*

History

Philosophy

Political Science

Religion

## DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCES

Zhixiong Chen, Ph.D., *Chair*

Computer Information Systems\*

Computer Science\*

Cybersecurity\*

Information Technology

Mathematics\*

## DEPARTMENT OF LITERATURE AND LANGUAGE

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

English

Modern Foreign Languages

Spanish

*\*Program also offered fully online*

### Dual Degree B.S. + M.S. Program

The Bachelor of Science/Master of Science Dual Degree Program is an academic program that allows students interested in the teaching profession as a career choice to earn both a bachelor's degree and a master's degree in an accelerated format. Through this special program, qualified students who major in English, history, mathematics, or Spanish can receive teacher certification in Middle Childhood or Adolescence Education as well as Early Childhood or Childhood Education. A key feature of this program allows students to take up to 15 graduate education credits during their upper junior and senior years, and these can be used toward satisfying their bachelor's as well as their master's degree requirements. **Please see the School of Education Section of this catalog for program and course details.**

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## Major Concentration **COMMUNICATION STUDIES**

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Jason Zalinger, Ph.D., *Program Head*  
914-674-7511  
JZalinger@mercy.edu

### **BACHELOR OF SCIENCE**

General Liberal Arts and Sciences	
General Education Requirements.....	60 Credits
Major Concentration	
Communication Studies.....	42 Credits
Open Electives .....	18 Credits
<b>Total:.....</b>	<b>120 Credits</b>

#### **Students who major in Communication Studies must complete:**

##### **Foundation Courses**

COMM 200 Interpersonal Communication  
 COMM 220 Intercultural Communication  
 COMM 330 Communication Law and Ethics  
 COMM 398 Communication Research<sup>(cc)</sup>  
 MEDA 145 Media in America

##### **Communication Studies Requirements:**

COMM 370 Effective Presentations  
 COMM 399 Internship  
 COMM 451 Capstone in Communication Consulting

#### **Communication Studies Elective:**

Communication Studies majors select 6 additional courses from the following categories. Other options include COMM 295 Topics in Communication Studies and additional internships (at least one course per category):

##### **Communication Theory**

MEDA 130 News Reporting  
 COMM 385 The Communication Revolution  
 COMM 231 Propaganda  
 MKTG 220 Principles of Marketing  
 SPCM 219 Group Behavior

##### **Writing**

MEDA 134 Feature Article Writing  
 COMM 154 Publicity Writing  
 ENGL 202 Business Writing  
 ENGL 217 Introduction to Creative Writing  
 ENGL265 Introduction to Play Writing  
 COMM 345 Writing for Digital Media  
 ENGL 402 Applied English Grammar

##### **Production and Technology**

MEDA 110 Radio Production I  
 MEDA 115 Fundamentals of Television Production  
 MEDA 215 Video Editing Workshop  
 CART 219 Web Design I  
 COMM 356 Communication Technologies  
 COMM 365 Newsletter Practicum  
 MEDA 132 Copy Editing and Graphics  
 MEDA 201 Interviewing Techniques for Today's Media  
 COMM 255 Creative Advertising

##### **Speech and Theatre**

SPCM 240 Persuasion  
 SPCM 246 Elements of Theatre  
 SPCM 250 Psychology of Communication  
 SPCM 259 Oral Performance of Literature  
 SPCM 263 Introduction to Acting  
 SPCM263 Scene Study  
 SPCM282 Play Directing

*With approval from the Program head, other electives may be substituted based on the student's career interests. Up to nine credits of internships may be earned by a student majoring in Communication Studies.*

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## Major Concentration COMMUNICATION STUDIES

### Specialization in Public Relations

#### BACHELOR OF SCIENCE

General Liberal Arts and Sciences

General Education Requirements.....60 Credits

Major Concentration

Communication Studies/Public Relations Specialization ....42 Credits

Open Electives .....18 Credits

**Total:..... 120 Credits**

**Students who choose the communication studies/specialization in public relations major must complete:**

#### Foundation Courses

COMM 220 Intercultural Communication

COMM 398 Communication Research

COMM 330 Communication Law and Ethics

COMM 200 Interpersonal Communications

#### Specialization Requirements

COMM 225 Visual Communication

COMM 154 Publicity Writing

COMM 370 Effective Presentations

COMM 252 The Practice of Public Relations

COMM 450 Studio: The Advanced Practice  
of Public Relations<sup>(cc)</sup>

COMM 399 Internship

In addition, students who choose the Communication Studies/Specialization in Public Relations major select four courses (twelve credits) in any combination from these four Specialized Elective Categories as well as COMM 295 Topics in Communication Studies:

#### Communication Theory

MEDA 145 Media in America

SPCM 219 Group Behavior

COMM 231 Propaganda

SPCM 249 Persuasion

MKTG 220 Principles of Marketing

COMM 385 The Communication Revolution

#### Production and Technology

MEDA 110 Radio Production I

COMM 365 Newsletter Practicum

MEDA 115 Fundamentals of Television Production

MEDA 132 Copy Editing and Layout

MEDA 215 Video Editing Workshop

MEDA 201 Interviewing Techniques for Today's Media

CART 219 Web Design I

COMM 255 Creative Advertising

COMM 356 Communication Technologies

#### Writing

MEDA 130 News Reporting

ENGL 217 Introduction to Creative Writing

MEDA 134 Feature Article Writing

COMM 345 Writing for Digital Media

ENGL 202 Business Writing

ENGL 402 Applied English Grammar

#### Speech and Theatre

SPCM 249 Persuasion

SPCM 262 Introduction to Acting

SPCM 246 Elements of Theatre

SPCM 263 Scene Study

SPCM 259 Oral Performance of Literature

SPCM 282 Play Directing

*With approval from the Program Head, other specialization electives may be substituted based on the student's career interests. Up to nine credits in internships may be earned by a student majoring in communication studies.*

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Major Concentration  
**DESIGN AND ANIMATION**  
*(formerly Computer Arts & Design)*

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Josh Gaetjen, M.F.A., *Program Head*  
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 JGaetjen@mercy.edu

**BACHELOR OF FINE ARTS**

General Education Requirements.....	36 credits
<i>Major Concentration*</i>	
Design + Animation.....	78 credits
Open Electives.....	6 credits
<b>Total.....</b>	<b>120 credits</b>

**Students who choose the major concentration in Design + Animation must complete:**

**GENERAL EDUCATION COURSES (36 CREDITS)**

CINQ 101 Critical Inquiry	MATH 115 Mathematics for the Liberal Arts or MATH 116, College Algebra
ENGL 111 Written English and Literary Studies I	JRSM 301 Junior Seminar
ENGL 112 Written English and Literary Studies II	
SPCM 110 Oral Communication	

*Plus, choose three credits from each of the areas below:*

- 1) Literature and Communication: Literature, Speech, Communication.
- 2) Language and Cultural Perspectives: World Languages.
- 3) Ethical Perspectives: Philosophy, Religion.
- 4) Historical and Global Perspectives: History, Political Science, Geography.
- 5) Scientific Perspectives: Biology, Chemistry, Physics, Geology, Astronomy.
- 6) Social Perspectives: Sociology, Psychology, Economics.

**MAJOR REQUIREMENTS (39 CREDITS)**

CART 110 Foundation I: Design Principles	CART 245 Sound Design
CART 120 Foundation I: Design + Digital Skills	CART 300 Drawing III: Figure Drawing
CART 200 Drawing I	CART 315 Animation History
CART 214 Drawing II	CART 316 Design History
CART/ARTT 215 History of Art I	CART 495 Senior Project I
CART/ARTT 216 History of Art II <sup>(cc)</sup>	CART 496 Senior Project II
CART 225 Foundation II: Process, Composition, Color	

**MAJOR ELECTIVES (39 CREDITS) Select 13 courses from the following\*:**

CART 240 Storyboarding	CART 375 Graphic Design II: Grid and Identity
CART 250 Modeling for Digital Animation I	CART 470 Graphic Design III: Complex Content Systems and Personal Voice
CART 255 Modeling for Digital Animation II	CART 395 Special Topics in Design + Animation
CART 260 Motion Graphics I	CART 397 Independent Study in Design + Animation
CART 320 2D Animation	CART 399 Internship in Design + Animation
CART 325 Video	CART 425 Animation Techniques
CART 330 Painting I	CART/CISC 219 Web Design I
CART 335 Visual Storytelling	CART/CISC 259 Web Design II
CART 340 Digital Animation I	CART/MEDA 258 Fundamentals of Writing for Film and Television
CART 345 Digital Animation II	CART/MEDA 262 Introduction to Acting
CART 440 Digital Animation III	
CART 360 Game Design I	
CART 370 Graphic Design I: Word and Image	

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**OPEN ELECTIVES (SIX CREDITS)**

Open electives may be fulfilled with approved transfer credits from another institution or courses from any other Mercy College program. It is highly recommended that majors take courses in the cognate programs of Media Studies, Music Production and Recording Arts, and Computer Information Systems.

**Admission Requirements:**

- In addition to applying for general admission to the College, applicants must apply separately to and be formally accepted by the Design and Animation Program. Visit the program's How To Apply page [applyartdesign.mercy.edu] for detailed information on submitting your portfolio.
- Applicants must submit a portfolio of art work to be reviewed by the Portfolio Review Admission Committee.
- Admission procedures are available on the department website: artdesign.mercy.edu. Applicants are encourage to contact the program head with any questions regarding the portfolio review process.
- Students who are not prepared to submit a portfolio may be able to enroll in CART 200 Drawing I, with permission of the program head, and work from this course may be used to complete the portfolio review. Contact the program head with any questions regarding this opportunity.

**General Requirements:**

- Students must maintain an overall GPA of 2.5 in all attempted and completed major courses. If the GPA in the major is less than 2.5, the student will be subject to a formal assessment of his/her aptitude for the subject matter and standing in the program and may be dismissed from the major.
- Students may be required to repeat or take additional courses to achieve the required GPA.
- Several courses have a minimum grades requirement of B-. Students must repeat classes if their grades fall below the mandated requirement.
- There is a 21-credit residency requirement for the concentration in Design + Animation.
- Students should enroll in CART 110, CART 120 & CART 200, in their first fall semester.

**Minimal Technical Standards**

The following technical standards, required to satisfactorily complete projects in program classes, deemed essential for performance as a competent designer, are required for admission, continuation and graduation from the Mercy College Design + Animation Program:

**ESSENTIAL REQUIREMENTS**

1. Capable of lifting and/or carrying up to 30 pounds from floor to waist level. (positioning/moving drawing horses, painting palettes, easels and drawing boards)
2. Ability to tolerate walking and standing for sustained periods of time. (working at an easel in drawing or painting courses, acting out character animation proposals, standing while trimming paper as frequently required in all design classes)
3. Capable of using large and fine motor skills to develop and execute design projects. (creating and trimming poster mock ups)
4. Capable of using hands and arms to handle, install, position and move materials.

## Major Concentration

# COMPUTER INFORMATION SYSTEMS

Narasimhaswamy Banavara, Ph.D., *Program Head*

914-674-7443

NBanavara@mercy.edu

### BACHELOR OF SCIENCE

*General Liberal Arts and Sciences*

General Education Requirements\* .....60 credits

*CISC/MATH 120, 131, 231, MATH 116, 122, 201, and ACCT 120 are prerequisites for the major and must be completed as part of the General Education requirements.*

*Major Concentration*

Computer Information Systems & Related Courses.....45 credits

Open Electives .....15 credits

**Total..... 120 credits**

**Students who choose the major concentration in computer information systems must complete:**

#### FOUNDATION COURSES

CISC 131 Foundations of Computing I\*

MATH 122 Statistics\*

CISC 231 Foundations of Computing II\*

MATH 244 Discrete Structures

CISC 238 Graphical User Interface Application Development

ACCT 120 Introduction to Financial Accounting\*

#### MAJOR COURSES

CISC 301 Information Systems within Organizations

CISC 359 Website Administration and Security

CISC 311 Data Structures

CISC 370 Systems Analysis and Design

CISC 335 Computer Networks

CISC 421 Operating Systems

CISC 337 Database Management Systems

CISC 470 Information Systems Development

CISC 339 Artificial Intelligence

and Implementation<sup>(cc)</sup>

*And four courses (Major Electives) selected from the following:*

CISC 341 Computer Architecture

CISC 411 Analysis of Algorithms

CISC 352 Mathematical Methods in Data Science

CISC 430 Healthcare Analytics and Apps

CISC 380 Workplace Experience in CS/CIS I

IASP 230 Introduction to Cybersecurity

CISC 381 Workplace Experience in CS/CIS II

IASP 321 Linux Administration

CISC 385 Cryptography & Computer Security

IASP 330 Disaster Recover / Business Continuity

CISC 395 Special Topics in Computer Information Science

IASP 420 Network Security

CISC 397 Independent Study in

IASP 430 Digital Forensics

Computer Information Science

Mercy College's 15-credit residency requirement in the major concentrations of mathematics, computer science or computer information systems must be satisfied by courses numbered 200 or above. Computer information systems majors who have not had their mathematics core requirement waived should complete MATH 116 and MATH 201 (rather than MATH 115) as part of their General Education requirement.

CISC 120 is a *Prerequisite* for introductory courses in computer information systems, but may be waived by passing the departmental waiver exam. Some courses are offered once a year. Please check with the department for the current course offering schedule.

Undergraduate majors may take a maximum of two graduate level courses to fulfill the major elective requirement.

*\*These courses fulfill part of the General Education requirement.*

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## Major Concentration

# COMPUTER SCIENCE

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### BACHELOR OF SCIENCE

General Liberal Arts and Sciences

General Education Requirements\* .....60 credits

*CISC/MATH 120, 131, 231, MATH 116 and 201 are prerequisites for the major and must be completed as part of the General Education requirements.*

*Major Concentration*

Computer Science and Related Courses.....47 credits

Open Electives .....13 credits

**Total..... 120 credits**

**Students who choose the major concentration in computer science must complete:**

#### FOUNDATION COURSES

CISC 131 Foundations of Computing I\*

MATH 260 Calculus I

CISC 231 Foundations of Computing II\*

MATH 261 Calculus II

MATH 244 Discrete Structures

#### MAJOR COURSES

CISC 311 Data Structures

CISC 411 Analysis of Algorithms

CISC 335 Computer Networks

CISC 421 Operating Systems

CISC 339 Artificial Intelligence

CISC 471 Software Engineering II: Senior Capstone Project<sup>(cc)</sup>

CISC 341 Computer Architecture

MATH 350 Probability: Theory and Applications

CISC 371 Software Engineering I: Principles

**And three courses (Major Electives) from the following:**

CISC 301 Information Systems within Organizations

IASP 321 Linux Administration

CISC 337 Database Management Systems

IASP 330 Disaster Recover / Business Continuity

CISC 352 Mathematical Methods in Data Science

IASP 420 Network Security

CISC 359 Website Administration and Security

IASP 430 Digital Forensics

CISC 380 Workplace Experience in CS/CIS I

MATH 307 Number Theory

CISC 381 Workplace Experience in CS/CIS II

MATH 315 Linear Algebra

CISC 385 Cryptography & Computer Security

MATH 329 Numerical Analysis

CISC 395 Special Topics in Computer Information Science

MATH 350 Probability: Theory and Applications

CISC 397 Independent Study in

MATH 351 Statistics: Theory and Applications

Computer Information Science

MATH 362 Differential Equations

CISC 430 Healthcare Analytics and Apps

MATH 365 Algebraic Structures

IASP 230 Introduction to Cybersecurity

MATH 395 Special Topics in Mathematics

*\*These courses fulfill part of the General Education requirements.*

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Mercy College's 15-credit residency requirement in the major concentrations of mathematics, computer science, or computer information systems must be satisfied by courses numbered 200 or above.

Computer science majors who have not had their mathematics core requirement waived should complete MATH 116 and MATH 201 as part of their General Education requirement.

CISC 120 is a *Prerequisite* for introductory courses in computer science, but may be waived by passing the departmental waiver exam.

Some courses are offered once a year. Please check with the department for the current course offering schedule. Undergraduate students may take a maximum of two graduate level courses to fulfill the major elective requirement.

## Major Concentration CYBERSECURITY

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John Yoon, Ph.D., *Program Head*  
914-674-7461  
JYoon@mercy.edu

### BACHELOR OF SCIENCE

*General Liberal Arts and Science*

General Education Requirements.....60 credits  
*CISC131, 231, MATH 116 (or MATH115) and MATH/CISC 120, MATH 122, MATH 201 are Prerequisites for the major and must be used to fulfill general education requirements.*

*Major Concentration*

Cybersecurity.....39 credits  
Major Electives .....9 credits  
Open Electives .....12 credits  
**Total..... 120 credits**

**Students who choose the major concentration in cybersecurity must complete:**

#### FOUNDATION COURSES

MATH 244 Discrete Structures  
IASP 221 Linux Administration  
IASP 230 Introduction to Cybersecurity\*\*

#### MAJOR COURSES

IASP 330 Disaster Recovery/Business Continuity  
CISC 335 Computer Networks  
CISC 337 Database Management Systems  
IASP 340 Security Policy and Procedures  
IASP 355 Penetration Testing and Ethical Hacking  
CISC 385 Cryptography and Computer Security  
IASP 420 Network Security  
IASP 430 Digital Forensics  
IASP 455 Secure and Intelligent Programming  
IASP 470 System Security—Internship (Capstone)<sup>(cc)</sup>

#### MAJOR ELECTIVES

*and two courses from the following:*

CISC 311 Data Structures  
CISC 339 Artificial Intelligence  
CISC 341 Computer Architecture  
CISC 359 Website Administration and Security  
IASP 380 Workplace Experience in Cybersecurity Field I  
IASP 381 Working Experience in Cybersecurity Field II  
CISC 370 Systems Analysis and Design  
CISC 411 Analysis of Algorithms  
CISC 421 Operating Systems  
CISC 430 Healthcare Analytics and Apps  
IASP 395 Special Topics in Cybersecurity  
IASP 397 Independent Study in Cybersecurity  
IASP 460 Wireless Network and Security

**OPEN ELECTIVES** - Any four courses

\* *These courses fulfill part of the General Education requirements. The total of major concentration is 16 courses or 48 credits.*

\*\* *This course can be transferred into if students have current security+ certificate.*

**NOTE:**

Mercy College's 15-credit residency requirement in the major concentrations of cybersecurity must be satisfied by courses numbered 200 or above.

Undergraduate students may take a maximum of two graduate level courses, which will be used for elective course requirements.

Students in B.S. program can apply for B.S. + M.S. dual degree before senior year. To get the benefit of dual degree, students should use their open electives to take as many graduate courses as possible. Students in the dual degree program may apply a maximum of twelve credits taken at the graduate level (other than IASP 585) to fulfill the requirements of their undergraduate degree.

Students can choose to have a minor in cybersecurity (refer to the requirement in this catalog).

a) CSEC curriculum uses both IASP and CISC course codes. Check its curriculum for courses allowed in CSEC Minor.

b) Students need to use Gen Ed elective and/or open elective to fulfill the 15 credits requirements.

c) Recommended five courses for CSEC minor are among CISC131, IASP221, IASP230, IASP330, IASP340, CISC359. Note, any course is being used to fulfill students' major requirements cannot be used for minor again. For example, IASP230 cannot be used for some majors due to the fact that their majors have required it as one of their major courses already.

## Dual Degree in CYBERSECURITY (BS + MS)

John Yoon, Ph.D., *Program Head*

### BACHELOR OF SCIENCE

General Liberal Arts and Science

General Education Requirements .....60 credits

*CISC 131, 231, MATH 116 (or MATH 115) and MATH/CISC 120, MATH 122, MATH 201 are Prerequisites for the major and must be used to fulfill general education requirement*

Major Concentration

Cybersecurity Foundation and Major

(Undergraduate Courses) .....39 credits

Major Electives .....9 credits

Open Electives\* .....12 credits

**Total..... 120 credits**

### MASTER OF SCIENCE

Course work completed during B.S. degree<sup>†</sup> .....12 credits

Course work completed during M.S. degree .....18 credits

**Total combined B.S./M.S. .... 138 credits**

<sup>†</sup>*Students may take up to four graduate courses to fulfill the open elective requirements of the B.S. in cybersecurity. These graduate courses may also be used to fulfill the requirements of the M.S. in cybersecurity. Please see Graduate Catalog for course descriptions*

**Students who choose the dual degree program in cybersecurity must complete:**

#### UNDERGRADUATE COURSES

##### FOUNDATION COURSES

MATH 244 Discrete Structures

IASP 221 Linux Administration

IASP 230 Introduction to Cybersecurity\*\*

##### MAJOR COURSES

IASP 330 Disaster Recovery/Business Continuity

CISC 335 Computer Networks

CISC 337 Database Management Systems

IASP 355 Penetration Testing and Ethical Hacking

CISC 385 Cryptography and Computer Security

IASP 340 Security Policy & Procedures

IASP 420 Network Security

IASP 430 Digital Forensics

IASP 455 Secure and Intelligent Programming

IASP 470 System Security (Capstone)<sup>(cc)</sup>

#### and three courses from the following:

CISC 311 Data Structures

CISC 339 Artificial Intelligence

CISC 341 Computer Architecture

IASP 455 Secure and Intelligent Programming

IASP 460 Wireless Network and Security

CISC 411 Analysis of Algorithms

CISC 421 Operating Systems

CISC 430 Healthcare Analytics and Apps

CISC 359 Website Administration and Security

IASP 380 Working Experience in Cybersecurity Field I

IASP 381 Working Experience in Cybersecurity Field II

CISC 370 Systems Analysis and Design

IASP 395 Special Topics in Cybersecurity

IASP 397 Independent Study in Cybersecurity

**OPEN ELECTIVE** - Any four courses

Mercy College's 15-credit residency requirement in the major concentrations of cybersecurity must be satisfied by courses numbered 200 or above.

*\*These courses fulfill part of the General Education requirements. The total of major concentration is 16 courses or 48 credits.*

*\*\*This course can be transferred into if students have current security+ certificate.*

**GRADUATE COURSES (Any six of the following at most)<sup>†</sup>**

IASP 500 Topics in Information Security	IASP 550 Intrusion Detection and Prevention
IASP 505 Foundations of Cybersecurity Sciences	IASP 555 Mobile Technologies and Wireless Sensor Services
IASP 510 Social Implications of Information Security	IASP 560 Wireless Network and Security
IASP 520 Data Mining and Knowledge Discovery	IASP 565 Internet Social Media and Security
IASP 525 Database Security	IASP 580 IT Security Audit and Compliance
IASP 530 Forensic Computing	IASP 585 Applied Cryptography
IASP 540 Information Assurance and Management	

<sup>†</sup>*Students should not take any graduate level courses until they have completed 60 credits and maintained a cumulative GPA of at least 3.0 each semester at Mercy College. Students are encouraged to discuss with their academic advisors or program heads about suitable graduate course selection.*

**NOTE:**

1. Fresh students should apply for B.S. in cybersecurity first and B.S./M.S. dual degree upon completion of the 51 credits General Education requirement and completion of at least 15 credits in their major field of study with a cumulative GPA of 3.0 or above. Students need to apply to the dual degree program through the Admissions Office.
2. Transferred students without Associate degree to B.S. in cybersecurity may apply for B.S./M.S. dual degree upon completion of the 51 credits General Education requirement and completion of at least 15 credits in their major field of study. 30 credits must be taken in residency at Mercy College with a cumulative GPA of 3.0 or above. Students need apply to the dual degree program through the Admissions Office.
3. To remain in the dual program, students must maintain a cumulative GPA of at least 3.0 each semester at Mercy College. Students may not take any graduate level courses until they have completed 60 credits and have an approval from program head.
4. Students are allowed to take up to 4 graduate courses in Cybersecurity before their BS degree is earned. At most 4 graduate courses are used for both the BS and MS degree requirements. Any graduate courses earned more than 4 maximum are not counted for any degree requirements.
5. Upon completion of the B.S. degree requirements, dual degree students should apply for the B.S degree and contact the Admissions Office to apply for the M.S. degree. Subsequently, students can take the fifth and more graduate courses.

## Major Concentration

# ENGLISH

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KKeckler1@mercy.edu

### BACHELOR OF ARTS

General Liberal Arts and Sciences	
General Education Requirements.....	60 credits
Major Concentration	
English .....	36 credits
Open Electives .....	24 credits
<b>Total.....</b>	<b>120 credits</b>

#### Students who choose the major concentration in English must complete:

ENGL 200 Poetics: An Introduction to Literary Texts<sup>(cc)</sup>

ENGL 205 Survey of English Literature I

ENGL 206 Survey of English Literature II

ENGL 400 Capstone: Seminar in Literary Research and Writing (only for students entering the major from Fall 2012)

Majors must take at least one course from each of the following four categories: Classical Texts, Social and Cultural Contexts, Literary Genres, and Historical Periods. The remaining 12 credits may be taken from any of these aforementioned categories or from the fifth category, Language and Writing. Students who choose the Language and Writing Option\* must take all of the remaining 12 credits from the fifth category. In addition, English majors must complete six credits of Foreign Language.

\*\* It is recommended that the six credits in foreign language be in the same language.

#### CLASSICAL TEXTS:

ENGL 225 Classical Literature: Greek and Roman Literature	ENGL 315 Shakespeare
ENGL 230 The Bible as Literature	ENGL 316 Shakespeare's Tragedies
ENGL 243 Shakespeare in Music and Drama	ENGL 320 Milton
ENGL 305 Chaucer	ENGL 385 Masterpieces of European Literature

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#### SOCIAL AND CULTURAL CONTEXTS:

ENGL 234 Literature by Women	ENGL 269 Hispanic/Latino Literature
ENGL/HIST 239 American Studies	ENGL 317 Hemingway
ENGL 242 Literature and Psychology	ENGL 352 Contemporary African Literature
ENGL 257 Latin American Literature	ENGL 353 African-American Literature
ENGL/HIST 263 Black Atlantic World: Literature/History	ENGL 357 Contemporary Nobel Laureates in Literature
ENGL 267 Caribbean Literature	

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#### LITERARY GENRES:

ENGL 212 Science Fiction	ENGL 271 Modern British Novel: 1900–Present
ENGL 214 Cyberpunk / Tech-Noir	ENGL 280 History of Drama
ENGL 220 The Short Story	ENGL 281 Modern Drama
ENGL 240 From Literature to Film	ENGL 285 Modern Poetry
ENGL 249 American Gothic	ENGL 301 Utopian Literature
ENGL 270 British Novel: 1750–1900	

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**HISTORICAL PERIODS:**

ENGL 207 American Lit Survey I: Beginnings to 1865	ENGL 325 The Seventeenth Century: Poetry and Prose
ENGL 208 American Lit Survey II – 1865 to the Present	ENGL 330 The Eighteenth Century
ENGL 268 Harlem Renaissance	ENGL 335 The Major English Romantic
ENGL 275 Modern American Fiction	ENGL 340 The Major Victorians
ENGL 276 Contemporary American Literature	ENGL 360 American Colonial Writings
ENGL 300 Medieval Literature	ENGL 365 American Romanticism
ENGL 310 Renaissance Poetry and Prose	ENGL 370 American Realism

**LANGUAGE AND WRITING: Choose any four (4) for the Language and Writing Option**

ENGL 202 Business Writing	ENGL 304 Modern English: Writing with Style (formerly known as Applied English Grammar)
ENGL 217 Creative Writing: Fiction	ENGL 306 The Secret Life of Words and Sentences (formerly known as ENGL 404 Structure and Form of English)
ENGL 218 Creative Writing: Poetry	
ENGL 219 Creative Writing: Nonfiction	
ENGL 319 Advanced Creative Writing	
ENGL/SPCM 259 Oral Performance of Literature	MEDA 134 Feature Article*
ENGL/SPCM 265 Introduction to Play Writing	MEDA 154 Publicity writing*

*\*Only English majors who choose the Language and Writing Option (12 credits in Language and Writing category plus the ENGL 400 as the capstone course) can take the MEDA courses for English credit.*

*\*\*Three credits of this 6-credit Foreign Language requirement may count toward the general education foreign language requirement.*

*There is an 18-credit residency requirement in the major concentration of English.*

**The Four-Plus-One Program**

The English Program’s Four-Plus-One Program option offers a unique opportunity to qualified undergraduates in English who wish to pursue their Masters at an accelerated pace. If they meet the admissions criteria for the Master’s Program in English, including a 3.0 GPA, they apply in the first semester of their junior year to the Master of Arts in English at Mercy College. For further information, see Four-Plus-One Program under Master of Arts in English Literature of the Graduate Catalog.

## Major Concentration

# HISTORY

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amatiasortiz@mercy.edu

### BACHELOR OF ARTS

General Liberal Arts and Science

General Education Requirements .....60 credits

*Major Concentration*

History .....39 credits

Open Electives .....21 credits

**Total..... 120 credits**

### Major Concentration in History:

Students must take 10 major courses under the five fields of study: United States; Europe; Asia; Atlantic World; and Ideas, Theories, and Practices. For these 10 courses, students must take at least 2 courses in 3 fields of study. No more than 3 courses in each field of study will count towards the major. The 10 major courses must include one 100-level course (designated either HIST 101, HIST 102, HIST 105, HIST 106, HIST 117, HIST 118, or HIST 119), three 200-level courses, and six 300-level courses.

In addition to the 10 fields of study courses, History majors are required to take 3 courses on historical methodology. The first, HIST 220: "Method in the Madness": An Introduction to Historical Research, requires successful completion of ENGL 111 as a prerequisite. The second, HIST 320: Historiographical Methods, may only be taken after the successful completion of 18 credits in history. The final course, HIST 495: Senior Seminar, may only be taken after successful completion of HIST 320. It is recommended that majors should not take more than one additional history course in the same semester as 320 and 495 because these courses require students to create produce original research. HIST 320 and HIST 495 may not be taken in the same semester.

### INTRODUCTORY FIELDS

*(Students must take one course at the 100 level. Only one of these will count toward the major.)*

HIST 101 European History to 1500

HIST 117 Introduction to Asian History

HIST 102 European History since 1500

HIST 118 Introduction to African History

HIST 105 American History through 1877

HIST 119 Introduction to Latin American History

HIST 106 American History since 1877

### FIELDS OF STUDY

*(Students must take at least two courses in three fields of study. No more than 3 courses in each concentration will count towards the major.)*

#### American History

HIST/ENGL 239 American Studies I

HIST 342 The Early American Republic

HIST 252 African American History to Reconstruction

HIST 344 Slavery & the Civil War

HIST 253 African American History since Reconstruction

HIST 355 American Cultural and Intellectual History

HIST 254 Latinos/as in the US

HIST/POLS 365 The American Presidency

HIST 321 America in the Gilded Age

HIST/POLS 367 American Foreign Policy

and Progressive Era, 1877-1920

HIST 379 History of the Family in America

HIST 322 The American Revolution

HIST 295 Special Topics (as applicable)

HIST 324 History of the United States since 1941

HIST 395 Advanced Special Topics in History (as applicable)

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**European History**

HIST 232 Early Modern Europe	HIST 311 World War II in Europe
HIST 303 The Enlightenment	HIST 314 History of England
HIST 304 Medieval Culture & Society	HIST 327 Twentieth Century Russia
HIST 308 History of Nineteenth Century Europe	HIST 318 French Revolution and Napoleon
HIST 309 History of Twentieth Century Europe	HIST 295 Special Topics (as applicable)
HIST 310 History of Central and Eastern Europe	HIST 395 Advanced Special Topics in History (as applicable)

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**Asia**

HIST 233 History of the Middle East	HIST 295 Special Topics (as applicable)
HIST 332 China in History: From Antiquity to the present	HIST 395 Advanced Special Topics in History (as applicable)
HIST 333 Asia in Revolution	

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**Atlantic World**

HIST/ENGL 263 The Black Atlantic: Literature/History	HIST 295 Special Topics (as applicable)
HIST 336 Africa: Colonialism & Independence	HIST 395 Advanced Special Topics in History (as applicable)

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**Ideas, Theories, and Practices**

HIST 228 Problems in Gender & Women’s History	HIST 395 Advanced Special Topics in History (as applicable)
HIST 250 The Immigrant Experience	
HIST 295 Special Topics (as applicable)	

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**Topics Courses (HIST 295 and 395)**

Topics courses are offered on occasion in special areas. Topics courses will be slotted under certain fields of study and can be used to fulfill the requirements of those fields

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**Required**

HIST 220 “Method in the Madness”: An Introduction to Historical Research	HIST 320 Historiographical Methods HIST 495 Senior Seminar in History
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The major concentration in history has a 21-credit residency requirement.

**THE HISTORY MINOR (15 Credits)**

**Students who choose to Minor in the History Concentration Must Complete:**

Students must take 4 courses at the 200 level and above slotted under the five fields of study: United States, Europe, Asia, Atlantic World, and Ideas, Theories, and Practices.

In addition, History Minors are required to take HIST 220: “Method in the Madness”: An Introduction to Historical Research, a course focused upon historical methodology. This requires successful completion of ENGL 111. *History minors are not required to take HIST 320 or HIST 495.*

**THE FOUR-PLUS-ONE PROGRAM**

History majors planning on pursuing a career in teaching Social Studies at the Middle Childhood and/or Adolescence Education level may apply to the Four-Plus-One Program, offered jointly by the School of Education and the School of Liberal Arts. The program is designed to allow majors to begin their Graduate Education coursework during their upper junior year. These courses will be counted jointly towards their undergraduate and graduate degrees. For specific program eligibility and requirements, please refer to the School of Education of this catalog.

**NOTE:**

Please note that the history major's course numbering system reflects the different types and objectives of courses offered at each level. The different course levels are not distinguished by the *amount* of work expected, but rather by their objective, background knowledge they presume, and complexity of the ideas presented to students.

**100-level courses**

These courses are open to all students and are intended to provide a basic understanding of the history of peoples and geographic regions over relatively long time spans. They will provide students with the background necessary for more advanced study and most meet the College's General Education requirements. They are appropriate for all students at every level of the institution.

**200-level courses**

These courses are largely open to all students (a few may require *Prerequisites* in addition to successful completion of ENGL 111) and are intended to be a more focused examination of a particular group, smaller geographic region, or more contracted time frame. They will provide students with more advanced study on a comparatively smaller subject. They are appropriate for majors and non-majors, but are not suitable for incoming freshmen or new transfer students without prior history credits. By having a narrower focus, the ideas and complexity of the course is greater than those offered at the 100-level. Note: this does not apply to HIST 295: Special Topics in History.

**300-level courses**

A larger number of these courses may require *Prerequisites*. These courses have narrower foci and introduce more complicated theoretical models and historiography. They are intended for majors, but will admit non-majors who meet admission requirements. Non-majors interested in the subject or possessing modest background knowledge can be successful in these courses.

**400-level courses**

Capstone course taken during senior year.

## Major Concentration **MATHEMATICS**

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### **BACHELOR OF SCIENCE**

General Liberal Arts and Sciences

General Education Requirements\* .....60 credits

*Major Concentration*

Mathematics.....45 credits

Open Electives .....15 credits

**Total..... 120 credits**

**Students who choose the major concentration in mathematics must complete: \***

#### **FOUNDATION COURSES**

MATH 131 Foundations of Computing I\*

MATH 260 Calculus I

MATH 231 Foundations of Computing II

MATH 261 Calculus II

MATH 244 Discrete Structures

#### **MAJOR COURSES**

MATH 307 Number Theory

MATH 360 Calculus III

MATH 315 Linear Algebra

MATH 365 Algebraic Structures

MATH 350 Probability: Theory and Applications

MATH 417 Mathematical Modeling<sup>(cc)</sup>

MATH 351 Statistics: Theory and Applications

*and three courses in mathematics selected from the following:*

MATH 329 Numerical Analysis

MATH 395 Special Topics in Mathematics

MATH 352 Math Methods in Data Science

MATH 460 Advanced Calculus I

MATH 362 Differential Equations

MATH 461 Advanced Calculus II

MATH 370 Complex Variables

IASP 585 Applied Cryptography

Mercy College's 15-credit residency requirement in the major concentrations of mathematics, computer science or computer information systems must be satisfied by courses numbered 200 or above.

*Mathematics majors who have not had their mathematics core requirement waived should complete MATH 116 and MATH 201 (rather than MATH 115) as part of their General Education requirements.*

*MATH 201 is a Prerequisite for the major and must be used to fulfill general education requirements.*

*MATH 120 may be waived with division approval.*

Students who wish to minor in Mathematics must complete at least 15 math credits not required to fulfill their major requirements. The student may choose from the following courses: MATH 122, MATH 201, MATH 244, MATH 260, MATH 261, or any level 300+ math courses.

*\*These courses fulfill part of the General Education requirements.*

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## Major Concentration MEDIA STUDIES

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With Concentration: FILM/CULTURE

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LGrasso@mercy.edu

### BACHELOR OF SCIENCE

*General Liberal Arts and Sciences*

General Education Requirements .....60 credits

*Major Concentration*

Media Studies .....48 credits

Open Electives .....12 credits

**Total..... 120 credits**

**Students who choose the major concentration in Media Studies with a concentration in Film/Culture must complete:**

MEDA 209 Film and Culture <sup>(cc)</sup>	MEDA 221 Masters of Film Griffith, Welles and Hitchcock
MEDA 211 The Language of Film	MEDA 399 Internship in Media Studies
MEDA 214 The Dark Genres: Film Noir, Science Fiction, Horror and the Gangster Film	MEDA 400 Senior Seminar

*and four courses (12 Credits) from the following:*

SPCM/ARTT 144 Understanding Movies	MEDA 233 Film & Gender
MEDA 145 Media in America	MEDA 235 Screen Comedy and Clowns
MEDA 212 The Hollywood Western	MEDA 251 European Trends in Film
MEDA 213 Studios and Stars in Hollywood's Golden Age, 1930-1950	MEDA 295 Topics in Film
	MEDA 397 Independent Study

**In addition, students are required to take three courses (nine credits) from the following courses:**

MEDA 258 Fundamentals of Writing for Film and Television	MEDA 262 Introduction to Acting
MEDA 359 Advanced Writing for Film and Television	MEDA 263 Scene Study
MEDA 246 Elements of Theatre	MEDA 282 Play Directing

*and three courses (nine credits) from English Literature 200 and above.*

Students are allowed to take 12 credits of open electives or courses in Media Studies numbered from 110-499 for a secondary concentration chosen in conjunction with the program head.

## Major Concentration **MEDIA STUDIES**

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With Concentration: JOURNALISM

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LGrasso@mercy.edu

### **BACHELOR OF SCIENCE**

General Liberal Arts and Sciences

General Education Requirements .....60 credits

*Major Concentration*

Media Studies .....48 credits

Open Electives .....12 credits

**Total..... 120 credits**

**Students who choose the major concentration in Media Studies with concentration in journalism must complete:**

MEDA 134 Feature Article I<sup>(cc)</sup>

MEDA 145 Media in America

MEDA 399 Internship in Media Studies

### **CONCENTRATION REQUIREMENTS:**

MEDA 130 News Reporting

MEDA 232 Investigative Reporting

MEDA 234 Feature Article II

MEDA 222 Newspaper Publication Practicum I

MEDA 333 Newspaper Publication Practicum II

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### **ADDITIONAL REQUIREMENTS:**

*Students in this major must complete 6 credits selected from the following:*

MEDA 132 Copy Editing and Layout

MEDA 154 Publicity Writing

MEDA 240 Magazine Elements and Design

MEDA 251 Sports Reporting

MEDA 252 The Practice of Public Relations

MEDA 255 Creative Advertising

MEDA 261 Media and the Law

MEDA 275 Photojournalism

MEDA 295 Topics in Media Studies

MEDA 230 Entertainment Writing

MEDA 345 Writing for Digital Media

MEDA 387 Challenges in American Journalism

MEDA 397 Independent Study in Media Studies

*Students in this major must complete 12 credits in a concentration of Media Studies offerings numbered from MEDA 110-499 chosen in conjunction with the program head and six credits in major electives (or major English courses numbered 200 or above).*

*There is an 18-credit residency requirement in the major of Media Studies.*

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Major Concentration  
**MEDIA STUDIES**

With Concentration: RADIO AND TELEVISION PRODUCTION

Louis Grasso, M.A., M.F.A., *Program Head*  
 914-674-7615  
 LGrasso@mercy.edu

**BACHELOR OF SCIENCE**

General Liberal Arts and Sciences

General Education Requirements.....60 credits

Major Concentration

Media Studies .....48 credits

Open Electives .....12 credits

**Total..... 120 credits**

**Students who choose the major concentration in Media Studies with a concentration in radio and television production must complete:**

MEDA 134 Feature Article I

MEDA 145 Media in America

MEDA 399 Internship in Media Studies

**CONCENTRATION REQUIREMENTS:**

MEDA 115 Fundamentals of Television Production<sup>(cc)</sup>

MEDA 110 Radio Production I

or

MEDA 120 Television Studio Production

**ADDITIONAL REQUIREMENTS:**

*Students in this major must complete 15 credits selected from the following:*

MEDA 110 Radio Production I

MEDA 120 Television Studio Production

MEDA 200 Television Performance

MEDA 201 Interview Techniques for Today's Media

MEDA 210 Advanced Radio Production

MEDA 215 Video Editing Workshop

MEDA 220 Advanced Television Workshop

MEDA 295 Topics in Media Studies

MEDA 303 Broadcast Journalism

MEDA 311 Radio Journalism

MEDA 315 Video Editing II

MEDA 321 Television Field Production

SPCM 230 Speaking for Success

*Students in this major must complete 12 credits in a concentration of Media Studies offerings numbered 100-499 in conjunction with the program head and six credits in major electives (or major English courses numbered 200 or above).*

There is an 18-credit residency requirement in the major of Media Studies.

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# Music Production and Recording Arts

*(formerly Music Industry and Technology)*

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Paul Steinman, M.A., *Program Head*  
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PSteinman@mercy.edu

The Music Production and Recording Arts Program is offered in a dedicated recording studio complex exclusively at the Dobbs Ferry campus.

The program is designed to prepare students for careers in the music professions and related media industries with an emphasis on music production, recording engineering, electronic music synthesis and music composition and sound design for visual media. Additional courses in music performance, concert sound and audio system design and installation are offered as electives.

Students are encouraged to take courses in related fields such as game development, animation and video production to expand career possibilities and better understand the industries that employ audio and music specialists.

## **Admission Requirements:**

In addition to applying for general admission to the College, applicants must:

1. Apply separately to and be formally accepted by the Music Production and Recording Arts Program.
2. Complete a separate program application and submit a musical instrument audition video. Admission procedures are available at the department website [www.mercy.edu/liberal-arts/communication-and-arts](http://www.mercy.edu/liberal-arts/communication-and-arts).

## **General Requirements:**

1. Upon admission, students must demonstrate a fundamental understanding of music notation, OR complete MUSI 101 Elements of Music before enrolling in the required MUSI 103 Theory & Musicianship I their first semester.
2. Students must achieve a minimum grade of C in any major course for it to apply towards the degree.
3. Students must maintain an overall GPA of 2.5 in all attempted and completed major courses. If the GPA in the major is less than 2.5, the student will be subject to a formal assessment of his/her aptitude for the subject matter and standing in the program and may be dismissed from the major.
4. Students may be required to repeat or take additional courses to achieve the required GPA.
5. Students must pass a final comprehensive department proficiency exam, and complete an approved portfolio to be eligible for graduation.
6. There is a 24-credit residency requirement for the concentration in Music Production and Recording Arts.
7. Students should enroll in MUSI 101, MTEC 101 and MTEC 110, their first fall semester.
8. Students may substitute a Major Requirement with an approved advanced Major elective with department approval.

**Students pursuing the Bachelors of Science in Music Production and Recording Arts must be able to meet the following requirements to successfully complete the degree.**

- 1) Posses sufficient dexterity and fine motor skills to effectively connect and operate audio and music technology equipment and associated computer peripherals.
- 2) Possess sufficient dexterity and fine motor skills to play chords and scales on a piano keyboard.
- 3) Possess sufficient binaural hearing capabilities for critical listening, editing and mixing

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Major Concentration  
**MUSIC PRODUCTION AND RECORDING ARTS**  
*(formerly Music Industry and Technology)*

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Paul Steinman, M.A., *Program Head*

**BACHELOR OF SCIENCE**

General Education Requirements.....	60 credits
Major Concentration.....	60 credits
<b>Total.....</b>	<b>120 credits</b>

**Students must complete the following:**

**MUSIC (nine credits):**

- MUSI 103 Theory and Musicianship I  
(or waiver exam and approved course substitution)
- MUSI 104 Theory and Musicianship II  
(or waiver exam and approved course substitution)
- MUSC 201 Theory and Musicianship III

**MUSIC PRODUCTION AND RECORDING ARTS  
(36 Credits):**

- MTEC 100 Music Business I
- MTEC 200 Music Business II
- MTEC 101 Audio Production I
- MTEC 201 Audio Production II
- MTEC 301 Audio Production III
- MTEC 302 Audio Production IV<sup>(cc)</sup>
- MTEC 220 Recording Studio Workshop I
- MTEC 110 Electronic Music I
- MTEC 210 Electronic Music II
- MTEC 310 Electronic Music III
- MTEC 335 Survey of Music Production Styles
- MTEC 401 Senior Project

**Major Electives (15 credits):**

Choose five courses from below:  
 Courses in related disciplines may be substituted  
 under advisement by the program.

- MUSI 203 Theory & Musicianship IV
- MUSI 295 Topics in Music
- MTEC 225 Sound Reinforcement
- MTEC 230 Audio System Design and Installation
- MTEC 295 Topics in Music Technology
- MTEC 315 Electronic Music Production IV
- MTEC 318 Electronic Music Performance
- MTEC 320 Recording Studio Workshop II
- MTEC 325 Audio for Video
- MTEC 330 Recording Studio Production Techniques
- MTEC 340 Techniques of Underscoring
- MTEC 350 Advanced Mixing
- MTEC 397 Independent Study
- MTEC 399 Internship in the Music

## Major Concentration **SPANISH**

Alan G. Hartman, D.M.L., *Program Head*  
914-674-7229  
AHartman@mercy.edu

**BACHELOR OF ARTS**

General Liberal Arts and Sciences	
General Education Requirements.....	60 credits
<i>Major Concentration</i>	
Spanish Language and Literature.....	30 credits
Open Electives .....	30 credits
<b>Total.....</b>	<b>120 credits</b>

The program recommends that students in the Spanish major also complete courses in French or Italian to maximize career opportunities. Those seeking certification as foreign language teachers should contact the School of Education for certification requirements.

**Students who choose the major concentration in Spanish must complete:**

SPAN 230 La Gramática Española (recommended for native or heritage speakers of Spanish)

or

SPAN 216 Intermediate Spanish II (recommended for non-native or non-heritage speakers of Spanish)

*and*

FORL 233 Comparative Romance Literatures

SPAN 238 Introduction to Literary Criticism for Hispanic Studies

SPAN 301 Masterworks in the Spanish Language(cc)

*and*

six major Spanish courses numbered 220 and above which must include three major courses designated as Broad and three major courses designated as Focus. The courses listed as Broad are more comprehensive topically than the Focus courses, which emphasize greater depth within a specific topic.

**Broad:**

SPAN 220 Latin America Through Film

SPAN 235 Spanish Culture

SPAN 236 Latin American Cultures

SPAN 237 “Preceptiva Literaria” for Hispanic Studies

SPAN 256 Spain Today

SPAN 258 Latin America Today

SPAN 265 Reading and Composition

SPAN 311 Main Currents in Spanish Civilization I

SPAN 312 Main Currents in Spanish Civilization II

SPAN 349 Contemporary Spanish Literature

SPAN 351 Main Currents in Latin American Civilizations I

SPAN 352 Main Currents in Latin American Civilizations II

SPAN 372 Spanish Conversation

**Focus:**

SPAN 240 Aspects of Caribbean Culture

SPAN 241 Main Currents in Puerto Rican Civilization

SPAN 295 Topics in Literature and Linguistics

SPAN 305 Cervantes and His World

SPAN 325 The Spanish Golden Age

SPAN 344 Nineteenth-Century Spanish Literature

SPAN 346 “Modernismo” in Spain and Latin America

SPAN 347 The Generation of 1898

SPAN 348 The Generations of Ortega y Gasset  
and García Lorca

SPAN 359 Afro-Hispanic Literature

SPAN 397 Independent Study in Spanish

**MINOR CONCENTRATION IN SPANISH (15 Credits)**

Students may minor in Spanish to complement any major. To complete the Spanish minor students must take five courses in Spanish at the 120 level or above.

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# School of Social and Behavioral Sciences

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Karol E. Dean, Ph.D., *Dean*

Mark Sirkin, Ph.D., *Associate Dean*

## DEPARTMENT OF PSYCHOLOGY AND SOCIAL WORK

Mary Knopp Kelly Ph.D., Chair

Psychology\*

Social Work\*\*

## DEPARTMENT OF SOCIAL SCIENCES

Diana D'Amico Juettner, J.D., Chair

Behavioral Science\*

Behavioral Science with specializations in:

Community Health, Gerontology, Health Services Management\*

Criminal Justice\*

Criminal Justice with specialization in Forensics

International Relations and Diplomacy

Legal Studies

Legal Studies with specializations in:

Paralegal Studies\*\*\*

Political Science

Sociology

*\*Program also offered fully online*

*\*\* The social work Major is accredited by the Council on Social Work Education*

*\*\*\* American Bar Association approved program*

Mercy College is a member of the American Association for Paralegal Education. The legal studies major with a specialization in paralegal studies is approved by the standing Committee on Paralegals of the American Bar Association.

## Dual Degree B.S. + M.S. Program

The Bachelor of Science/Master of Science Dual Degree Program is an academic program that allows students interested in the teaching profession as a career choice to earn both a bachelor's degree and a master's degree in an accelerated format. Through this special program, qualified students who major in Behavioral Sciences or Psychology can receive teacher certification in Early Childhood or Childhood Education. A key feature of this program allows students to take up to 15 graduate education credits during their senior years. These can be used toward satisfying their bachelor's as well as their master's degree requirements.

Please see the School of Education Section of this catalog for program and course details.

Major Concentration  
**BEHAVIORAL SCIENCE**

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Yi-Hsuan Chelsea Kuo, Ph.D., *Interim Program Head*  
914-674-7649  
CKuo@mercy.edu

**BACHELOR OF ARTS**

*General Liberal Arts and Sciences*

General Education Requirements.....60 credits

*Major Concentration*

Behavioral Science.....36 credits

Open Electives .....24 credits

**Total..... 120 credits**

**BACHELOR OF SCIENCE**

*General Liberal Arts and Sciences*

General Education Requirements.....60 credits

*Major Concentration*

Behavioral Science.....36 credits

Open Electives .....24 credits

**Total..... 120 credits**

**Students who choose the major concentration in behavioral science must complete:**

BHSC 244 Social Psychology

BHSC 226 Computers for the Social and Behavioral Sciences

BHSC 348 Methodology for the Social and Behavioral Sciences

BHSC 426 Classics in the Social and Behavioral Sciences

*And*

eight elective courses selected under advisement from the major offerings in psychology and/or sociology numbered 200 and above.

At least two major courses in psychology and two major courses in sociology must be completed in residence at Mercy College. BHSC 370 Statistics for the Social and Behavioral Sciences is recommended for students planning to attend graduate school. BHSC/PSYN/SOCL 399 Internship is recommended.

*There is an 18-credit residency requirement in the major concentration of behavioral science.*

*PSYN 101 and SOCL 101 are Prerequisites for the major courses in psychology and sociology and fulfill part of the General Education requirements.*

Major Concentration  
**BEHAVIORAL SCIENCE**

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With Specialization: COMMUNITY HEALTH

Yi-Hsuan Chelsea Kuo, Ph.D., *Program Head*

**BACHELOR OF ARTS**

General Liberal Arts and Sciences  
 General Education Requirements.....60 credits

*Major Concentration*

Behavioral Science.....36 credits  
 Open Electives .....24 credits  


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**Total..... 120 credits**

**BACHELOR OF SCIENCE**

General Liberal Arts and Sciences  
 General Education Requirements.....60 credits

*Major Concentration*

Behavioral Science.....36 credits  
 Open Electives .....24 credits  


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**Total..... 120 credits**

**Students who choose the major concentration in behavioral science with a specialization in community health must complete:**

- BHSC 244 Social Psychology
- BHSC 226 Computers for the Social and Behavioral Sciences
- BHSC 271 Medical Sociology: Health Care in the Modern Society
- BHSC 348 Methodology for the Social and Behavioral Sciences
- BHSC 426 Classics in the Social and Behavioral Sciences
- PSYN 232 Health Psychology
- SOCL 308 Health Care Management
- SOCL 366 Medical Ethics

*and*

four elective courses selected under advisement from the major offerings in psychology and/or Sociology numbered 200 and above.

At least two major courses in psychology and two major courses in sociology must be completed in residence at Mercy College. BHSC 370 Statistics for the Social and Behavioral Sciences is recommended for students planning to attend graduate school. BHSC/PSYN/SOCL 399 Internship is recommended.

*There is an 18-credit residency requirement in the major concentration of behavioral science.*

*PSYN 101 and SOCL 101 are Prerequisites for the major courses in psychology and sociology and fulfill part of the General Education requirements.*

Major Concentration  
**BEHAVIORAL SCIENCE**

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With Specialization: GERONTOLOGY

Yi-Hsuan Chelsea Kuo, Ph.D., *Program Head*

**BACHELOR OF ARTS**

*General Liberal Arts and Sciences*

General Education Requirements.....60 credits

*Major Concentration*

Behavioral Science.....36 credits

Open Electives .....24 credits

**Total..... 120 credits**

**BACHELOR OF SCIENCE**

*General Liberal Arts and Sciences*

General Education Requirements.....60 credits

*Major Concentration*

Behavioral Science.....36 credits

Open Electives .....24 credits

**Total..... 120 credits**

**Students who choose the major concentration in behavioral science with a specialization in gerontology must complete:**

BHSC 244 Social Psychology

BHSC 226 Computers for the Social and Behavioral Sciences

BHSC 282 Perspectives on Aging

BHSC 348 Methodology for the Social and Behavioral Sciences

BHSC 399 Internship in the Social and Behavioral Sciences

BHSC 426 Classics in the Social and Behavioral Sciences

PSYN 232 Health Psychology and Behavioral Medicine

PSYN 315 Aging and Mental Health

*or*

PSYN 239 Adult Development and Aging

SOCL 271 Medical Sociology: Health Care in the Modern Society

*and*

three elective courses selected under advisement from the major offerings in psychology and/or sociology numbered 200 and above.

At least two major courses in psychology and two major courses in sociology must be completed in residence at Mercy College.

BHSC 370 Statistics for the Social and Behavioral Sciences is recommended for students planning to attend graduate school.

BHSC/PSYN/SOCL 399 Internship is recommended

*There is an 18-credit residency requirement in the major concentration of behavioral science.*

*PSYN 101 and SOCL 101 are Prerequisites for the major courses in psychology and sociology and fulfill part of the General Education requirements.*

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Major Concentration  
**BEHAVIORAL SCIENCE**

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With Specialization: HEALTH SERVICES MANAGEMENT

Yi-Hsuan Chelsea Kuo, Ph.D., *Program Head*

**BACHELOR OF ARTS**

*General Liberal Arts and Sciences*

General Education Requirements.....60 credits

*Major Concentration*

Behavioral Science.....36 credits

Open Electives .....24 credits

**Total..... 120 credits**

**BACHELOR OF SCIENCE**

*General Liberal Arts and Sciences*

General Education Requirements.....60 credits

*Major Concentration*

Behavioral Science.....36 credits

Open Electives .....24 credits

**Total..... 120 credits**

**Students who choose the major concentration in behavioral science with a specialization in health services management must complete:**

BHSC 244 Social Psychology

BHSC 226 Computers for the Social and Behavioral Sciences

BHSC 348 Methodology for the Social and Behavioral Sciences

BHSC 426 Classics in the Social and Behavioral Sciences

SOCL 271 Medical Sociology: Health Care in the Modern Society

SOCL 308 Health Care Organization and Management

SOCL 366 Medical Ethics

*and any two of the following:*

ACCT 120 Introduction to Financial Accounting

ACCT 121 Introduction to Management Accounting

BHSC 370 Statistics for the Social and Behavioral Sciences

PSYN 345 Industrial Psychology

SOCL/LAWS/POLS/PSYN 255 Managing Human Conflict I

*and*

three elective courses selected under advisement from the major courses in psychology and/or sociology numbered 200 or above.

BHSC 370 Statistics for the Social and Behavioral Sciences is recommended for students planning to attend graduate school.

BHSC/PSYN/SOCL 399 Internship is recommended.

*There is an 18-credit residency requirement in the major concentration of behavioral science.*

*PSYN 101 and SOCL 101 are Prerequisites for the major courses in psychology and sociology and fulfill part of the General Education requirements.*

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## Major Concentration CRIMINAL JUSTICE

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Mary Cuadrado, Ph.D., *Program Head*  
914-674-7454  
mcuadrado1@mercy.edu

### **BACHELOR OF SCIENCE**

*General Liberal Arts and Sciences*

General Education Requirements.....60 credits

*Major Concentration*

Criminal Justice .....36 credits

Open Electives .....24 credits

**Total..... 120 credits**

### **Students who choose the major concentration in criminal justice must complete:**

CRJU 102 Introduction to the Criminal Justice System	CRJU 253 Policing
CRJU 204 Introduction to Corrections	CRJU 396 Research Methods in Criminal Justice
CRJU/SOCL 212 Criminology	CRJU 401 Senior Seminar in Criminal Justice <sup>(cc)</sup>
CRJU 236 Criminal Court Process	

### **In addition, students must select any five courses in total from criminal justice numbered 200 or above or from the following approved electives:**

LAWS 203 Law of Evidence	SOCL 201 Law, Order, and Justice
LAWS 255 Managing Human Conflict I	SOCL 206 Sociology of Violence
LAWS 256 Managing Human Conflict II	SOCL 236 Social Deviance
PSYN 209 Introduction to Forensic Psychology	SOCL 315 Terrorism
PSYN 244 Social Psychology	SOCL 370 Statistics for the Social and Behavioral Sciences
PSYN 312 Abnormal Psychology	CRJU 399 Internship in Criminal Justice*
PSYN 340 Psychology of Crisis	

\* It is strongly recommended that students who have no experience in the criminal justice field enroll in CRJU 399.

*There is an 18-credit residency requirement in the major concentration of criminal justice.*

*PSYN 101 is a Prerequisite for all PSYN courses numbered 120 and above. SOCL 101 is a Prerequisite for all SOCL courses numbered 120 and above. PSYN 101 and SOCL 101 fulfill part of the General Education requirements. All the courses in this category fulfill Liberal Arts requirements.*

Students may also participate in the CASAC-T Credentialed Alcoholism and Substance Abuse Counselor Standardized 350-Hour Education and Training Program.

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Major Concentration  
**CRIMINAL JUSTICE**

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With Specialization: FORENSICS

Mary Cuadrado, Ph.D., *Program Head*

914-674-7454

mcuadrado1@mercy.edu

**BACHELOR OF SCIENCE**

*General Liberal Arts and Sciences*

General Education Requirements .....60 credits

*Major Concentration*

Criminal Justice .....39 credits

Open Electives .....21 credits

**Total..... 120 credits**

**Students who choose the major concentration in criminal justice with a specialization in forensics must complete all of the following courses:**

CRJU 102 Introduction to the Criminal Justice System

CRJU 204 Introduction to Corrections

CRJU 212 Criminology

CRJU 236 Criminal Court Process

CRJU 253 Policing

CRJU 255 Crime Scene Investigation

CRJU 256 Criminal Investigation

CRJU 396 Research Methods in Criminal Justice

CRJU 401 Senior Seminar in Criminal Justice<sup>(cc)</sup>

LAWS 203 Law of Evidence

PSYN 209 Introduction to Forensic Psychology

SINC 161 Forensic Science I

SINC 162 Forensic Science II

*There is a 21-credit residency requirement in the major concentration of criminal justice with specialization in Forensics.*

*PSYN 101 is a Prerequisite for all PSYN courses numbered 120 and above. SOCL 101 is a Prerequisite for all SOCL courses numbered 120 and above. PSYN 101 and SOCL 101 fulfill part of the General Education requirements. All the courses in this category fulfill Liberal Arts requirements.*

Major Concentration  
**INTERNATIONAL RELATIONS AND DIPLOMACY**

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Eduardo Zachary Albrecht, Ph.D., *Program Head*  
914-674-3025  
ealbrecht@mercy.edu

**BACHELOR OF SCIENCE**

General Education Requirements.....	60 credits
Major Requirements .....	27 credits
Language Requirements .....	6 credits
Major Electives .....	9 credits
Open Electives .....	18 credits
<b>Total.....</b>	<b>120 credits</b>

Students who choose the major concentration must complete:

**Major Requirements:** Nine courses (27 credits) listed below.

IRDP 110 (SOCL110) World Cultures	IRDP 356 (POLS 356) International Negotiation and Diplomacy
IRDP 252 (SOCL 252) Globalization	IRDP 420* International Security, Threats, and Conflicts <sup>(cc)</sup>
IRDP 372 (POLS 372) International Organizations: Fundamentals	IRDP 471 Capstone Project 1
IRDP 373 (POLS 373) International Organizations: Model UN	IRDP 472 Capstone Project 2
IRDP 340 (POLS 340) Art and Science of International Relations	

**And**

Language Requirements: Two courses (6 credits). This requirement may be waived by taking two language courses (6 credits) at another institution, or by demonstrating competency in a foreign language. Please note: this requirement is in addition to the two language courses (6 credits) that are part of the General Education Requirements.

**And**

Major Electives: Three courses (9 credits) designated as IRDP major electives may be chosen from this list (other courses may be so designated by permission of the program head):

HIST 309 Europe-1914 to the Present	SOCL 249 Race, Culture and Ethnicity
HIST 332 China in History: From Antiquity to the Present	ECON 250 (INBU 250) International Business
HIST 333 Asia in Revolution	SPCM 250 (PSYN 250) Psychology of Communication
HIST 336 Africa: Colonialism and Independence	IRDP 441 Model UN 2
HIST 367 (POLS 367) American Foreign Policy	IRDP 442 Model UN 3
ENGL 257 Latin American Literature	IRDP 431 Study Abroad 1
ENGL 263 (HIST 263) Black Atlantic World	IRDP 432 Study Abroad 2
ENGL 352 Contemporary African Literature	IRDP 461 Internship 1
IRDP 295 Contemporary Issues	IRDP 462 Internship 2
SOCL 206 Sociology of Violence	

*There is an 18-credit residency requirement in the major concentration of international relations and diplomacy.*

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## Major Concentration **LEGAL STUDIES**

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Donna F. Bookin, J.D., *Program Director*  
914-674-7441  
DBookin@mercy.edu

### **BACHELOR OF SCIENCE**

*General Liberal Arts and Sciences*

General Education Requirements.....60 credits

*Major Concentration*

Legal Studies\* .....36 credits

Open Electives .....24 credits

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**Total..... 120 credits**

Students who choose the major concentration in Legal Studies must complete:

LAWS 130 Introduction to Legal Studies

LAWS/SOCL/POLS/PSYN 255 Managing Human Conflict I

LAWS 310 Introduction to the Law School Experience **OR**

LAWS 220 The Art of Legal Reasoning

LAWS/POLS 361 Constitutional Law and Policy<sup>(cc)</sup>

and

five additional courses in Legal Studies numbered 203 or above or Paralegal Studies courses numbered 201 or above.

and

three courses from the following:

LAWS 203 Law of Evidence

LAWS 220 The Art of Legal Reasoning

LAWS 235 Argumentation, Debate and the Court Room

LAWS 210 Exploring the Courts in New York

LAWS 256 Managing Human Conflict II

LAWS 295 Contemporary Issues in Legal Studies

LAWS 310 Introduction to the Law School Experience

LAWS 380/381 Cooperative Education in Legal Studies I and II

ENGL 304 Applied English Grammar

ENGL 404 The Structure and Form of English

Any Political Science course numbered 300 or above.

*There is an 18-credit residency requirement in the major concentration in Legal Studies.*

*\*Note: No more than 12 credits of Paralegal Studies courses may be taken for the Legal Studies major.*

Major Concentration  
**LEGAL STUDIES**

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With Specialization: Paralegal Studies

Donna F. Bookin, J.D., *Program Director*

**BACHELOR OF SCIENCE**

*General Liberal Arts and Sciences*

General Education Requirements.....60 credits

*Major Concentration*

Legal Studies.....36 credits

Open Electives .....24 credits

**Total..... 120 credits**

**Students who choose the major concentration in Legal Studies: Specialization in Paralegal Studies must complete:**

LAWS 130 Introduction to Legal Studies

LAWS/SOCL/POLS/PSYN 255 Managing Human Conflict I

LAWS/POLS 361 Constitutional Law and Policy<sup>(cc)</sup>

PARA 260 Legal Research and Writing I

PARA 300 Legal Research and Writing II

PARA 206 Substantive Law and Document Drafting

PARA 302 Litigation

PARA 410 Advanced Seminar in Paralegal Studies

*and*

two courses in Paralegal Studies numbered PARA 201 through PARA 303 and two additional courses from Paralegal Studies numbered 201 or above, or LAWS numbered 203 or above.

*There is an 18-credit residency requirement in the major concentration in Paralegal Studies.*

Mercy College is a member of the American Association for Paralegal Education. The Paralegal Studies major is approved by the Standing Committee on Paralegals of the American Bar Association.

**PARALEGALS ARE NOT LICENSED TO PRACTICE LAW.**

Paralegals work under the direct supervision of an attorney who is responsible for the work product of the paralegal.

Major Concentration  
**LEGAL STUDIES**

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With Specialization: Political Science

Donna F. Bookin, J.D., *Program Director*

**BACHELOR OF SCIENCE**

*General Liberal Arts and Sciences*

General Education Requirements.....60 credits

*Major Concentration*

Legal Studies.....36 credits

Open Electives .....24 credits

Total .....120 credits

**Students who choose the major concentration in Legal Studies with a Specialization in Political Science must complete:**

LAWS 130 Introduction to Legal Studies

LAWS/SOCL/POLS/PSYN 255 Managing Human Conflict I

LAWS/POLS 361 Constitutional Law and Policy(cc)

PARA 260 Legal Research and Writing I *OR* LAWS 220 The Art of Legal Reasoning

POLS/LAWS 364 Community, State and Regional Politics

*and*

four courses in Political Science numbered 282 or above.

*and*

three courses from the following:

Any Legal Studies course numbered 203 or above

ENGL 304 Applied English Grammar

ENGL 404 The Structure and Form of English

*There is an 18-credit residency requirement in the major concentration in Legal Studies with a Specialization in Political Science*

Major Concentration  
**PSYCHOLOGY**

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Ellen F. Sperber, Ph.D., *Program Head*  
914-674-7338  
ESperber@mercy.edu

**BACHELOR OF ARTS**

*General Liberal Arts and Sciences*

General Education Requirements.....60 credits

*Major Concentration*

Psychology .....36 credits

Open Electives .....24 credits

**Total..... 120 credits**

**BACHELOR OF SCIENCE**

*General Liberal Arts and Sciences*

General Education Requirements.....60 credits

*Major Concentration*

Psychology .....36 credits

Open Electives .....24 credits

**Total..... 120 credits**

**Students who choose the major concentration in psychology must complete:**

PSYN 210 Modern Psychology in Historical Perspective<sup>(cc)</sup>

PSYN 320 Psychobiology

PSYN 370 Statistics for the Social and Behavioral Sciences

PSYN 372 Experimental Psychology I: Methodology

PSYN 374 Experimental Psychology II: Applications (*Must be taken concurrently for students who entered in Fall 2018 and thereafter*)

PSYN 426 Classics in the Social and Behavioral Sciences

In addition to these six required courses, six major elective courses in psychology numbered 200 or above must also be completed.

Once psychology is declared as the major, it is recommended that a Psychology Advisor be contacted to be sure that all graduation requirements are met.

*There is an 18-credit residency requirement in the major concentration of psychology.*

*PSYN 101 is a Prerequisite for the major courses in psychology and fulfills part of the General Education requirements.*

### Suggested Courses for Students Planning to Attend Graduate School in Psychology

It is recommended that students planning to attend graduate school should complete the six required courses for the major, as listed above, in addition to selecting at least six courses from the following list:

Psychology of Learning	Health Psychology
Abnormal Psychology	Psychological Tests and Measurements
Psychology of Personality	Social Psychology
Cognitive Psychology	Child Psychology

## Additional Academic Opportunities

### Dual Degree in Psychology and Education Program (B.S. in Psychology + M.S. in Education)

The Bachelor of Science/Master of Science Dual Degree Program is an academic program that allows students interested in the teaching profession as a career choice to earn both a bachelor's degree and a master's degree in an accelerated format. Through this special program, qualified students who major in psychology can receive teacher certification in Early Childhood or Childhood Education. A key feature of this program allows students to take up to 15 graduate education credits during their senior years. These can be used toward satisfying their bachelor's as well as their master's degree requirements.

#### Requirements for Dual Degree

Psychology students planning to complete the Dual Degree and receive the teaching certification in Early Childhood or Childhood Education must complete the 36 credits required for the undergraduate psychology major as described above, including Child Psychology (PSYN 254). They may take 3 graduate education credits in their upper junior semester and an additional 12 credits in their senior year. In addition, they must maintain at least a 3.0 GPA. Students may apply in their senior year for admissions to the M.S. Graduate Education Program. Please see the School of Education Section of this catalog for program and course details.

#### Suggested Courses for Dual Degree

It is further suggested that students complete several elective courses from the following list:

Psychology of Learning	Psychology of the Exceptional Child
Cognitive Psychology	Psychological Disorders of Childhood and Adolescence
Psychological Tests and Measurements	

## Four Plus One Program

### (B.S. in Psychology + M.S. in Psychology)

Qualified undergraduate psychology students have an opportunity to complete the M.S. psychology degree in one year. Students can complete the 36-credit degree by taking three graduate credits each semester of their senior year (for a total of six credits), which will apply toward the graduate and undergraduate degree. Once the B.S. is completed, they can complete the M.S. degree within a single academic year.

#### Requirements for the Four Plus One Program

Student must meet the admissions criteria for the M.S. degree in psychology including: at least a 3.0 GPA, a grade of B or higher in statistics (PSYN 370), and completion of 90 undergraduate credits. Students may apply in their junior year to the M.S. psychology Program. See Graduate Catalog for specific requirements for M.S. psychology degree and Four-Plus-One Degree.

### CASAC-T Credentialed Alcoholism and Substance Abuse Counselor

Students may also participate in the CASAC-T Credentialed Alcoholism and Substance Abuse Counselor Standardized 350-Hour Education and Training Program.

### **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 the 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 Counseling courses are required for completion of the CASAC-T Credential:**

PSYN/BHSC/SOCL 262 Alcohol Drugs and Behavior

CRJU 206 Deviation and Therapy

BHSC/SOCL 202 Ethics and Family or

BHSC/SOCL 366 Medical Ethics

PSYN 232 Health Psychology

BHSC/PSYN/SOCL 399 Internship in the Social and Behavioral Sciences

PSYN 101 Introduction to Psychology

PSYN/SOCL/BHSC 244 Social Psychology

BHSC/SOCL 269 Strategies for Alcohol/Substance Abuse Providers

Each course represents 45.0 CASAC Clock Hours with the exception of Internship which must be taken as a 6 credit course and represents 90.0 CASAC Clock Hours.

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

Major Concentration  
**SOCIAL WORK**

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Carol Bennett-Speight, D.S.W., L.S.W., *Program Director*  
 914-674-7603  
 cbennettspeight@mercy.edu

**BACHELOR OF SOCIAL WORK (BSW)**

*General Liberal Arts and Sciences*

General Education Requirements.....60 credits

*Major Concentration*

Social Work .....45 credits

Open Electives .....15 credits

**Total..... 120 credits**

**Students who are accepted into the major concentration in social work must complete:**

- |   |  |
|---|--|
| SOWK 311 Human Behavior and the Social Environment I  | SOWK 426 Influencing Communities, Organizations and Social Policy II |
| SOWK 312 Human Behavior and the Social Environment II |  |
| SOWK 314 Issues of Diversity in Social Work Practice  | SOWK 431 Field Practicum I <sup>(cc)</sup>                           |
| SOWK 322 Social Work Practice I                       | SOWK 432 Field Practicum II  |
| SOWK 332 Social Work Research                         | SOWK 435 Social Work with Children and Adolescents                   |
| SOWK 342 Social Welfare Policy and Services           | or   |
| SOWK 423 Social Work Practice II                      | SOWK 436 Social Work in Health and                                   |
| SOWK 424 Social Work Practice III                     | Mental Health Services   |

**The following general education courses should be completed:**

- |   |  |
|---|--|
| PSYN 101 Introduction to Psychology                         | SOWK/ BEH/ 201 Introduction to Social Work |
| SOCL 101 Introduction to Sociology                          | BIOL 110 Introduction to Human Biology     |
| CISC 120 Introduction to Computers and Application Software |  |

Students majoring in social work should consult with their social work advisor regarding the proper sequencing of courses and the selection of electives to meet major requirements. Students must maintain a 2.8 GPA in major courses and achieve a grade of B- or better in the Field Practicum in order to continue in the social work major. There is a 24-credit residency requirement in the major concentration of social work. There is a five-year statute of limitations on required social work courses. Exceptions may be approved by the director of the program.

### **Admission to the Major**

A student who would like to major in social work must apply for admission to the social work program. The purpose of the admissions process is to help students to consider and assess their understanding and interest in social work as well as their readiness and capacity to assume the expectations of the program. Program faculty will similarly assess student readiness and ability to meet the requirements of the Major.

### **Criteria for Admission to the Social Work Program**

*Students applying to the social work major should:*

1. Have completed at least 45 credits.
2. Have achieved, at least, a cumulative grade point average of 2.60 (on a 4.0 scale)
3. Have an interest in or demonstrated capacity to provide help to people.
4. Demonstrate the aptitude for and/or motivation to enhance skills in clear oral and written expression and the ability to think conceptually and analytically.
5. Meet for an individual interview with the Social Work Program Director, or designate.

During the interview, the student and Program Director will explore the student's interests, experience skills and goals and discuss the requirements of the social work major. This meeting includes acknowledgement on behalf of the student of the demands and time requirements of the senior-year field practicum.

In its review, the Program Admissions Committee will take into account all aspects of the student's application and presentation. The Committee has the authority to make any exceptions to its admissions policy in accepting an applicant and makes the final decision on an applicants' suitability.

After completing the application process, the admissions committee will determine if the student:

- is admitted to the social work program
- offered provisional admission, indicating the specific criteria the student must meet for full admission.
- or denied admission.

The student will receive a formal letter from the Program Director informing him/her of the Committee's decision.

Students must apply for admission to the social work major by the end of their sophomore year. They should contact the director of the Social Work Program for information and application procedures for admission to the major.

Transfer students are encouraged to contact the Social Work Program for application materials at the same time they are applying for admission to the College. Freshmen and sophomores intending to apply for admission to the Social Work Program should declare Pre-Social Work as their major. Students usually enter the Social Work Program at the beginning of their junior year, in the fall semester, following completion of the application process and acceptance for admission to the program.

### **Accreditation**

Mercy College offers a B.S.W. degree in social work that is approved by the New York State Education Department. The Social Work Program has been accredited by the Council on Social Work Education.

### **TERMINATION/APPEALS PROCEDURE**

In order to remain in the Social Work Program, a student

1. Must maintain a 2.8 grade point in social work major courses.
2. Must receive a passing grade of at least a C in the field practicum
3. Must maintain appropriate professional conduct.
4. Should demonstrate competency or satisfactory progress towards achieving in written and verbal communication to function satisfactorily in the field

*Professional conduct includes, but is not limited to:*

1. Engaging in social work practice under the influence of drugs or alcohol.
2. Behavior that interferes with the student's academic or professional functioning.
3. Behavior that jeopardizes the welfare of clients.
4. Behavior that is disruptive to the learning of other students or co-workers.
5. Exploitation of a professional relationship for personal gain, etc.

6. Participating or condoning dishonesty, fraud, misrepresentation or deception in the context of one's educational experience or professional role.
7. Breach of professional confidentiality.
8. Engaging in any form of discrimination.

Students will be notified in writing by their faculty advisor, faculty field liaison, or course instructor if they are at-risk for failing to meet these requirements, and a collateral meeting will usually follow with either the Program Director or Field Coordinator regarding the situation.

### THE EDUCATIONAL REVIEW COMMITTEE

The Educational Review Committee (ERC) functions as a consultative and decision-making committee on students at risk in meeting expected standards in the class or in the field, on students who fail to meet expected standards for continuance in the Social Work Program, and on the suitability of the student's educational experience for learning.

*Composition:* The Educational Review Committee is composed of 3-4 Social Work faculty members, including the Program Director who serves as Chair; and a student who attends if the student under review wishes him/her to be present. If three faculty members cannot attend, the Chair will appoint a member of the Program Advisory Board (or other person e.g. Division faculty or a field instructor) to serve on the Committee. If a faculty member is presenting a student's situation to the Committee, s/he will not serve on the Committee and another member shall serve in his/her place. As the chair, the Program Director will attend all Educational Review Committee meetings and cannot be a designated advisor to a student going up for review. The Field Coordinator cannot be the advisor of a student going up for review due to Field related issues. For specific information regarding resolving Field issues and the Educational Review Committee, please refer to the Field Educational Manual.

The current social work majors will elect a student representative. An alternate student member shall be similarly designated and serve in the absence of the regular student member. Both students must be in good standing and able to assume this important, impartial educational role.

*Function:* The primary functions of the Educational Review Committee are:

- 1) To provide consultation to the faculty advisor or faculty field liaison and student on questions related to the student's academic and fieldwork performance and the quality and appropriateness of the field placement experience.
- 2) To make dispositional judgments and offer alternative recommendations if the student fails to meet academic or field practicum requirements in the major, violates educational or professional standards of conduct, or the student requests review of an educational issue in which the advisor and student did not agree or which may require an exception to policy.

Decisions may include a change of field placement, an extension of the semester, or in the case of failure, repetition of the semester in field work, probation, intermittence or termination from the social work major.

*Procedures of referral and review:* A faculty member or student may initiate a request for Committee review. If the student's academic or field performance is at risk or at a failing level, **the following steps** should be followed.

1. Emphasis should be on early identification of problems with the focus on exploration and problem identification including any variables in the academic course situation or field placement that may be adversely influencing the student's capacity to learn and meet performance expectations. In the case of a field issue, every effort should be made to address the problems at this level and will usually include meetings between the student, field instructor, and faculty member (field liaison). In the event that the issue cannot be resolved at this level, the Field Education Coordinator will play a more active role in determining the best course of action. This includes the decision to request a Committee review.
2. If a student is at risk or fails to meet the Program's academic requirements, the student should be presented for review by the Committee. Those standards are identified on page 14 of the Social Work Student Handbook.
3. The faculty advisor and/or faculty field liaison (depending on where the problems are located must send a written detailed summary (the Guideline is available in the Social Work Program Office). In preparing the report, the faculty member may wish to contact the student's current classroom instructors to request a brief review of the student's current class performance. A student initiating a consultation with the ERC should prepare a statement, identifying the issue, question, or request and offer supporting data.

**Please note:**

**The Field Education Coordinator cannot serve as a student's advisor in matters relating to field work.**

The Report should be sent to the Committee Chair at least 4 days prior to the meeting.

The faculty member or student who initiates the request for Committee review contacts the Chair, who will arrange a meeting time and ensures that copies of the Report are sent to the student and committee members at least 4 days prior to the meeting.

Students may bring a student advocate, who is a social work major, and should notify the Chair in advance. Students should also indicate if they want the student member present during the meeting. Field Instructors will not routinely attend meetings of the ERC, but may be invited at the discretion of the Chair. Faculty and students should direct any requests for attendance by the field instructor a week prior to the meeting.

4. The Chair will notify the student indicating any decisions that were made. A copy of the Report and a summary of the meeting will be kept in the student's program file.

**APPEAL:** Students may appeal a Committee decision by contacting the SSBS Dean within two weeks after receipt of the recommendations from the ERC. The SSBS Dean or Associate Dean will review all of the relevant documentation. A written decision shall be sent to both the student and Academic Unit Head/or Program Director within one week after the meeting. The decision rendered by the SSBS Dean is final; no additional appeals will be permitted.

Major Concentration  
**SOCIOLOGY**

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**BACHELOR OF ARTS**

General Liberal Arts and Sciences  
General Education Requirements .....60 credits

*Major Concentration*

Sociology .....36 credits  
Open Electives .....24 credits  

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**Total ..... 120 credits**

**BACHELOR OF SCIENCE**

General Liberal Arts and Science  
General Education Requirements .....60 credits

*Major Concentration*

Sociology .....36 credits  
Open Electives .....24 credits  

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**Total ..... 120 credits**

**Students who choose the major concentration in sociology must complete: \***

- SOCL 226 Computers for the Social and Behavioral Sciences
- SOCL/LAWS/POLS/PSYN 255 Managing Human Conflict I
- SOCL/BHSC 249 Race, Culture and Ethnicity<sup>(cc)</sup>
- SOCL 348 Methodology for the Social and Behavioral Sciences
- SOCL 370 Statistics for Social and Behavioral Sciences
- SOCL 426 Classics in the Social and Behavioral Sciences

*and*

five major elective courses in sociology numbered 200 and above selected under advisement.

*There is an 18-credit residency requirement in the major concentration of sociology.*

*\* SOCL 101 is a Prerequisite for the major courses in sociology and fulfills part of the General Education requirement.*

Students may also participate in the CASAC-T Credentialed Alcoholism and Substance Abuse Counselor Standardized 350-Hour Education and Training Program.

# General Education Curriculum

The General Education Curriculum has two distinct but interrelated purposes. First, it is designed to ensure that students have a certain breadth of knowledge. That knowledge is drawn from the liberal arts and sciences, and extends beyond the specialization of a major field. Second, the General Education Curriculum is designed to ensure that students develop the basic competencies that support continued growth and achievement in careers and in the professions. To achieve these goals, the General Education Curriculum has been designed with the following components:

## **Liberal Arts Core / Competency Skills ..... 18 credits**

CINQ 101 Critical Inquiry  
 ENGL 111 Written English and Literary Studies I  
 ENGL 112 Written English and Literary Studies II  
 SPCM 110 Oral Communication  
 MATH 115 Mathematics for the Liberal Arts  
 or MATH 116 College Algebra or a higher-level math course  
 JRSM 301 Junior Seminar

## **Liberal Arts Disciplinary Groupings ..... 24 credits**

Choose three credits from each of the eight groupings:

Literature and Communication  
*Literature, Speech, Communication*  
 Language and Cultural Perspectives\*  
*World Languages*  
 Ethical Perspectives  
*Philosophy, Religion*  
 Historical and Global Perspectives  
*History, Political Science*  
 Mathematics and Information Technology  
*Mathematics, Computer Information Science*  
 Scientific Perspectives  
*Biology, Chemistry, Physics, Exercise Science*  
 Social Perspectives  
*Sociology, Psychology, Economics*  
 The Arts  
*Art, Art History, Music, Theatre, Film*

## **Choose 18 credits with advisement from any combination of the eight groupings ..... 18 credits**

(Note: Some 200-level major Prerequisite courses may be used to fulfill this requirement).

**Total ..... 60 credits**

- For Language credit a student must have the equivalent of an intermediate (level 116 or higher) course. Credit for any language course may be earned through traditional coursework, transfer credit or through an authorized proficiency exam.

Before being awarded a degree, all students are expected to demonstrate an appropriate level of competence in the essential skills of a college graduate. Assessments will occur in courses within the General Education curriculum — including the Critical Inquiry course and the Junior Seminar.

General education is the foundation for academic and career success and is intended to develop the skills and attitudes that Mercy’s faculty believes every educated person should possess. The courses provide the transferable skills that are required of students to be successful within their major study. General Education courses stimulate understanding of personal, social and civic values as well as scientific principles and ethics. The courses lead to the appreciation of diverse cultures and mastery of multiple modes of inquiry. They teach effective analysis and communication, and promote the importance of creativity to the human spirit. Through General Education, students acquire breadth of knowledge, gain competence to be lifelong learners and develop an awareness of how their entire college coursework shapes the quality of their lives.

**The essential skills, as determined by the faculty of Mercy College, are:**

1. Written communication
2. Oral communication
3. Critical thinking
4. Reading fluency
5. Quantitative reasoning
6. Information literacy

The pursuit of competence in these areas is a process of intellectual and personal growth.

Through regular assessment, students will come to recognize both their strengths and weaknesses, and learn to build on their achievements while improving the areas in which they are deficient.

Assessment begins with placement tests for freshmen that evaluate the student’s current level of accomplishment and indicate the appropriate initial course placement.

As freshmen, students register for a section of the Critical Inquiry course. In this course, students are introduced to the critical thinking, critical reading and information literacy competencies. Each course section focuses on a particular topic through which these competencies are achieved. Students analyze assigned readings, prepare and respond to arguments related to that topic, and complete projects that require research and assessment of relevant print and online sources. Many students in the Critical Inquiry course have the opportunity to express themselves through digital storytelling and the development of e-portfolios. The Critical Inquiry course helps students learn how to engage effectively with the learning environment and how to best grow academically through their Mercy education.

In their junior year (and after successfully completing the Critical Inquiry course and other *Prerequisites*), students register for the Junior Seminar General and Education capstone course. Junior Seminar helps ensure that students have achieved an acceptable level of performance, and practical application, of the competencies covered across the General Education curriculum. Topics for Junior Seminar sections are diverse, and students may choose their section according to their major, area of concentration or general interests. The course is conducted in intensive seminar format; students research various aspects of the seminar topic and give multiple presentations in written and oral form. Students also have the opportunity to express themselves through digital storytelling and the development of e-portfolios in the Junior Seminar course.

Formative assessment continues throughout the students’ undergraduate experience. The process enables all students to monitor their progress in learning each skill. The College’s academic support services are available to assist students in their skill development, including the libraries, the Learning Centers, Career Planning and Placement, etc.

## Written Communication

Written communication involves the ability to express ideas clearly and effectively through writing. At the completion of the General Education curriculum, students should be able to:

1. Write appropriately to context, audience, and purpose
2. Use appropriate content to illustrate comprehension of a subject

3. Execute appropriate conventions particular to a specific discipline and/or writing task
4. Use relevant sources to develop ideas that are appropriate for the discipline and genre of the writing
5. Communicate meaning to readers with clarity and fluency

## **Oral Communication**

Oral communication involves the ability to comprehend and to speak in Standard English with precision and clarity. At the completion of the General Education curriculum, students should be able to:

1. Create and communicate a compelling central message
2. Use a discernible organizational pattern that makes the content of the presentation cohesive
3. Select language choices that are appropriate for the audience
5. Demonstrate delivery techniques appropriate for extemporaneous speaking
6. Incorporate a variety of types of relevant, credible supporting materials

## **Critical Thinking**

Critical thinking involves the ability to analyze and interpret insightfully and in depth. At the completion of the General Education curriculum, students should be able to:

1. Evaluate the viewpoints or assumptions of others
2. Evaluate their own viewpoints or assumptions
3. Create a specific position (perspective, thesis/hypothesis) that takes into account the complexities of an issue
4. Synthesize information from sources
5. Draw logical conclusions and identify consequences and implications

## **Reading Fluency**

Reading fluency involves the ability to read and understand primary and secondary sources. At the completion of the General Education curriculum, students should be able to:

1. Evaluate the explicit message of a text and its main supporting elements
2. Explain possible implications of the text beyond its explicit message
3. Evaluate texts for significance and relevance
4. Analyze text structure or other textual features

## **Quantitative Reasoning**

Quantitative reasoning involves the ability to use established methods of computation and contemporary technology to analyze issues and answer questions germane to their environment. At the completion of the General Education curriculum, students should be able to:

1. Model relevant information into a mathematical representation
2. Use logic and calculations to solve problems
3. Use quantitative information to support an argument or make an inference
4. Analyze quantitative data to make judgments and draw conclusions
5. Use computing technology to solve problems efficiently and effectively

## Information Literacy

Information literacy involves the ability to identify, retrieve, evaluate, organize, cite properly and use a wide range of resources including print, graphic and electronic for independent learning and practical problem solving. At the completion of the General Education curriculum, students should be able to:

1. Determine the nature and extent of the information needed
2. Select the most appropriate investigative methods or information retrieval systems for accessing the needed information
3. Evaluate information and its sources critically
4. Use information effectively to accomplish a specific purpose
5. Access and use information ethically and legally

A student may meet the requirements of the general education curriculum through a combination of several approaches.

1. **Courses.** The student earns credits by achieving a passing grade in the individual courses designated in the general education curriculum.
2. **Honors Courses.** The student earns credits by achieving a passing grade in designated Honors courses that fulfill general education requirements:
3. **Credit-Bearing Exams.** With the approval of individual schools, a student may earn credit for general education courses by successfully passing a standardized examination (for example, the Advanced Placement examination).
4. **Departmental Waiver.** Departments responsible for general education courses may waive their general education courses for students who demonstrate exceptional skill or achievement according to departmental placement tests or other criteria established by the department.
6. **Transfer Courses.** The student earns credits in the general education curriculum by transferring approved courses with a grade of C or better from accredited institutions of higher education.
7. **Associate's Degrees.** Mercy College recognizes an associate's degree with 48 credits in the liberal arts and sciences from an accredited institution of higher education, and with an average grade of C or better, as equivalent to complete the requirements of the Mercy College general education curriculum. Exceptions may include ENGL 111 and 112 SPCM 110 and any general education course set out as a *Prerequisite* for a student's major field of study.
8. **Bachelor's Degrees.** Mercy College recognizes a bachelor's degree with 48 credits in the liberal arts and sciences from an accredited institution of higher education, and with an average grade of C or better, as equivalent to completion of the requirements of the Mercy College general education curriculum. Exceptions may include ENGL 111 and 112 SPCM 110 and any general education course set out as a *Prerequisite* for a student's major field of study.
9. **Learning on Location.** This course is offered by different academic disciplines in various topics.

For example, **ARTT 199: Learning on Location: Metropolitan Museum**

This course for general education credit is intended for students to take advantage of the rich opportunities for learning beyond the classroom presented in the New York Metropolitan area. Significant portion of class time will be spent at the actual location(s) around which the topic will be explored; examples are the courts, museums, the theater, the environment, ethnic neighborhoods, etc. Classroom time will cover preparation, critical reviews, writing and oral discussion as well as evaluation of student work. *Prerequisites:* ENGL 110. 3 sem. hrs. 3 crs.

## General Education Designated Courses

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### CORE COURSES

#### Written Communications - (6 crs.)

ENGL 111 Written English & Literature I

ENGL 112 Written English & Literature II

Or

ENGL 191 Honors English I

ENGL 192 Honors English II

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#### Oral Communications Requirement (3 crs.)

SPCM 110 Oral Communications

SPCM 190 Honors Speech

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#### Critical Inquiry (3 crs.)

CINQ 101 Critical Inquiry

*Waived for transfer students with 30+ credits.*

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#### Mathematics Requirement (*Depending on Placement and Major*) (3 crs.)

MATH 115 Math for Liberal Arts

MATH 116 College Algebra

MATH 190 Honors Math

MATH 201 Pre-Calculus

MATH 260 Calculus

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#### Junior Seminar Requirement (3 crs.)

JRSM 301 Junior Seminar

*To be taken upon completion of ENG 112, SPCM 110, Mathematics Requirement. Students will register for the course after completing 60 credits and before attaining 91 credits*

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#### Mathematics & Information Technology (3 crs.)

CISC/MATH 120 Introduction to Computers and Application Software (*or take the Challenge Waiver Exam. If the exam is passed then student needs to replace the course with CISC 131 Foundations of Computing I, MATH 117 Introduction to Statistical Reasoning, or MATH 122 Statistics*)

## Disciplinary Groupings

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### Literature & Communication (3 crs.)

ENGL 207 American Lit Survey I: Beginnings to 1865  
 ENGL 208 American Lit Survey 2: 1865-Present  
 ENGL 212 Science Fiction  
 ENGL 214 Cyberpunk / Tech-Noir  
 ENGL 217 Introduction to Creative Writing: Fiction  
 ENGL 218 Creative Writing: Poetry  
 ENGL 219 Creative Writing: Nonfiction  
 ENGL 220 The Short Story  
 ENGL 225 Classical Literature  
 ENGL 230 The Bible as Literature  
 ENGL 234 Literature by Women  
 ENGL 239 American Studies  
 ENGL 240 From Literature to Film  
 ENGL 242 Literature and Psychology  
 ENGL 243 Shakespeare in Music and Drama  
 ENGL 249 American Gothic  
 ENGL 257 Latin American Literature  
 ENGL 259 Oral Performance of Literature  
 ENGL 263 The Black Atlantic World: Literature/History  
 ENGL 265 Introduction to Playwriting  
 ENGL 267 Caribbean Literature  
 ENGL 268 Harlem Renaissance  
 ENGL 269 Hispanic/Latino Literature  
 ENGL 270 British Novel: 1750 to 1900  
 ENGL 271 Modern British Novel: 1900 to Present  
 ENGL 275 Modern American Fiction  
 ENGL 276 Contemporary American Literature  
 ENGL 280 History of Drama  
 ENGL 281 Modern Drama  
 ENGL 285 Modern Poetry  
 ENGL 304 Modern English: Writing in Style

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### Language & Cultural Perspectives (3 crs.)

*Choose one intermediate level language course*

ARAB 116 Communicating in Arabic  
 AMSL 116 Intermediate Sign Language  
 FREN 116 Communicating in French  
 ITAL 116 Communicating in Italian  
 ITAL 215 Intermediate Italian I  
 ITAL 216 Intermediate Italian II  
 SPAN 116 Communicating in Spanish  
 SPAN 215 Intermediate Spanish I  
 SPAN 216 Intermediate Spanish II  
 SPAN 121 Spanish for Heritage Speakers  
 SPAN 225 Spanish for Community Services  
 SPAN 275 Beginning Spanish for Business  
 FORL 499 Upper Level Language, or any other foreign language including: CLEP, DANTES and NYU proficiency exam.

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### Scientific Perspectives (3 crs.)

BIOL 110 Introduction to the Human Biology  
 BIOL 111 Introduction to Human Genetics  
 BIOL 112 Environmental Science  
 BIOL 113 Evolution  
 BIOL 116 Plants and People  
 BIOL 117 Nutrition  
 BIOL 122 Foundations of Biology  
 BIOL 130 Human Anatomy & Physiology I  
 BIOL 131 Human Anatomy & Physiology II  
 BIOL 160 General Biology I Lecture  
 BIOL 161 General Biology II Lecture  
 BIOL 190 Honors Biology  
 BIOL 222 Pathophysiology  
 BIOL 226 Elements of Biochemistry  
 BIOL 265 Microbiology  
 CHEM 110 Introduction to Chemistry

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CHEM 160 General Chemistry I

CHEM 161 General Chemistry II

PHYS 110 Introduction to Physics

PHYS 160 General Physics I

PHYS 161 General Physics II

PHSC 110 Introduction to Geology

PHSC 111 Introduction to Astronomy

SINC 110 The Principles of Science I

SINC 161 Forensic Science I

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### **Ethical Perspectives** (3 crs.)

PHIL 110 Introduction to Philosophy

PHIL 112 Logical Thinking

PHIL 207 Business Ethics

PHIL 190 Honors Philosophy

PHIL 294 Live Issues in Philosophy

RELG 109 Introduction to Religion

RELG 111 Judaism, Christianity, Islam

RELG 112 Far East Religions

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### **Historical and Global Perspectives** (3 crs.)

HIST 101 European History to 1500

HIST 102 European History since 1500

HIST 105 American History through 1877

HIST 106 American History since 1877

HIST 117 Introduction to Asian History

HIST 118 Introduction to African History

HIST 119 Intro to Latin American History

HIST 195 Honors History

HIST 228 Problems in Gender & Women's History

HIST 223 History of the Middle East

HIST 232 Early Modern Europe

HIST/ENGL 239 American Studies I

HIST 250 The Immigrant Experience

HIST 252 African American History to Reconstruction

HIST 253 African American History since Reconstruction

HIST 254 Latinos/as in the US

HIST/ENGL 263 The Black Atlantic: Literature/History

HIST 303 The Enlightenment

IRDP 110 World Cultures

POLS 101 Political Power in America

POLS 190 Honors Political Science

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### **The Arts** (3 crs.)

ARTT 107 Art and Culture

ARTT 190 Honors History of Art

ARTT 191 Honors History of Art 2

MUSI 107 Music Appreciation

MUSI 218 History of Jazz

MUSI 260 The Influence of African Americans on American Popular Music

SPCM 144 Understanding Movies

MEDA 145 Media in America

MEDA 209 Film and Culture

MEDA 211 The Language of Film

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### **Social Perspectives** (3 crs.)

PSYN 101 Intro to Psychology

PSYN 195 Honors Psychology

SOCL 101 Intro to Sociology

ECON 115 The Economy: Jobs, & You SOB

ECON 120 The World of Business

ECON 190 Honors Economics

ECON 220 Macro-Economics

ECON 221 Micro-Economics

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### **Additional Liberal Arts** (18 crs.)

*Choose additional 18 credits from General Education Designated Courses in Disciplinary Groupings. These courses may be used to support a Minor.*

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# Course Descriptions

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## ACCOUNTING

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### **ACCT 120 Introduction to Financial Accounting**

Introduces the nature and purpose of Financial Accounting. Covers basic accounting concepts, the accounting information system and principles underlying the preparation of financial statements. Highlights the operations and recording of transactions for service and merchandising businesses. *Prerequisite:* Placement at MATH 116 or higher. 3 sem. hrs. 3 crs.

### **ACCT 121 Introduction to Management Accounting**

Focuses on the development and use of financial information by managers for planning, control and decision making. Discusses cost accounting concepts and systems. Other topics include cost volume profit analysis, incremental and relevant cost information, budgeting, responsibility accounting, standard costs, and cash flow. *Prerequisite:* ACCT 120; MATH 116. 3 sem. hrs. 3 crs.

### **ACCT 240 Intermediate Accounting I**

Reviews the fundamentals of financial accounting and accounting standards, conceptual framework underlying financial accounting, and the accounting information system; explores the theory, accounting, and disclosure requirements for the statements of income and retained earnings, the balance sheet and statement of cash flows through the study of the time value of money, cash and receivables, valuation of inventories, acquisition and disposition of property, plant, and equipment, depreciation, impairments and depletion, intangible assets, and current liabilities and contingencies. *Prerequisite:* ACCT 120 and MATH 116. 3 sem. hrs. 3 crs.

### **ACCT 241 Intermediate Accounting II**

Explores the theory, accounting, and disclosure requirements for long-term liabilities; stockholders' equity: contributed capital, and retained earnings; dilutive securities and earnings per share calculations; investments; revenue recognition; accounting changes and error analysis; and the statement of cash flows. *Prerequisite:* ACCT 240. 3 sem. hrs. 3 crs.

### **ACCT 250 Cost Accounting**

Reviews the fundamentals of management accounting, cost accounting terms and uses; new topics include cost-volume-profit (CVP) analysis, job-order and process costing systems; activity based costing (ABC); flexible budgets and variance analysis; allocation of costs related to department and factory overhead; joint products and by-products; use of accounting information to value inventories and determine net income; and use of cost information in decision making. *Prerequisite:* ACCT 121. 3 sem. hrs. 3 crs.

### **ACCT 261 Computer Applications for Accountants**

Introduces Microsoft Excel as the accountant's productivity tool. Basic spreadsheet concepts will be emphasized; graphs, charts, pivot tables, and macros will be explored as well as other Excel features. Basic Windows file management will be reviewed. This course is taught hands-on in a computer classroom. Co-requisite: ACCT 1201. 3 sem. hrs. 3 crs. Note: register early, classroom space limited.

### **ACCT 320 Governmental, Not-for-Profit and Other Special Topics**

Explores the following topics: accounting for employees' benefits and leases. Introduces accounting for not-for-profit organizations, principles of fund accounting, accounting for state and local governmental units and non-government non-business organizations subject to FASB or GASB accounting standards. *Prerequisite:* ACCT 241. 3 sem. hrs. 3 crs.

### **ACCT 330 Advanced Accounting**

Discusses the accounting theory and practice involving the following financial accounting and reporting areas: business combinations, consolidated financial statements, foreign currency transactions, translation of financial statements of foreign affiliates and partnerships. *Prerequisite:* ACCT 241. 3 sem. hrs. 3 crs.

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### **ACCT 340 Introduction to Federal Income taxation**

Studies the basic principles and concepts of federal income taxation and their applications to individual income tax returns; determination of the federal income tax liability of individuals, including determination of gross income, exclusions, deductions, credits, property transactions, and calculation of tax. Includes tax planning, tax research and a written tax research project. *Prerequisite:* ACCT 240. 3 sem. hrs. 3 crs.

### **ACCT 341 Advanced Federal Income Taxation**

Advanced applications of the basic principles and concepts of federal income taxation to individuals, partnerships, corporations, trusts and estates; determination of the federal income tax liabilities of these entities; the principles and concepts of federal taxation as applied to estates, trusts, and specifically taxed corporations; applications of basic tax planning and research techniques to more complex situations. *Prerequisite:* ACCT 340. 3 sem. hrs. 3 crs.

### **ACCT 380–381 Workplace Experience in Accounting I, II**

This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Accounting include CPA firms, corporations, small businesses and non-profit organizations. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department (in consultation with Accounting Program Chairperson) approval required. Open Elective credit only. 3 sem. hrs. 3 crs.

### **ACCT 410 Accounting Information Systems**

Examines the definition and documentation of accounting information systems using data flow diagrams. A business process approach to examining transaction cycles is employed. Covers internal controls for information technology environments and the avoidance of computer crime through the application of controls and ethical behavior. Studies the techniques used in auditing computerized accounting information systems including test data, general audit software and automated work paper software. Real world cases and accounting software is used to enhance applications of the covered topics. *Prerequisite:* ACCT 241. 3 sem. hrs. 3 crs.

### **ACCT 420 Auditing and Assurance Services**

Explains the generally accepted auditing standards and procedures employed by CPAs in their independent audits of corporate financial statements; the nature, importance, and use of internal controls; techniques and procedures used to gather audit evidence; computer auditing techniques; form, content, and meaning of the independent auditor's report in published financial statements; assurance services; the AICPA Code of Professional Conduct and the legal liabilities of CPAs. Integrated audit cases are used to help students apply auditing concepts. An oral presentation is required. *Prerequisites:* ACCT 410 and ECON 125. 3 sem. hrs. 3 crs.

### **ACCT 430 Topics from Professional Examinations in Accounting**

Bridges the gap between academic courses and the accounting-specific parts of the CPA professional examination by providing in-depth review of highly tested material; updating students on recent developments and important changes; and developing approaches to answering multiple choice, other objective format, essay, and (long) computational questions under simulated professional examination conditions. *Prerequisites:* ACCT 250, ACCT 330. *Co-requisite:* ACCT 320. 3 sem. hrs. 3 crs.

## **ACCOUNTING GRADUATE COURSES**

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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>(cc)</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 aide 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. Co-requisite: 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**

Focuses on current approaches to management accounting by examining strategic cost management, activity-based management, strategic-based control, quality cost management, productivity measurement and control, measurement and control of environmental costs, inventory management, and international issues in cost management. Encourages students to increase their understanding of the relationship between controllership theory and practice. Requires students to complete independent research projects. *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 significant 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.

**AMERICAN SIGN LANGUAGE**

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**AMSL 115 Introduction to American Sign Language**

Introduction to American Sign Language is designed to introduce the fundamentals of American Sign Language (ASL) with particular attention to the grammar of the language and the culture of American deaf persons. It is a course for students with little or no previous knowledge of ASL. This course will create a foundation of basic conversational skills and a command of the essential grammatical practices of the language. Not open to students with native or near native fluency. 3 sem. hrs. 3 crs.

**AMSL 116 Intermediate American Sign Language**

Intermediate American Sign Language is designed to develop the student's expressive and receptive abilities with regard to signing and finger spelling, extended signing vocabulary, and foster fluency, to aid manual communication both quantitatively and qualitatively with the deaf population. *Prerequisite:* AMSL 115. Not open to students with native or near native luency in American Sign Language. 3 sem. hrs. 3 crs.

**AMSL 295 Special Topics in Literature and Linguistics**

Offered in response to particular interests of students and faculty. Intensive study of a major work, author, genre, theme, literary period, or specialized language/topic. 3 sem. hrs. 3 crs.

## **DATA ANALYTICS**

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**ANLC 250 Introduction to Data Analytics**

Introduction to Data Analytics is designed to ensure that students can utilize and think critically with data to inform business strategy. Development of analytical plans highlight students' abilities to succinctly hone in on business questions that data can effectively inform, what data sources and methodologies are essential to informing specific business questions, how the data will be transformed into meaningful insights, how it will be communicated with others to drive action, and anticipated outcomes of use. Students will have an applied understanding of why data is used to answer strategic business questions – asking the right questions, setting proper objectives, and achieving meaningful outputs. Students will also gain applied knowledge of how data is utilized to make strategic business decisions by understanding the “what” (absolute value of data), “so what” (underlying implications) and the “now what” (executorial excellence). Prerequisites: ACCT 261 or MGMT 255. 3 sem. hrs. 3 crs.

**ANLC 310 Communicating with Data**

Communicating with Data is designed to ensure that students can utilize quantitative critical thinking skills in order to form and communicate cohesive stories that effectively facilitate the education and subsequent action of others within an organization. Students will learn to present data to an observer in a way that yields insight and understanding. This course focuses on the design, construction and presentation of data visualizations from the business perspective and includes lessons on the psychology of data visualization by incorporating concepts such as attention/pre-attention, perception and cognition to enable a better understanding of how data visualization can be optimized. Students will learn key design elements to facilitate comprehension, recall, and decision making through the use of Tableau – currently the most widely accepted data visualization software in business. Prerequisites: ANLC 250. 3 sem. hrs. 3 crs.

**ANLC 320 Applied Statistics with R & SPSS**

Applied Statistics with R & SPSS ensures students learn to analyze and visualize data in R and SPSS and create reproducible data analysis reports, demonstrate a conceptual understanding of the unified nature of statistical inference, perform frequentist and Bayesian statistical inference and modeling to understand natural phenomena and make data-based decisions, communicate statistical results correctly, effectively, and in context without relying on statistical jargon, critique data-based claims and evaluated data-based decisions, and wrangle and visualize data with R and SPSS packages for data analysis. Prerequisites: ANLC 250, ECON 125. 3 sem. hrs. 3 crs.

**ANLC 330 Relational Database Management with SQL**

Relational Database Management with SQL ensures students learn complete tasks of maintaining or analyzing structured data by utilizing SQL queries. This course focuses on common SQL applications such as data entry management, defining data dictionaries, creating and manipulating data tables, and joining or combining data records from multiple sources. Students will prepare to become certified MySQL Developers documenting skills in managing and manipulating large datasets. Prerequisites: ANLC 250. 3 sem. hrs. 3 crs.

**ANLC 410 Social Media Analytics**

Social Media Analytics is designed to ensure that students are exposed to both the benefits and limitations of relying on social media data compared to traditional methods of marketing research. This course provides students with the foundational skills of social media listening including the creation of monitors and common social media metrics. Moving beyond social media listening, this course shows students how social media data can be used to provide insights into market structure and consumers' perceptions of the brand. Students will focus on accessing and assessing meaningful social media data and applying best practices to “listening” to that data. Prerequisites: ANLC 250, ECON 125. 3 sem. hrs. 3 crs.

**ANLC 420 Econometrics**

Econometrics focuses on how to create quantitative models to reflect complex realities, and how to include elements of risk and uncertainty in data modeling. Students will learn methods for creating predictive models for identifying optimal choices; and how those choices change in response to changes in the model's assumptions. Students also learn the basics of the measurement and management of risk. Prerequisites: ANLC 250, ANLC 310, ECON 125. 3 sem. hrs. 3 crs.

**ANLC 450 Data Analytics Capstone**

Data Analytics Capstone is designed to take students through the data value chain with real-life, hands-on experience. Students will learn how data analytics fits within organizations and apply procedures within the field that data analysts fulfill to add value (collection, cleaning, manipulation/analysis, optimization, etc.) Prerequisites: ANLC 310, ANLC 320. 3 sem. hrs. 3 crs.

## ARABIC

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**ARAB 115 Introduction to Arabic**

Introduction to the Arabic Language is designed to introduce the fundamentals of Arabic (ARAB), with particular attention to the grammar of the language and cultures of the Arabic speaking world. It is a course for students with little or no previous knowledge of Arabic. This course will create a foundation of basic conversational skills and a command of the essential grammatical practices of the language. Not open to students with native or near native fluency. 3 sem. hrs. 3 crs.

**ARAB 116 Intermediate Arabic**

This course is a continuation of ARAB 115 and is designed to further the progress made by students who will continue to learn the basic elements of the Arabic language structure and vocabulary necessary for an ability to communicate in this language. The main emphasis of the course is on speaking and understanding Arabic as it is spoken today in the Arabic speaking world. *Prerequisite:* ARAB 115. Not open to students with native or near native fluency. 3 sem. hrs. 3 crs.

**ARAB 295 Special topics in Literature and Linguistics**

Offered in response to particular interests of students and faculty. Intensive study of a major work, author, genre, theme, literary period, or specialized language/9 topic. 3 sem. hrs. 3 crs.

## LITERATURE (OFFERED IN ARABIC)

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**ARAB 397 Independent Study in Arabic:**

The life and works of an outstanding author: guided readings and discussion of the works of the author chosen by the student after consultation with the seminar director; a presentation of the results of such study required. *Prerequisites:* ARAB 116 or permission of Program Head. 3 sem. hrs. 3 crs.

## ART

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**ARTT 107 Art and Culture**

This course offers an exploration of the intersection of art and culture throughout history. Students will get an overview of the social, religious, political and literary conditions influencing key artistic trends. A museum visit is part of the curriculum. Art is studied through slides, films, readings, and written work. 3 sem. hrs. 3 crs.

**ARTT 144 (SPCM 144) Understanding Movies**

A basic overview of the historical development of film with an emphasis upon the aesthetic elements of cinema, its particular terminology and interrelationships with other arts. Students will discover how to read films through selected readings, screenings, and written analysis. 3 sem. hrs. 3 crs.

**ARTT 190 Honors History of Art I**

This course will study Romanticism in the visual arts and in literature. Students will understand the Romantic Movement as part of a sweeping cultural event that linked several countries and still has echoes into the modern era. Museum visit may be required. Art is studied through slides, films, written work, and readings. May replace General Education course ARTT 107. 3 sem. hrs. 3 crs.

**ARTT 215 (CART 215) History of Art I**

This course is a survey of the art and architecture of Ancient Egypt, the ancient Near East, Greece, Rome, late antiquity and the Middle Ages, presented for design and animation students. Art will be discussed as a function of historical conditions and cultural meaning. Special attention will be given to the elements of design in works of art. Assignments will include museum visits. 3 sem. hrs. 3 crs.

**ARTT 216 (CART 216) History of Art II**

This course is a survey of the art and architecture from the Renaissance through the present. Special attention will be paid to the impact of political and cultural events on the visual arts. Design and formal analysis will be emphasized. Assignments will include museum visits. Art is studied through slides, readings, films, and written work. *Prerequisite:* CART/ ARTT 215. 3 sem. hrs. 3 crs.

**ARTT 244 (MEDA 244) Topics in Film**

The study of selected film topics through viewing, in-class analysis, and discussion. Topics range from significant directors, producers, and cultural issues reflected in various films, to historical periods and special film genres. *Prerequisite:* Placement at ENGL 111 level. 3 sem. hrs. 3 crs.

**ARTT 245 (SPCM 245) Film and Videotape Production**

A practical course in film making; introduction to the techniques and vocabulary of film production. Each student produces, directs, and edits a short film of his or her own design. 3 sem. hrs. 3 crs.

**ARTT 275 (MEDA 275) Photojournalism**

This course consists of two principal components: a historical or topical survey of approaches to photojournalism in newspapers and magazines from the time of the perfection of the halftone process to the present; field assignments involving coverage of local events and, where possible or appropriate, part-time work on a local newspaper or magazine. Students must supply their own digital cameras. 3 sem. hrs. 3 crs.

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**BEHAVIORAL SCIENCE**

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**BHSC 120 (PSYN 120, SOCL 120) Career and Life Planning**

This course is designed to assist students in matching their college experience to their personal and professional development. Topics range from guidance in selecting a college curriculum to choosing and getting a job. Through processes and group interaction, students learn to assess their workplace competency and are encouraged in their pursuit of career and life planning. 3 sem. hrs. 3 crs. (Elective credit only.) However, this course may be taken for major credit in the Behavioral Science major ONLY.

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**PSYN 101, SOCL 101 or the equivalent is a *Prerequisite* for all Behavioral Science courses numbered 121 or above.**

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**BHSC 201 (SOWK 201) Introduction to Social Work**

This course is an introductory survey of the social work profession. It provides an overview of principal social work values, codes of ethics, practice and research methods, fields of social work practice, and social welfare policy issues. The course emphasizes the unique experiences of diverse and at-risk population groups facing various social challenges. **REQUIRED COURSE FOR SOCIAL WORK MAJORS** 3 sem. hrs. 3 crs.

**BHSC 202 (SOCL 202) Ethics and the Family**

A philosophical examination of the rights and responsibilities of parents and children, and of the rights and responsibilities of the state toward both, drawing on legal and non-legal case materials, as well as on classic and contemporary philosophical sources, and including a consideration of child abuse, foster care and adoption, divorce, and women's liberation and its effect on the family. 3 sem. hrs. 3 crs.

**BHSC 215 (CRJU 215, SOCL 215) The Juvenile Justice System**

Origins, philosophy and objectives of the juvenile justice system, measures of delinquency, theoretical perspectives on delinquency, legal processes, roles of the actors and current trends within the juvenile justice system. 3 sem. hrs. 3 crs.

**BHSC 226 (PSYN 226, SOCL 226) Computers for the Social and Behavioral Sciences**

An introduction to computers as a professional tool in the social and behavioral sciences. Topics include data collection, data description and data analysis (with statistical software, e.g., SPSS for Windows), presentation packages, use of the Internet, use of online professional databases, computers in teaching and learning, and computerized techniques in psychological testing. *Prerequisite:* CISC/MATH 120 or equivalent. 3 sem. hrs. 3 crs.

**BHSC 228 (PSYN 228) the Psychology of the Preschool Child**

A study of the child between birth and six years of age. Topics will include physical and perceptual development, cognition and language, social relationships, and day care as it affects the developmental processes. (Previously numbered: PSYN/EDUC 129) Not open to students who have taken PSYN 254 Child Psychology or the equivalent. 3 sem. hrs. 3 crs.

**BHSC 244 (PSYN 244, SOCL 244) Social Psychology**

A study of behavior, attitudes, and emotions shaped by interpersonal influences and social structures, race, and gender. Topics include aggression, altruism, persuasion, leadership, the self, conformity, human relations and group processes. 3 sem. hrs. 3 crs.

**BHSC 249 (SOCL 249) Race, Culture, and Ethnicity**

This course examines the historical development of ethnic and race-based cultural complexes, the emergence and persistence of stereotypes, the character of ethnic, racial and religious beliefs, and current problems in groups in American society. There is an emphasis on understanding individual attitudes and behaviors in relation to the structure of social institutions. 3 sem., hrs., 3 crs.

**BHSC 254 (PSYN 254) Child Psychology**

Consideration of theories and research findings with respect to physical growth, sensorimotor, emotional and intellectual development, and cultural influences in the individual prior to adolescence. Developmental, psychoanalytic, and cognitive theories are emphasized. Not open to students who have taken PSYN/EDUC 228 or the equivalent. (Previously numbered PSYN 130.) Not open to students who took PSYN 233 or 228 or equivalent. 3 sem. hrs. 3 crs.

**BHSC 262 (SOCL 262, PSYN 262) Alcohol, Drugs, and Behavior**

Principles of pharmacology, neural transmission, behavior, and psychological assessment will be discussed. Specific psychopharmacologic issues will be presented with sedative-hypnotic, benzodiazepine, opiate, stimulant, and anti-psychotic drugs as primary examples. Other discussion areas include behavioral toxicology, inhalant drugs, drugs and schoolchildren, nutritional and legal aspects to drug use, cigarette smoking, and the effects of drugs on the developing organism (e.g., fetal alcohol syndrome). 3 sem. hrs. 3 crs.

**BHSC 267 (SOCL 267, PSYN 267) Strategies for Child Care Providers(cc)**

An introduction to the challenges and opportunities involved in the delivery of child care services in the community and in institutional settings. Emphasis is placed on stimulating awareness, interest and inquiry into the historical trends, issues, controversies and realities of providing meaningful programs for children. Attention will be given to the following issues: cultural diversity, bioethics, interdisciplinary teams in child care settings, case management, family relationships, functional assessment, client abuse, and environmental impact on functional capacity in work with this population. (Previously numbered: BHSC/PSYN/ SOCL 323.) *Prerequisite:* PSYN 228 The Psychology of the Preschool Child or PSYN 254 Child Psychology. 3 sem. hrs. 3 crs.

**BHSC 269 (SOCL 269) Strategies for Alcohol/Substance Abuse Providers(cc)**

An introduction to the challenges and opportunities involved in the delivery of substance abuse services in the community and in institutional settings. Emphasis is placed on stimulating awareness, interest and inquiry into the historical trends, issues, controversies and realities of providing meaningful programs for substance clients. Attention will be given to the following issues: cultural diversity, bioethics, interdisciplinary teams in substance abuse settings, case management, family relationships, functional assessment, client abuse and environmental impact on functional capacity in work with this population. (Previously numbered: BHSC/ PSYN/SOCL 324.) *Prerequisite:* BHSC 262 Alcohol, Drugs and Behavior. 3 sem. hrs. 3 crs.

**BHSC 271 (SOCL 271) Medical Sociology: Health Care in the Modern Society**

This course aims to provide the student with an understanding of the ways in which American society promotes (or fails to promote) health as well as copes with illness. The course will examine the following topics: the interaction of social and cultural factors (such as gender, ethnicity, race, and social class) with health and illness; illness (disability) as a social issue; careers in health care; settings in which health care services are delivered; financing health care services; comparisons with the health care services of other countries; and uses and applications of computers/microcomputers in the health field. 3 sem. hrs. 3 crs.

**BHSC 280 (PSYN 280, SOCL 280) Philosophy and the Social Sciences**

This course examines the nature of explanation in the social sciences; objectivity and value judgments, human behavior and actions; methods of investigation and the construction of theories about the human world. This course emphasizes the role of organizations in society. 3 sem. hrs. 3 crs.

**BHSC 282 (SOCL 282) Perspectives on Aging**

An introduction to the challenges and opportunities involved in the delivery of geriatric services in the community and in institutional settings. Emphasis is placed on stimulating awareness, interest and inquiry into the historical trends, issues, controversies and realities of providing meaningful programs for elderly clients. Attention will be given to the following issues: cultural diversity, bioethics, interdisciplinary teams in geriatric settings, case management, family relationships, functional assessment, client abuse, and environmental impact on functional capacity in work with this population. (Previously numbered: BHSC/PSYN/SOCL 325.) Prerequisite : PSYN 239 Personality Development in Adulthood or PSYN 315 Aging and Mental Health. 3 sem. hrs. 3 crs.

**BHSC 295 (PSYN 295, SOCL 295, SOWK 295) Contemporary Issues**

An analysis of current questions in behavioral science, psychology, sociology and social work. Specific topics are announced each semester by the School of Social and Behavioral Sciences. 3 sem. hrs. 3 crs.

**BHSC 308 (SOCL 308) Health Care Management<sup>(cc)</sup>**

This course is designed to provide the student with an understanding of the management process within the context of the health care organization. Topics include study of the environment of the organization, environmental scanning and strategic planning, goal setting, issues of health care financing and reimbursement, the management process, program review and evaluation. Particular emphasis will be placed on issues of organizational effectiveness in an environment of cost containment. 3 sem. hrs. 3 crs.

**BHSC 345 (LAWS 345) Employment Law**

This course will explore the legislation that impacts employer/employee relationships in our society. Emphasis will be placed on the regulatory environment applicable to employment law and will focus on understanding the principles of the most commonly litigated issues such as: discrimination, sexual harassment, whistle blowing/employer retaliation and the impact of these lawsuits in the workplace. Prerequisite : LAWS 120 or permission of Chair. 3 sem. hrs. 3 crs.

**BHSC 348 (SOCL 348) Methodology for the Social and Behavioral Sciences**

An introduction to the process of doing research in the social and behavioral sciences: literature review, hypothesis formation, research design, techniques of data collection, data analysis, and report writing. Students learn to use the scientific method as a tool to both answer questions and solve problems in the social sciences, social work practice, health services and education. Course includes qualitative and quantitative approaches to research, computer applications at all stages of the research process, statistical analysis of data, and particular attention to issues of doing research in a multicultural context – e.g. ethical concerns (including rights of participants), formulation of questions, and use of findings. Pre or corequisite: BHSC/PSYN/ SOCL 226. (Previously numbered BHSC/SOCL 248) 3 sem. hrs. 3 crs.

**BHSC 349 Directed Research in Behavioral Science**

This course provides students with a hands-on research experience in the discipline of behavioral science. A more in-depth and comprehensive study of a specific topic than is typically available in the classroom where students have an opportunity to work in small groups under the close supervision of a faculty mentor on all aspects of an active research project in behavioral science. Research design, experimental method, hypothesis development, literature review, data analysis, and presentation skills are applied to the research project. *Prerequisite:* PSYN 101, SOCL 101. 3 sem. hrs. 3 crs. Instructor permission is required.

**BHSC 366 (SOCL 366) Medical Ethics**

An examination of ethical questions that arise in health care and in the relationship between health care professionals and those they serve, including: the rights of individuals to self-determination and the obligations of health care professionals both to the individuals they serve and to society at large; life as a value and such issues as abortion, euthanasia, and suicide; the questions of mental health and mental illness and the rights of the mentally ill; eugenic programs and the possibilities of genetic engineering; the cost of health care and the delivery of health care as a social and political issue. (Previously numbered: BHSC/PSYN/ SOCL 266.) 3 sem. hrs. 3 crs.

**BHSC 370 (PSYN 370, SOCL 370) Statistics for the Social and Behavioral Sciences**

A review of the major statistical methods used in summarizing, understanding, and interpreting numerical data and research use of the computer. The course covers a full range of descriptive and inferential statistics including: frequency distributions; measures of central tendency and variability; probability theory; the normal curve model; correlation; and a wide range of statistical tests such as the T test, F test, analysis of variance and Chi-square. 3 sem. hrs. 3 crs.

**BHSC 380–381 Workplace Experience in Behavioral Science I, II**

This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Behavioral Science include residential centers, after school programs, shelters, substance abuse programs and hospitals. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. 3 sem. hrs. 3 crs.

**BHSC 399 (PSYN 399, SOCL 399) Internship in the Social and Behavioral Sciences**

Practice experience, program planning and/or research provide the student with an opportunity to interact with children, adolescents, adults, and the elderly and become acquainted with the complexities of administering programs in the human service professions. Field placements will be available in a wide variety of locations such as preschools, day care centers, residential and outpatient drug treatment centers, social service agencies, senior centers, nursing homes, municipal housing projects, community outreach services and hospitals. A minimum of 135 hours of fieldwork for the semester is required for 3 credits, 270 hours for 6 credits. A maximum of 12 credits of fieldwork is allowed toward degree program. Students meet in small groups with faculty on a regular basis.

**BHSC 426 (PSYN 426, SOCL 426) Classics in the Social and Behavioral Sciences**

A guided reading seminar in the social and behavioral sciences utilizing primary source material with critical analysis of such authors as: Allport, Durkheim, Freud, James, Jung, Marx, Skinner and Weber. Prerequisite : PSYN 210 or BHSC/SOCL 348 or must have completed 12 credits in the major. (Previously numbered BHSC/PSYN/SOCL 326.) 3 sem. hrs. 3 crs.

## **BIOLOGY**

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**Students enrolling in biology courses must earn at least a letter grade of C in all Prerequisite courses. Students may not repeat a Biology course more than twice. Some programs may only permit one repetition of a biology course. Please check program pages for specifics.**

**Persons who are immune-compromised (including those who are pregnant or may become pregnant) and students living with or caring for an immune-compromised individual should consult with their physicians to determine the appropriate level of participation prior to enrolling in science labs. Students must adhere to safety rules and regulation in the science labs at all times.**

**BIOL 105 Pathways in Biology**

This course provides an overview of diverse professions in biology and the nature of scientific inquiry throughout varied career paths. Students will evaluate ethical dilemmas and scientific integrity in biology and related fields. Guest lectures given by professionals in scientific research, education, science publishing, patent law, biomedical financial consulting, epidemiology and healthcare-related careers, will enable students to learn first-hand the demands and roles of these varied professions and the necessary attributes and qualifications needed to pursue these careers. Students will begin the early stages of career planning, preparing today for future careers in fields that require comprehensive scientific knowledge. 2 crs. 2 hrs.

**BIOL 110 Introduction to Human Biology**

A study of the basic biological concepts and scientific methodology as exemplified in the human organism. 3 sem. hrs. 3 crs.

**BIOL 111 Introduction to Human Genetics**

A study of the basic biological concepts and scientific methodology as exemplified in the study of the mechanisms of human heredity including structure, function, and transmission of genetic information; genetic diseases; genetic counseling; and genetic engineering. 3 sem. hrs. 3 crs.

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### **BIOL 112 Environmental Science**

A study of the basic biological concepts and scientific methodology as exemplified in the study of the present-day environmental problems such as air and water pollution, food control and population, and their effects on humans. 3 sem. hrs. 3 crs.

### **BIOL 113 Evolution**

A study of the basic biological concepts and scientific methodology as exemplified in the study of the processes of evolution and the factors that cause evolutionary change. Influences and ramifications on the human population are also discussed. 3 sem. hrs. 3 crs.

### **BIOL 116 Plants and People**

A study of the basic biological concepts and scientific methodology as exemplified in the study of the plant kingdom and characteristics unique to plants. Special emphasis is given to the specific uses and benefits we derive from plants, with practical input on growing plants. 3 sem. hrs. 3 crs.

### **BIOL 117 Nutrition**

A study of the basic biological concepts and scientific methodology as exemplified in the study of the materials comprising the human diet: energy sources, vitamins, minerals, and other essential molecules, and how dietary needs reflect physiological conditions ranging from aging to exercise to disease. 3 sem. hrs. 3 crs.

### **BIOL 122 Foundations of Biology**

This course critically analyzes scientific content and is designed for the preparation of students who are planning to enroll in General Biology I (BIOL 160) but lack sufficient background in the biological sciences. The course aims to develop the mathematical and quantitative skills of these students, and introduce them to the scientific method and the philosophy of science. The students will develop proficiency in hypothesis testing, mathematical applications of biological data, and develop an understanding of biologically relevant molecules and their functions in the cell. Students will develop critical reasoning and problem-solving skills with the addition of mandatory skills seminars offered by the Science Learning Center and department faculty members. BIOL 122 may be used as the General Education requirement for Scientific Perspective. *Corequisite:* MATH 116 or higher. 3 sem. hrs. 3 crs.

### **BIOL 130 Human Anatomy and Physiology I Lecture**

This course is designed to provide students a comprehensive introduction to the structures of the human body and how the various organ systems function. The course first provides a working knowledge of chemistry, animal cells and tissues, and then details the structure and function of the integumentary, skeletal, muscular, and nervous systems. The integration of body systems and how they influence one another as well as the effects of disease on human physiology will be considered throughout the course. *Prerequisites:* MATH 116 and ENGL 110, *Corequisite:* BIOL 130A. 3 hrs. lect. 3 crs.

### **BIOL 130A Human Anatomy and Physiology I Laboratory**

Laboratory observations, demonstrations, dissections, and experiments designed to give students a working knowledge of anatomy and physiology. Topics covered include the cell, tissues, and the integumentary, skeletal, muscular and nervous systems. Laboratory materials used include microscopic specimens, cat specimens, models, charts, illustrations and sample analysis kits. *Prerequisites:* MATH 116 and ENGL 110, *Corequisite:* BIOL 130 3 hrs. lab. 1 cr.

### **BIOL 131 Human Anatomy and Physiology II Lecture**

This course is designed to provide students a comprehensive introduction to the structure and function of human systems. The organization of the body is studied at the molecular and cellular level as well as the tissue, organ, and systems levels. The course focuses on the following organ systems: endocrine, cardiovascular, lymphatic, respiratory, digestive, and reproductive. Clinical applications of the material will be discussed and many diseases will be considered. *Prerequisites:* BIOL 130/130A, MATH 116 and ENGL 110, *Corequisite:* BIOL 131A. 3 hrs. lect. 3 crs.

### **BIO 131A Human Anatomy and Physiology II Laboratory**

This course is designed to provide students a comprehensive introduction to the organization and function of the following organ systems: endocrine, cardiovascular, lymphatic, respiratory, digestive, and reproductive. Laboratories will utilize a variety of specimens and resources including microscopic specimens, sheep hearts, cat specimens, models, charts, illustrations, and sample analysis kits. *Prerequisites:* BIOL 130/130A, MATH 116 and ENGL 110, *Corequisite:* BIOL 131. 3 hrs. lab. 1 cr.

**BIOL 160 General Biology I Lecture**

This course is an introduction to contemporary biology, covering the chemical basis of biology, cell structure and function, cell division, genetics, and basic molecular biology. *Prerequisite:* MATH 116 or higher, *Corequisite:* BIOL 160A. 3 hrs. lect., 1 hr recitation. 3 crs.

**BIOL 160A General Biology I Laboratory**

This laboratory course is designed to complement concepts taught in the BIOL 160 lecture course. Students will gain proficiency in light microscopy, spectrometry, pipetting and experimentation. *Prerequisite:* MATH 116 or higher, *Corequisite:* BIOL 160. 3 hrs. lab. 1 cr.

**BIOL 161 General Biology II Lecture**

A study of the structure and function of living organisms with primary emphasis on multicellular organisms and their interactions. *Corequisite* BIOL 161A. *Prerequisite:* BIOL 160/160A. 3 hrs. lect., 3 crs.

**BIOL 161A General Biology II Laboratory**

This laboratory course is designed to complement concepts taught in the BIOL 161 lecture course. *Corequisite:* BIOL 161. *Prerequisites:* BIOL 160/160A. 3 hrs. lab. 1 cr.

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*BIOL 160–161 or the equivalent is a Prerequisite for all other biology courses numbered 222 and above.*

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**BIOL 222 Pathophysiology**

This course provides an in-depth study of human pathological processes and their effects on homeostasis. Topics covered include the physical signs and prognosis of common human diseases, as well their etiology, underlying causes, clinical progression, and management. The role of genetics in disease and the molecular and cellular basis of common diseases will be considered throughout the course. *Prerequisites:* BIOL 130/130A and BIOL 131/131A, or BIOL 160/160A and BIOL 161/161A. 3 hrs. lect. 3 crs.

**BIOL 224 Microbiome of Urban Spaces**

This course is a classroom undergraduate research experience that will introduce students to the newly emerging field of urban microbiology. Students will participate in research that will expose them to new and emerging technologies that are being utilized to determine the prevalence and persistence of pathogenic bacteria in the built environment. They will perform and develop experiments to identify what bacterial and human factors are contributing to this process. The ultimate goal of the research course is to try to identify means of preventing and controlling the spread and transmission of pathogens in the urban environment. Total time commitment is seven hours per week; three hours are regularly scheduled meeting/research times, four hours of additional time to be coordinated with instructor. *Prerequisites:* BIOL 160/160A. Permission of the instructor is required to register for this course. 1 hr lecture, 6 hrs lab, 3 crs.

**BIOL 223 Introduction to Science Teaching**

This course is an introduction to teaching science in informal (e.g., zoos, aquaria, museums) and formal (e.g., schools) education settings as well as science communication, through hands-on experiences and critical reading and writing. Students will explore and develop research-based ways to educate children, adolescents, adults, and the general public about critical issues and content in biology, in order to educate for a more scientifically literate citizenship. *Prerequisites:* BIOL 105, BIOL 160/160A, BIOL 161/161A, CHEM 160/160A and CHEM 161/161A. 3 sem. hrs. 3 crs.

**BIOL 225 Reading and Writing in Biology**

This course offers students an introduction to both reading and writing in the biological sciences, culminating in scientific literacy. Students will read different pieces of science writing each week spanning from primary research articles to more popular writing, and perform a weekly writing assignment based on that week's readings. Students will focus on basic writing skills, forming persuasive arguments, and writing for specific audiences. Lastly, the skill of revision will be emphasized and writing samples will be worked on continuously throughout the semester. *Prerequisites:* BIOL 160/160A, BIOL 161/161A, CHEM 160/160A, CHEM 161/161A and ENGL 111. 3 sem. hrs. 3 crs.

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### **BIOL 226 Elements of Biochemistry**

An introduction to the different biological molecules: proteins, nucleic acids, vitamins, lipids, and carbohydrates in terms of their structure, transformation and function. Their role in normal physiology and pathophysiology are highlighted. The consequences of deficiencies and toxicities are also discussed. *Prerequisites:* BIOL 160/160A, BIOL 161/161A, CHEM 160/160A and CHEM 161/161A. 3 sem. hrs. 3 crs.

### **BIOL 244 Ecology** *Offered fall semester only.*

An introduction to ecology, the study of interactions between organisms and between organisms and their environment. The laboratory component includes natural history field trips as well as exercises involving experimental design, data collection, and statistical analysis. *Prerequisites:* BIOL 160/160A and BIOL 161/161A, 3 hrs. lect., 3 hrs. lab. 4 cr.

### **BIOL 252 Plant Biology**

An introduction to the basics of plant biology including plant diversity, structure, physiology, metabolism, reproduction, evolution and ecology. The laboratory components include exercises devoted to plant anatomy, growth and physiology. *Prerequisites:* BIOL 160/160A and BIOL 161/161A, or permission of the Instructor. 3 hrs. lect. 3 hrs. lab. 4 crs.

### **BIOL 265 Microbiology Lecture**

A study of the classification, morphology, metabolism, genetics, and ecology of microorganisms, with emphasis on bacteria. Discussion of aspects concerning control, disease and immunity will be presented. *Corequisite:* BIOL 265A. *Prerequisites:* BIOL 130/130A and BIOL 131/131A or BIOL 160/160A and BIOL 161/161A. 3 hrs. lect. 3 crs.

### **BIOL 265A Microbiology Laboratory**

This laboratory course is designed to complement concepts taught in the BIOL 265 lecture course by providing students with laboratory exercises to develop techniques for culturing, handling and identifying microorganisms. *Corequisite:* BIOL 265. *Prerequisites:* BIOL 130/130A and BIOL 131/131A or BIOL 160/160A and BIOL 161/161A. 3 hrs. 1 cr.

### **BIOL 275 Cell Biology**

This course is designed to provide a comprehensive introduction to how cells function and how cells are maintained and studied in the laboratory. The lecture portion of the course emphasizes central cell biology topics including: the structure and function of cellular organelles, the structure and function of the plasma membrane and membrane components, protein sorting and transport, the cytoskeleton and cell movement, cell-cell and cell-matrix interactions, cell signaling, and cellular reproduction and cancer. Laboratory methods practiced include transfection of cultured cells with DNA, immunocytochemistry, and fluorescence microscopy. Research articles related to lecture material are presented by groups of students in journal club. *Prerequisites:* ENGL 111; BIOL 160/160A and BIOL 161/161A; CHEM 160/160A. Note: CHEM 161/161A may be taken concurrently with BIOL 275 with Program Head permission. 3 hrs. lect. 3 hrs. lab. 4 crs.

### **BIOL 280 Histology**

A microscopic study of the fundamental tissues of the animal body and the fundamentals of histological techniques. Impacts of disease on tissue structure and function will be discussed. *Prerequisites:* BIOL 160/160A and BIOL 161/161A. 3 hrs. lect. 3 hrs. lab. 4 crs.

### **BIOL 295 Special Topics in Biology**

An analysis of current questions in biology. The course offering will vary term to term, allowing for the coverage of new subject matter or the opportunity to make available an instructor's special expertise. Specific topics to be covered will be announced by the department. 3 sem. hrs. 3 crs.

### **BIOL 309 Human Physiology for the Biomedical Sciences**

This course provides an in-depth integrative understanding of human physiology. Beginning with cellular physiology and the regulation of the intercellular environment, the course takes a systemic approach to understanding control systems: the nervous and endocrine systems, systems of maintenance and defense: blood, lymphatic and cardiovascular; systems of metabolism, acid-base balance and elimination: respiratory, digestive and urinary systems and reproduction. Integration of all systems in the well-being of the organism is emphasized. *Prerequisites:* BIOL 160/160A, BIOL 161/161A or BIOL 130/130A, BIOL 131/131A, CHEM 160/160A and CHEM 161/161A. 3 hrs. lect. 3 crs.

**BIOL 310 Immunology**

A study of the immunological mechanisms of the vertebrate body including antigen structure and types, antibody structure and formation, and antigen/antibody reactions. Discussion of tolerance, autoimmunity, cellular and humoral immunity, hypersensitivity and suppression. *Prerequisites:* CHEM 160/160A, CHEM 161/161A and BIOL 265/265A. 3 sem. hrs. 3 crs.

**BIOL 317 Principles of Neuroscience**

This course serves as an introduction to the field of neuroscience with an emphasis on the cellular and molecular mechanisms underlying neural function, brain development, cognition, memory, and neuropsychiatric disorders. The focus of the lectures is integrative and multidisciplinary using a molecular, cellular and a systems approach to understand the basic and unique structures and functions of the nervous system. The causes and consequences of neurodegenerative processes, affective disorders, and therapeutic interventions will be discussed and provided as examples of the etiological mechanisms and current trends in the field of neuroscience to approach the complexity of neuropsychiatric disorders. The reading and presentation of original research articles will illustrate the necessary skills to be conversant in the discipline and to critically analyze the scientific literature. *Prerequisites:* BIOL 265/265A or BIOL 275, BIOL 161/161A, and CHEM 161/161A. 3 hrs. lect. 3 crs.

**BIOL 355 Molecular Biology of the Cell<sup>(cc)</sup>**

The study of how cells function with an emphasis on the ultra-structural aspects of cells and their underlying macromolecular structures and mechanisms of cellular processes. Emphasis is on nucleic acids as informational molecules and proteins as catalytic and regulatory molecules and molecular machines. Topics include genomics, proteomics, nucleic acid structure, chemistry, and metabolism, recombinant DNA technology and genetic engineering, membrane structure, membrane transport, protein sorting, vesicular traffic and cellular communication. Experimental techniques in cell culture, immunology, microscopy and biochemistry are emphasized in the lecture, creating a foundation for laboratory experiments in molecular and cell biology. This course is the core course for students in the general biology track and the clinical laboratory science program. *Prerequisite:* CHEM 160/160A, CHEM 161/161A and BIOL 360. 3 hrs. lect. 3 hrs. lab. 4 crs.

**BIOL 360 Genetics**

A study of fundamental principles of heredity and variations as applied to eukaryotes, prokaryotes, and viruses. The course will cover classical Mendelian Genetics, Population Genetics, Molecular Genetics, and Cytogenetics, with equal emphasis on the molecular aspects of gene structure, function, mutation, and regulation. *Prerequisites:* CHEM 161/161A, BIOL 161/161A and, BIOL 275 or BIOL 265/265A 3 hrs. lect. 3 hrs. lab, 4 crs.

**BIOL 366 Developmental Biology**

A morphological and genetic study of developmental stages of organisms, including cell differentiation, gametogenesis, fertilization, gastrulation and organogenesis. *Prerequisites:* CHEM 160/160A, CHEM 161/161A and BIOL 360. 3 hrs. lect. 3 hrs. lab. 4 crs.

**BIOL 370 Research in Biology I**

Students will conduct cutting-edge authentic biological research while working closely with a faculty mentor. In a small group setting, students will engage in-depth in the scientific method by analyzing the scientific literature, formulating hypotheses, performing hands-on experiments, analyzing experimental data, and presenting their findings to the broader scientific community. The research topic is dependent on the expertise of the faculty instructor/ mentor and may include research in neuroscience, cell biology, or microbiology among other topics. In order to conduct authentic research, students must commit six hours per week for lab work and one additional hour per week for lecture/discussions. Total commitment is seven hours per week; three hours are regularly scheduled meeting/research times, four hours of additional time to be coordinated with instructor. *Prerequisites:* BIOL 160/160A, BIOL 161/161A. Permission of the instructor is required to register for this course. 1 hr lecture, 6 hrs lab, 3 crs.

**BIOL 380-381 Workplace Experience in Biology I, II (Natural Science)**

This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Biology include corporations, hospitals, medical facilities and research organizations. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department and approval of Chair required. *Prerequisite:* BIOL 160/160A, BIOL 161/161A or BIOL 130/130A, BIOL 131/131A. 3 sem. hrs. 3 crs.

**BIOL 397 Independent Study in Biology**

In depth readings and research undertaken in a specific area of biology under the direction of a faculty member. Registration with the permission of the instructor and the chairperson of the department. *Prerequisites:* BIOL 160/160A, BIOL 161/161A and BIOL 275. 1–3 crs.

**BIOL 424 Neurobiology**

Neurobiology provides a comprehensive introduction to the biology of the nervous system at the cellular and molecular level. The lectures focus on the biological mechanisms underlying neuronal function including action potential, synaptic transmission, axon growth and synapse formation. The inquiry-based laboratories focus on techniques used to study the biology of the neuron including simulation of action potential and synaptic physiology, isolation and maintenance of neurons in culture, use of immunohistochemistry and fluorescent microscopy to examine neuronal structure and growth using digital imaging and use of image analysis software to quantitatively analyze neuronal components and behavior. *Prerequisites:* ENGL 111, BIOL 160/160A, BIOL 161/161A, CHEM 160/160A, CHEM 161/161A and BIOL 275. 3 hrs. lect. 3 hrs. lab. 4 crs.

**BIOL 430 Seminar in Current topics in Biology**

Reading of the scientific literature and discussions in a current topic in biology. Topics vary by semester and include cancer biology, stem cell biology, or regenerative medicine. 3 sem. hrs. 3 crs. *Prerequisites:* BIOL 160/160A, BIOL 161/161A, BIOL 275, and BIOL 360.

**BIOL 440 Advanced Research in Biology: Neurodegeneration**

In this hands-on laboratory course, students will investigate oxidative neuronal cell death (a hallmark of neurodegenerative diseases such as Alzheimer Disease). In small groups, students will generate primary neural cells from chick embryos to determine how astrocytes (a glial subtype) protect neurons from oxidative stress. Students will engage in the scientific method by evaluating scientific literature, designing and performing experiments, analyzing data, and presenting their findings to the scientific community. Total time commitment is seven hours per week; three hours are regularly scheduled meeting/research times, four hours of additional time to be coordinated with instructor. *Prerequisites:* BIOL 160/160A, BIOL 161/161A, BIOL 370 (or equivalent research experience). Permission of the instructor is required to register for this course. 1 hr lecture, 6 hrs lab, 3 crs.

**BIOL 455 Capstone in Biology Education<sup>(CC)</sup>**

In this capstone course for the Biology Education track, students will connect theory to practice by completing a weekly fieldwork placement in a formal or informal educational setting, in which they support experienced science educators and observe their practices. Four hours of fieldwork per week is required or the equivalent of 60 hours total per semester. In addition, during weekly seminars, students will use action research principles to create a case study to examine, through data analysis, an aspect of science teaching and learning in order to better improve understanding of scientific principles for a specific audience. This course is the core course for students in the biology education track. *Prerequisite:* BIOL 223. 3 crs. per sem., 1 hr. lecture, 4 hours field placement.

**BIOL 460 Coordinating Seminar in Biology**

A seminar required of all majors in their senior year. In depth research of topic in biology through readings, reports, and discussion. Completed under direction of the faculty. Permission of Program Head is required to register for this course. *Prerequisites:* Completion of a minimum of 15 credits in Biology or Chemistry courses numbered 230 and above. (excludes CHEM 260/A and CHEM 261/A). 3 sem. hrs. 3 crs.

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**BUSINESS LAW**

**BLAW 240 Business Law I**

An introduction to the legal system and the basic legal concepts pertinent to the structure, management and operation of businesses. This course will also examine current trends and issues relevant to the legal and ethical responsibilities of business. 3 sem. hrs. 3 crs.

**BLAW 340 Business Law II**

A continuation of the study of legal concepts pertinent to the business environment. This course covers sales and lease contracts, negotiable instruments, secured transactions as well as laws and concepts related to investor protection. It specifically examines legal issues in the Accounting profession and introduces the student to international and world trade law. *Prerequisite:* BLAW 240. 3 sem. hrs. 3 crs.

## CHEMISTRY

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Students enrolling in chemistry courses must earn at least a letter grade of C or higher in all Prerequisite courses required for their major. Students may not repeat a Chemistry course required for their major more than twice. Some programs may only permit a course to be repeated once. Please check specific program pages.

### **CHEM 110 Introduction to Chemistry**

This course is an introduction to the principles of chemistry and chemical reactivity for non-majors and allied health students. It is a study of the basic scientific methodology as exemplified by fundamental physical and chemical concepts and illustrated through theory and practical applications. Topics include: atomic and molecular structures, nuclear chemistry, bonding, phases of matter, chemical reactions, acid-base chemistry, organic chemistry and biochemistry. Relevance of chemistry to biology, technology, the environment and society will be presented. 3 hr. lect. 3 crs.

### **CHEM 122 Foundations in Chemistry**

This one-semester course is designed to provide students with the basic foundational skills needed to complete the General Chemistry sequence. This course concentrates on basic concepts and principles of chemistry using a mathematical and quantitative approach. It is not intended for non-science majors. Topics include scientific method, measurement, atomic structure, periodicity, nomenclature, formulas and equations, stoichiometry, bonding, phases of matter, solutions, acids and bases, and redox reactions. CHEM 122 may not be applied for major credit. *Prerequisite:* MATH 116. 3 hrs. lect., 3 crs.

### **CHEM 160 General Chemistry I Lecture**

A systematic development of the fundamental laws and theories of modern chemistry and the application of these principles to the chemistry of the elements and their compounds. Topics include: atomic structure, the periodic table and properties of elements, chemical bonding, stoichiometric relationships, thermochemistry, and states of matter. *Prerequisites:* MATH 116 or higher *Corequisite:* CHEM 160A. 3 hrs. lect., 1 hr. rec. 3 crs.

### **CHEM 160A General Chemistry Laboratory**

The laboratory introduces basic synthetic and analytical techniques, including gravimetric analysis, qualitative analysis, small-scale calorimetry, and the use of computers for data collection and analysis. *Prerequisites:* MATH 116 or higher. *Corequisite:* CHEM 160. 3 hrs. lab. 1 cr.

### **CHEM 161 General Chemistry II Lecture**

This course is a continuation of general chemistry I and is designed to provide students an understanding of solutions, acids and bases, thermodynamics, electrochemistry, and kinetics. *Prerequisites:* CHEM 160/160A. *Corequisite:* CHEM 161A. 3 hrs. lect., 1 hr. rec., 3 crs.

### **CHEM 161A General Chemistry II Laboratory**

The laboratory emphasizes analytical techniques associated with lecture topics. Computers are used in laboratories for data collection and analysis. *Prerequisites:* CHEM 160/160A. *Corequisite:* CHEM 161. 3 hrs. lab. 1 cr.

### **CHEM 260 Organic Chemistry I Lecture**

Survey of the major types of aliphatic and aromatic compounds including structure, properties, class reactions, and mechanisms. *Corequisite:* CHEM 260A. *Prerequisites:* CHEM 160/160A, CHEM 161/161A. 3 hrs. lect., 1 hr. rec., 3 crs.

### **CHEM 260A Organic Chemistry I Laboratory**

Laboratory experiments involving use of modern techniques. *Corequisites:* CHEM 260. *Prerequisites:* CHEM 160/160A and CHEM 161/161A. 3 hrs. lab. 1 cr.

### **CHEM 261 Organic Chemistry II Lecture**

Survey of the major types of aliphatic and aromatic compounds including structure, properties, class reactions, and mechanisms. *Corequisites:* CHEM 261A. *Prerequisites:* CHEM 260/260A. 3 hrs. lect. 3 crs.

### **CHEM 261A Organic Chemistry II Laboratory**

Laboratory experiments involving use of modern techniques. *Corequisites:* CHEM 261. *Prerequisites:* CHEM 260/260A. 3 hrs. lab. 1 cr.

**CHEM 295 Special Topics in Chemistry**

An analysis of current questions in chemistry. The course offering will vary term to term, allowing for the coverage of new subject matter or the opportunity to make available an instructor's special expertise. Specific topics to be covered will be announced by the department. 3 sem. hrs. 3 crs.

**CHEM 354 Biochemistry**

A problem-solving approach to the study of macromolecular structure and function. Topics include the structure-function relationships of proteins, carbohydrates, nucleotides, and lipids; enzyme kinetics and mechanisms of enzyme-catalyzed reactions; bioenergetics, and the integration of cellular metabolism. Laboratory work introduces techniques of biochemical analysis, including protein assays, gel filtration chromatography, SDS polyacrylamide gel electrophoresis, and enzyme kinetics. Computer-interface systems are used for data collection and analysis. *Prerequisites:* BIOL 160/160A, BIOL 161/161A, CHEM 160/ 160A, CHEM 161/161A, CHEM 260/260A, and CHEM 261/261A. 3 hrs. lect., 3 hrs. lab, 4 crs

**CHEM 397 Independent Study in Chemistry**

In depth readings and research undertaken in a specific area of Chemistry under the direction of a faculty member. Registration with the permission of the instructor and the chairperson of the department. *Prerequisites:* CHEM 160/160A, CHEM 161/161A and CHEM 260. 1–3 crs.

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## CLINICAL LABORATORY SCIENCE

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**CLSC 402 Laboratory Operations<sup>(cc)</sup>**

This course will introduce students to the organization of all aspects of the clinical laboratory to include management, governmental and voluntary regulating agencies, safety in the laboratory, quality assurance and continuous quality improvement. Students will also learn basic phlebotomy, laboratory, educational and research techniques and the professional expectations of the clinical laboratory profession. *Prerequisite:* CHEM 354. 1 hr. lecture, 1 hr. lab. 1 cr.

**CLSC 406 Urinalysis I**

This course will focus on renal anatomy and the urinary system. It will include discussions of renal physiology and disease and qualitative and quantitative urinalysis testing. Processing of urine specimens and discussions on how renal function is assessed and renal calculi are defined. Determination of the clinical significance of other body fluids such as Cerebrospinal Fluid (CSF) & Synovial fluids and how to perform examinations on such fluids. *Prerequisites:* CHEM 354, BIOL 131/131A 2 sem. hrs. lecture, 2 crs.

**CLSC 407 Urinalysis II**

This course will focus on giving the students practical hands-on experience in the principles of urinalysis that were introduced in didactic lectures and further develop discipline specific competency. Use of instrumentation, interpretation and accuracy of results and application of theory to clinical situations is emphasized. Supervised full-time (30-35 hours per week) 2-week internship in a clinical laboratory setting. *Prerequisites:* CLSC 406. 60 clinical hr., 1 cr.

**CLSC 410 Hematology I**

This course will focus on the theory of basic blood cell and bone marrow development, differentiation and morphology. Identification of each cell type focusing on abnormal changes associated with hematologic disorders. *Prerequisites:* BIOL 355. 3 sem. hrs. lecture, 3 sem. hrs. lab, 4 crs.

**CLSC 411 Hematology II/Hemostasis**

This course will focus on various diseases of erythrocytes and leukocytes including anemias, leukemias, lymphomas, myelodysplastic syndromes and neoplastic disorders. Identification of the mechanism and factors involved in hemostasis and the coagulation cascade. Analysis and interpretation of laboratory data and any specialized molecular testing utilized in the diagnosis of hematologic diseases as well as in bleeding and clotting disorders. *Prerequisites:* CLSC 410. 3 sem. hrs., 3 crs.

**CLSC 412 Hematology III**

This course will focus on giving the students practical hands-on experience in the principles of hematology that were introduced in didactic lectures and further develop discipline specific competency. Use of instrumentation, interpretation and accuracy of results and application of theory to clinical situations is emphasized. Supervised full-time (30-35 hours per week) 6-week internship in a clinical laboratory setting. *Prerequisites:* CLSC 410. 180 clinical hrs., 2 crs.

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**CLSC 415 Diagnostic Microbiology I**

This course will focus on the taxonomy, morphology, and pathogenesis of bacteria, mycobacteria, viruses and other pathogens, determination of specimen acceptability and the role the microbiology laboratory plays in infection control. *Prerequisites:* BIOL 265/265A, BIOL 355. 3 sem. hrs. lecture, 3 sem. hrs. lab, 4 crs.

**CLSC 416 Diagnostic Microbiology II**

This course will focus on the taxonomy, morphology, and pathogenesis of human parasites and fungi, the determination of specimen acceptability and the role of the microbiology laboratory in infection control. *Prerequisites:* CLSC 415. 3 sem. hrs. lecture, 3 crs.

**CLSC 417 Diagnostic Microbiology III**

This course will focus on giving the students practical hands-on experience in the principles of diagnostic microbiology that were introduced in didactic lectures and further develop discipline specific competency. Use of instrumentation, interpretation and accuracy of results and application of theory to clinical situations is emphasized. Supervised full-time (30-35 hours per week) 6-week internship in a clinical laboratory setting. *Prerequisites:* CLSC 415. 180 clinical hrs., 2 crs.

**CLSC 420 Clinical Chemistry I**

This course will focus on routine, special and automated methods used in the clinical laboratory to determine the concentrations of analytes, such as glucose, proteins and lipids in blood and other body fluids. Evaluation of the clinical significance of these analytes and how they are affected by specific disease states will be discussed. *Prerequisites:* CHEM 354, BIOL 355. 3 sem. hrs. lecture, 3 sem. hrs. lab, 4 crs.

**CLSC 421 Clinical Chemistry II**

This course will focus on routine, special and automated methods used in the clinical laboratory to determine the concentrations of analytes, such as Electrolytes, Enzymes, Hormones, Vitamins and Trace Elements in blood and other body fluids. Evaluation of the clinical significance of these analytes and how they are affected by specific disease states. *Prerequisites:* CLSC 420. 3 sem. hrs. lecture, 3 crs.

**CLSC 422 Clinical Chemistry III**

This course will focus on giving the students practical hands-on experience in the principles of clinical chemistry that were introduced in didactic lectures and further develop discipline specific competency. Use of instrumentation, interpretation and accuracy of results and application of theory to clinical situations is emphasized. Supervised full-time (30-35 hours per week) 6-week internship in an outside clinical laboratory setting. *Prerequisites:* CLSC 420. 180 clinical hrs., 2 crs.

**CLSC 426 Coagulation**

This course will focus on giving the students practical hands-on experience in the principles of coagulation that were introduced in didactic lectures and further develop discipline specific competency. Use of instrumentation, interpretation and accuracy of results and application of theory to clinical situations is emphasized. Supervised full-time (30-35 hours per week) 2-week internship in a clinical laboratory setting. *Prerequisites:* CLSC 410. 60 clinical hrs., 1 cr.

**CLSC 430 Immunohematology I**

This course will focus on routine and special procedures in blood banking including but not limited to ABO/Rh typing, antibody detection and identification and also compatibility testing. Donor screening, testing and component preparation. Maternal screening for antibodies and testing for hemolytic disease of the fetus and newborn. This course will also focus on problem solving skills, transfusion protocols and transfusion reactions. *Prerequisites:* BIOL 310. 3 sem. hrs. lecture, 3 sem. hrs. lab, 4 crs.

**CLSC 431 Immunohematology II**

This course will focus on giving the students practical hands-on experience in the principles of immunohematology that were introduced in didactic lectures and further develop discipline specific competency. Use of instrumentation, interpretation and accuracy of results and application of theory to clinical situations is emphasized. Supervised full-time (30-35 hours per week) 6-week internship in a clinical laboratory. *Prerequisites:* CLSC 430. 180 clinical hrs., 2 crs.

### **CLSC 435 Clinical Immunology**

This course will focus on giving the students practical hands-on experience in the principles of Clinical Immunology that were introduced in didactic lectures and further develop discipline specific competency. Use of instrumentation, interpretation and accuracy of results and application of theory to clinical situations is emphasized. Supervised full-time (30-35 hours per week) 2-week internship in a clinical laboratory setting. *Prerequisites:* CLSC 420. 60 clinical hrs., 1 cr.

### **CLSC 440 Professional Practice in CLS**

This course will consist of review of all clinical laboratory science sections including: Laboratory Operations, Urinalysis, Hematology/Hemostasis, Diagnostic Microbiology, Clinical Chemistry and Immunohematology and an analysis of current topics in clinical laboratory science. The course offering may vary term to term, allowing for the coverage of new subject matter or the opportunity to make available an instructor's special expertise. *Prerequisites:* CLSC 402, 406, 411, 415, 421, 430. 3 sem. hrs. lecture, 3 crs

## **COMMUNICATION DISORDERS**

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### **CMDS 210 Clinical Process I** <sup>(cc)</sup> *Offered fall semester only.*

An introduction to the clinical process that focuses issues relating to the clinical experience as well as clinical assessments. 3 sem. hrs. 3 crs.

### **CMDS 215 Clinical Process II** *Offered spring semester only.*

Continuation of the clinical process that focuses on therapeutic methods, report writing, and the clinician-client relationship. *Prerequisite:* CMDS 210. 3 sem. hrs. 3 crs.

### **CMDS 220 Multicultural Issues in Communication Disorders** *Offered spring semester only.*

This course addresses the impact of cultural, ethnic and linguistic diversity on communication development, communication patterns, and communication disorders. It is an introduction to cultural and linguistic diversity (CLD) among individuals with communication disorders and differences. Special emphasis is placed on African American, Latino, Asian and Middle Eastern backgrounds. The class provides students with a framework for developing an understanding of the many issues related to the provision of clinical services to the multicultural population in the U.S. *Prerequisite:* CMDS 498. 3 sem. hrs. 3 crs.

### **CMDS 240 Phonetics** *Offered fall and summer semesters.*

Detailed analysis of the production of the sounds of the English language; basic intonation patterns and linguistic rules; extensive practice in phonetic transcription with emphasis on ear training. 3 sem. hrs. 3 crs.

### **CMDS 256 Anatomy and Physiology of Speech and Hearing Mechanisms** *Offered spring semester only.*

Structure and function of the speech mechanism; muscular and neural control of the speech organs; respiration, phonation, resonance and articulation. (With Cadaver) *Prerequisite:* BIOL 110. Additional course fee may apply. 4 sem. hrs. 3 hr. lect. 1 hr. lab. 4 crs.

### **CMDS 257 Introduction to Audiology** *Offered fall and spring semesters.*

This course provides a general study of the science of hearing assessment with emphasis on terminology, physics of sound, anatomy and physiology of the hearing mechanism, audiological evaluation and screening, hearing loss types and degrees, and audiometric interpretation. 3 sem. hrs. 3 crs.

### **CMDS 258 Introduction to Communication Disorders** *Offered fall semester.*

This course is an introduction to the study of the professional interests of speech-language pathology and audiology with specific attention to the general recognition and classification of disorders of speech, language, and hearing, and general trends in rehabilitation 3 sem. hrs. 3 crs.

### **CMDS 264 Normal Speech and Language Development** *Offered fall and summer semesters.*

A study of normal language development in children including phonological, morphological, syntactic, semantic, and pragmatic features; exploration of the cognitive linguistic communicative relationship, language/cognitive/play development milestones, gender, cultural, and dialectal differences will also be addressed. 3 sem. hrs. 3 crs. (Limited to CMDS Majors and QSPM Prerequisites only.)

**CMDS 270 Speech and Hearing Science** *Offered spring semester only.*

A study of the psychological and acoustical aspects of speech production and perception; principles of the physics of sound; psychoacoustics and acoustic phonetics. 3 sem. hrs. 3 crs.

**CMDS 295 Special Topics in Communication Disorders**

Offered in response to particular interests of students and faculty. Intensive study of a major area in communication disorders, or specialized language or clinical topic. 3 sem. hrs. 3 crs.

**CMDS 300 Language Disorders** *Offered spring semester only.*

The nature of language disorders relative to normal speech and language development and the impact on the ability to communicate in the environment. *Prerequisites:* CMDS 258 and CMDS 264. 3 sem. hrs. 3 crs.

**CMDS 310 Communication Disorders — Organic** *Offered fall semester only.*

A study of speech/language disorders caused by physical disability with special attention given to problems associated with cleft palate, cerebral palsy, aphasia, and organically-based voice disorders. The course will include development of proposals for research projects that will address various aspects of the speech language disorders, such as habilitation and rehabilitation approaches, family interactions, and multicultural cultural issues associated with evidence-based practice. *Prerequisites:* CMDS 256; CMDS 258. 3 sem. hrs. 3 crs.

**CMDS 340 Aural Rehabilitation** *Offered spring and summer semesters only.*

A study of the effects of hearing loss on the speech, language, academic, and communication abilities of children and adults; principles and techniques of rehabilitation, including the use of counseling, hearing aids, cochlear implants, lip-reading, and auditory training; and implications for educational and vocational development. *Prerequisite:* CMDS 257. 3 sem. hrs. 3 crs.

**CMDS 355 Introduction to Linguistics** *Offered spring semester only.*

This course will familiarize students with the way in which linguistics relates to speech-language pathology. Course content is designed to introduce students to the five levels of natural languages: phonology, morphology, syntax, semantics, and pragmatics. Additional topics (second language acquisition, bilingualism, sociolinguistics, bidialectalism, American Sign Language linguistics, neurolinguistics and psycholinguistics) will be incorporated into the course. 3 sem. hrs. 3 crs.

**CMDS 397 Independent Study in Communication Disorders**

In depth reading and research undertaken in a specific area of communication disorders under the direction of a faculty member. Registration with the permission of the instructor and the Program Director of the department. *Prerequisites:* CMDS 264, CMDS 310, CMDS 498. 1-3 crs.

**CMDS 450 Diagnostic Methods and Case Studies for the Speech-Language Pathologist** *Offered spring semester only.*

This course which covers two broad topics, diagnostic methods for the speech-language pathologist and case studies for the speech language pathologist, provides general knowledge and understanding of the principles of diagnosis and evaluation of speech and language disorders. In addition, the class will use a case studies format to explain the etiology, diagnosis, and treatment of speech, language, and hearing disorders. *Prerequisite:* CMDS 498, 3 sem. hrs. 3 crs.

**CMDS 498 Clinical Process III** *Offered fall semester only.*

A preliminary clinical experience in the Mercy Speech and Hearing Center. Students will be selected to either treat a client with a communication disorder or be a participant observer assigned to a client with a communication disorder. Course topics will include a review of communication disorders, professional report writing, session planning, standardized test review. Other topics will include therapeutic hierarchy, peer review, session planning, research for evidence based practice, multicultural issues and family counseling (Previously titled CMDS 498 Clinical Practicum.) *Prerequisites:* CMDS 210 and CMDS 215. Students must have earned a C or above in CMDS240 Phonetics, CMDS258 Introduction to Communication Disorders and CMDS 300 Language Disorders in order to register. Additional course fee may apply. 2 sem. hrs. 2 crs. (Enrollment in this course requires proof of immunization.)

## COMMUNICATION STUDIES

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### **COMM 154 (MEDA 154) Publicity Writing**

This course covers the variety of persuasive writing forms and techniques used by the public relations professional to invite media coverage of corporate/client events and activities, to promote awareness and use of products and services, and to encourage consumer/audience support of corporate issues. Students will learn how to prepare press releases, pitch letters, press kits, public service announcements and copy for brochures and promotional materials. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

### **COMM 200 (SPCM 200) Interpersonal Communication**

What are the different challenges of communicating one-on-one as well as within large groups? What does our non-verbal language — our styles and body language — really express to the outside world? Students will develop an intrapersonal perspective to critically evaluate their interpersonal communications and relationships, as well as the various issues surrounding human interaction. An emphasis will be placed on the functions of human communication, the development of the “self,” conversation dynamics and skills, relationship development, conflict management strategies, and other subjects. *Prerequisite s:* ENGL 111, SPCM 110. 3 sem. hrs. 3 crs.

### **COMM 220 Intercultural Communication**

This course examines the role of culture in understanding human communication. Students will become aware of their own cultural influences as they consider the culture, language, tradition, and experiences of diverse groups. Through class discussion and experiential exercises, students will gain the tools necessary to make a valuable contribution to communication across all cultures. *Prerequisite :* ENGL 111. 3 sem. hrs. 3 crs.

### **COMM 225 Visual Communication**

This course introduces students to the principles of graphic design, provides an overview of visual communication tools (color, typography, photography, packaging, illustration, etc.), and helps student understand the role of signs, symbols and images in human communication. *Prerequisite :* ENGL 111. 3 sem. hrs. 3 crs.

### **COMM 231 (MEDA 231) Propaganda**

This course focuses on the development, principles, techniques, and results of mass persuasion from its beginnings in ancient civilizations to its transformation in the modern technological society. Students study mass persuasion and political propaganda during war and peace, with emphasis on its impact on current-day political affairs through readings, viewing of films, and emphasis on its impact on current-day political affairs, viewing of films and video, examination of graphic and print materials and class discussions. The objective is to hone critical reasoning to identify semantic and perceptual techniques used for mass persuasion. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

### **COMM 252 (MEDA 252) The Practice of Public Relations**

A course designed to provide an understanding of public relations in our society: how it is planned, produced and evaluated. The key types of communication required for productive public relations are examined. Weekly writing assignments are required to develop familiarity with the practices of professional public relations. As a final project, students will develop a campaign program, create appropriate materials for the press, and become familiar with the scope of communication channels available for effective public relations. *Prerequisite:* MEDA/ COMM 154. 3 sem. hrs. 3 crs.

### **COMM 255 (MEDA 255) Creative Advertising**

A hands-on course that first examines the functions of advertising and how advertising is created, then has students write, develop, and produce advertising scripts for television and radio. The course also provides students with a behind-the-scenes look at corporate advertising. 3 sem. hrs. 3 crs. COMM 295 Topics in Communication Studies. Examines topical issues in the field of communications or in response to particular interests of students. 3 sem. hrs. 3 crs.

### **COMM 330 Communication Law and Ethics**

This course examines the scope of legal and ethical issues that arise when preparing written and nonverbal communications for an employer for client. By examining case studies, reviewing current laws and statutes, and discussing common challenges to ethical practice in communications, the student will better understand the ramifications of behavior and the consequences of actions when serving as the spokesperson for a company or client. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**COMM 345 (MEDA 345) Writing for the Digital Media**

Students will develop writing and reporting skills for digital publications and social media platforms. This course will challenge students to evaluate content based on printed material, images and spoken words while considering journalistic styles and recognizing the demand for specialized digital news content. Students will learn how digital writing compares and contrasts with traditional media, and they will assess the impact of digital publications and platform methods and outcomes. 3 sem. hrs. 3 crs.

**COMM 365 Practicum: Newsletter Preparation**

This course will produce professional quality newsletters or similar material, either for units of Mercy College or for outside business. Students will learn how to design newsletters, write text, do layout, negotiate with printers, and develop mailing lists. 3 sem. hrs. 3 crs.

**COMM 370 (SPCM 370) Effective Presentations**

This course focuses on the principles and techniques of preparing and delivering oral presentations. Students will practice a variety of speech forms and styles used in business and will have the opportunity to critique their own videotaped performance. The preparation and effective use of accompanying visuals will also be covered. *Prerequisite:* SPCM 110 3 sem. hrs. 3 sem. hrs. 3 crs.

**COMM 385 (MEDA 385) The Media Revolution**

The central question this course poses is how technology has affected American culture? Media Ecology examines modern media from various theoretical perspectives while tracing the origins of language and writing to the modern age. 3 sem. hrs. 3 crs.

**COMM 398 Communications Research Methods**

This course examines the use of research techniques, measurement tools and resources to inform corporate communication planning and programming decisions. The course focuses on types, sources and uses of primary and secondary data, examines methods of conducting research, and reviews processes used in the corporate communications profession to evaluate program success and performance. *Prerequisites:* ENGL 111; MATH 115 or MATH 116 or ECON/ MATH 122. 3 sem. hrs. 3 crs.

**COMM 399 Internship in Communications Studies**

An appropriate in-field experience arranged through the Program Head. *Prerequisite:* 18 credits in Communication Studies. 1-3 sem. hrs. 3-6 crs.

**COMM 450 Studio: The Advanced Practice of Public Relations**

This course introduces the student to professional public relations agency work: planning and preparing proposals, campaigns, collateral material, editorial layouts, advertising storyboards, radio and television spots on behalf of a client or company. Students will rotate agency roles such as account manager and creative director while practicing their knowledge of design, campaign development and execution, media relations, special event planning, and publicity writing to assist community businesses and organizations with their communications initiatives. Issues that arise from client cultivation and negotiation (pricing, work product, project management, copyright) will also be covered. *Prerequisites:* ENGL 112, PSYN 250, MEDA 385, COMM 398, COMM 220, COMM 330. 3 sem. hrs. 3 crs.

**DESIGN + ANIMATION (formerly Computer Arts + Design)**

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**CART 110 Foundation I: Design Principles**

An introduction to the basic principles and processes of drawing and two-dimensional visual composition. *Prerequisite:* Portfolio review admission into major or permission of the program head. 3 sem. hrs. 1.5 hrs. studio lab per week. 3 crs. [Fall only]

**CART 120 Foundation I: Design + Digital Skills**

An introduction to the basic vocabulary and principles of communication and media theory, including the various roles and digital tools, skills and techniques of the design + animation industry. *Prerequisite:* Portfolio review admission into major or permission of the program head. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs. [Fall only]

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### **CART 200 Drawing I**

An introduction to basic principles and processes of drawing, with an emphasis on direct observation. Students work from still life, nature, and the imagination towards an understanding of the perceptual aspects of visual forms. *Prerequisite:* Portfolio review admission into major or permission of the program head. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs. [Fall only]

### **CART 214 Drawing II**

Further exploration and understanding of drawing elements with an emphasis on drawing process, pictorial structure, and personal expression. The course includes an introduction to drawing the human form. *Prerequisites:* Minimum grade of B- in CART 200. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs. [Spring only]

### **CART 215 (ARTT 215) History of Art I <sup>(cc)</sup>**

This course is the first half of a yearlong survey of the history of art, with specific emphasis on the examination of the representation of ideas in terms of the science of interpretation (hermeneutics) and the language of signs (semiotics). This examination is specifically geared to those for whom the study of the history of art is a prelude to a life of design. The course also covers the history of the development of style, from early cave paintings to the beginnings of the Renaissance. Students develop a visual vocabulary and an acute awareness of style as a function of historical conditions; they also learn to decode images in a way that enables them to be more sophisticated designers of visual communication material. 3 sem. hrs. 3 crs. [Fall only]

### **CART 216 (ARTT 216) History of Art II <sup>(cc)</sup>**

This course is the second half of a yearlong survey of the history of art, with specific emphasis on the examination of the representation of ideas in the terms of the science of interpretation (hermeneutics) and the language of signs (semiotics). This examination is specifically geared to those for whom the study of the history of art is a prelude to a life of design. The course also covers the history of the development of style, from the early Renaissance to the modern era. Students develop a visual vocabulary and an acute awareness of style as a function of historical conditions; they learn to decode images in a way that will enable them to be more sophisticated designers of visual communication material. *Prerequisite:* CART/ ARTT 215. 3 sem. hrs. 3 crs. [Spring only]

### **CART 219 (CISC 219) Web Design I**

This course presents an introduction to basic Web design and information architecture. It introduces concepts of good design and usability in theory and practice. Elements of page design, site design and structure are discussed, including color, typography, simple image manipulation, links, and site organization. The course has a strong hands-on component in which students will be introduced to elements of HTML and Web design using image manipulation software and Web authoring tools. *Prerequisite:* CISC/MATH 120. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs. Prospective students who have significant computer experience are encouraged to seek departmental approval for waiver of CISC/MATH 120.

### **CART 225 Foundation II: Process, Composition, Color**

The fundamentals of two-dimensional visual composition and three-dimensional form, structure, and concepts, including color theory and its application. The course will explore digital and non-digital production techniques for image and form construction. *Prerequisite:* Minimum grade of B- in CART 110, CART 120 and CART 200. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs. [Spring only]

### **CART 240 Animation Production I: Storyboarding**

An introduction to time-based Design + Animation. Through an investigation of narrative structures, spatial compositions, and sound, students will explore the fundamental techniques and aesthetics of the moving image utilizing storyboarding, two-dimensional animation, and motion design as a means of communication. Research, critical analysis and concept development will be emphasized. *Prerequisites:* Minimum grade of B- in CART 225. 3 sem. hrs. 1.5 hrs. studio/ lab per week. 3 crs.

### **CART 245 Image, Sound + Time**

An introduction to basic principles and production of audio as it applies to Design + Animation. The course explores the structural and conceptual relationships between sound and image. *Prerequisite:* Minimum grade of C+ in CART 110 and 120. 3 sem. hrs. 1.5 hrs. studio/ lab per week. 3 crs.

**CART 250 Modeling for Digital Animation I**

An introduction to modeling, texturing, and rendering for three-dimensional digital objects and environments. Topics include lighting and color, concepts of three-dimensional space, geometric transformation, and methods for smoothing. Working from concept art, students will be introduced to the modeling “pipeline” and the theory of, and methods for, compositing. *Prerequisites:* CART 214 and 225. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs. [Fall only]

**CART 255 Modeling for Digital Animation II**

An introduction to modeling, texturing, and rendering for three-dimensional digital characters. Topics include character development and design, anatomy, and animation theory and methods utilizing rigging, articulation and kinematics. *Prerequisite:* CART 250. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs. [Spring only]

**CART 258 Fundamentals of Writing for Film and Television**

This course is about the basic craft of storytelling for the screen; traditional dramatic structure in a visual medium. Issues addressed include the premise, dialogue, characterization, and narrative plot structure. Class work will include workshop discussion of short writing exercises, the examination of professional scripts, and discussion of exemplary professional films. 3 sem. hrs. 3 crs.

**CART 259 (CISC 259) Web Design II**

This course presents more advanced design techniques for website development and information architecture. The overall structure, flow, and organization of the website are discussed. The concepts and criteria introduced in Web Design I are utilized with added sophistication to page design, image manipulation, basic animation techniques, and the use of style sheets. The course has a strong hands-on component where, in addition to the software packages used in Web Design I, students will be introduced to DHTML, CSS, and Flash. *Prerequisite:* Minimum grade of B- in CART 219. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs.

**CART 260 Motion Graphics I**

An introduction to broadcast design, film graphics, and the principles of motion graphics design. The animation process, theories of montage, timing principles, principles of composition, using color effectively, compositing, integrating type, and integrating still and moving imagery will be covered. Methods for analysis will be introduced, with an emphasis on understanding the relationship between graphics and motion. Students will further develop their own unique design and animation styles plus explore how time can transform visual language. *Prerequisite:* CART 370 Graphic Design I or permission from the Program Head. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs.

**CART 262 (SPCM 262) Introduction to Acting**

Students explore the basis of acting in the reality of doing. The course aims to facilitate an encounter between the student-actor and those personal impulses that happen within the collaborative framework of the classroom-theater. Emphasis is placed upon gaining an understanding of the actor’s primary instrument for performance, himself, while developing a basic technique for working within the context of a theatrical performance. 3 sem. hrs. 3 crs.

**CART 300 Drawing III: Figure Drawing**

Advanced study of drawing with an emphasis on representation of the human figure, exploring anatomy, proportion, expression, and movement. *Prerequisite:* CART 214. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs. [Fall only]

**CART 315 Animation History**

A study of historical and contemporary issues in Animation. *Prerequisite:* ENGL 110. 3 sem. hrs. 3 crs.

**CART 316 Design History**

A study of historical and contemporary issues in Visual Communication Design, Computer Graphics and Gaming. 3 sem. hrs. 3 crs.

**CART 320 Intro to 2D Animation**

A study of animation as a means of storytelling through drawing, narrative and character development, character and scene design, and sound. Students will explore emotion, expression and movement in both realistic and stylized drawing of animated shapes and forms, humans, and animals. Critical analysis and concept development will be emphasized. *Prerequisite:* Minimum grade of B- in CART 214 and CART 225. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs.

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### **CART 322 2D Animation**

In this course students will learn and explore how to create memorable characters in moving stories. Some of the topics to be covered include story structure and storyboarding, setting up production schedules and lip synching. Methods for managing large projects will be analyzed and practiced. Copyright basics will be examined. Creating memorable visual characters will be more deeply explored. Students will further develop their own unique animation style. *Prerequisites:* CART 240 and CART 320 or permission from the Program Head. 3 sem. hrs. 1.5 hrs. studio/ lab per week. 3 crs.

### **CART 325 Video**

Further exploration of visual narrative and the moving image utilizing digital video and audio. The course will cover basic camera techniques, editing, compositing, and visual effects. Critical analysis and concept development will be emphasized. *Prerequisite:* CART 240. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs.

### **CART 330 Painting I**

This course introduces students to the basic language, conventions and material concerns of representational painting and color theory. The emphasis is on drawing, accurate color mixing, and attention to surface. *Prerequisite:* CART 200. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs.

### **CART 335 Visual Storytelling**

A study of visual narrative, character development and design, color systems, and digital illustration as it relates to Design + Animation. Particular emphasis will be placed on illustrated sequences, story-line illustration, thematic series pictorials, and writing story treatments. With an aim towards visual literacy, students will investigate story with reference to style, content and interpretation. Concept development, and methods for analysis and production, will be emphasized. *Prerequisites:* CART 225 and 214. 3 sem. hrs. 1.5 hrs. studio/ lab per week. 3 crs.

### **CART 340 Character Animation I**

An introduction to the principles of animation this course further develops on principles learned in 2D Animation. Students explore methods for analysis and production of animation through projects that will focus on character performance. *Prerequisites:* Minimum grade of B- in CART 250 and CART 320. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs. [Spring only]

### **CART 345 Character Animation II (previously Digital Animation II)**

Further exploration of the principles and methodologies associated with two- and three- dimensional digital animation. Topics and techniques will include rigging methodologies, character control, and character animation through project content that will focus on character performance and scene design. Methods for analysis and production of animation will continue to be emphasized. *Prerequisites:* Minimum grade of B- in CART 255 and 340. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs. [Fall only]

### **CART 350 Digital Media + Interaction Design I**

An introduction to the principles of interactivity, typography, and design for digital media, including the concepts of interface, information design, play, and an understanding of the relationships between image, typography, and sound. Students will explore the basic concepts surrounding the creation of time-based and interactive experiences, with an emphasis on how these experiences relate to design for games and the World Wide Web. Methods for analysis and production will be introduced. *Prerequisite:* CART 240. 3 sem. hrs. 1.5 hrs. studio/ lab per week. 3 crs.

### **CART 355 Digital Media + Interaction Design II**

Further exploration of the principles and methodologies associated with digital media and interaction design, including complex multi-media presentations and applications for the World Wide Web. Students will study human-factor variables of design. Utilizing time-based and interactive design processes, the course explores design as a social, political and cultural activity. Methods for analysis and production will continue to be emphasized. *Prerequisite:* CART 350. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs.

### **CART 360 Game Design I**

An introduction to the principles of game design, including an understanding of games as formal, social, and cultural systems. The course will emphasize rapid prototyping and play testing of game concepts, as well as introduce methods for game analysis and production. *Prerequisite:* CART 340. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs.

**CART 365 Game Design II**

Further exploration of the principles and methodologies associated with the design of games. The course will cover concepts of narrative theory, social play, complexity, emergence, and designed interaction. Prototyping and play-testing will continue to be emphasized. *Prerequisite:* CART 360. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs.

**CART 370 Graphic Design I: Word and Image**

An introduction to the principles of communication design problem solving while exploring visual semiotics—the interrelationships between form, function, content, and meaning. The fundamentals of typographic design and hierarchies are explored through practical and experimental print projects. Methods for analysis and production will be introduced, with an emphasis on understanding the relationship between words and images in developing a visual language. *Prerequisite:* Minimum grade of B- in CART 214 and CART 225. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs. [Fall only]

**CART 375 Graphic Design II: Grid and Identity**

Further exploration of the principles and methodologies associated with communication and typographic design through the use of various design strategies. Utilizing visual identity, package and print design processes, the course explores graphic design as a social, political and cultural activity. Methods for analysis and production will continue to be emphasized. *Prerequisite:* Minimum grade of B- in CART 370. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs. [Spring only]

**CART 395 Special Topics in Design + Animation**

An investigation of special topics within the Design + Animation industry. The course may be repeated when topics vary, with permission of the chair. *Prerequisites:* variable depending on topic. Hours: variable depending upon topic. 3 crs.

**CART 397 Independent Study in Design + Animation**

This course is designed to allow highly self-motivated students to develop special skills and conduct advanced research in topics beyond those found among the regular course descriptions. Working closely with a faculty mentor, students pursue subjects in their particular field of interest via guided readings, research and project assignments. *Prerequisite:* GPA of 3.0, successful completion of at least 75 credits toward their degree, and approval of the program head. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs.

**CART 399 Internship in Design + Animation**

A supervised internship within the Design + Animation industry. *Prerequisites:* Minimum of 36 credits and 3.0 GPA in the major, and permission of the CART Internship Coordinator. May be repeated up to a maximum of nine credits. 1-3 crs.

**CART 425 Animation Techniques**

An exploration of animation as a means of storytelling and communication using classical animation techniques and materials such as stop-motion, time-lapse, rotoscoping, puppets and claymation. *Prerequisites:* CART 240 and 300. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs.

**CART 440 Animation Production II (previously Digital Animation III)**

Advanced study of two- and three-dimensional digital animation, focusing on post-production, dynamics, and compositing, through self-directed projects that are structured in such a way as to allow students to refine their personal creative process and develop the ability for critical analysis of their work. *Prerequisite:* Minimum grade of B- in CART 240 and 345. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs. [Spring only]

**CART 450 Digital Media + Interaction Design III**

Advanced study of digital media and interaction design through self-directed projects that are structured in such a way as to allow students to refine their personal creative process and develop the ability for critical analysis of their work. *Prerequisite:* CART 355. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs.

**CART 460 Game Design III**

Advanced study of game design through self-directed projects that are structured in such a way as to allow students to refine their personal creative process and develop the ability for critical analysis of their work. *Prerequisite:* CART 365. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs.

### **CART 470 Graphic Design III: Complex Content Systems and Personal Voice**

Advanced study of communication and typographic design utilizing complex design strategies through self-directed projects that are structured in such a way as to allow students to refine their personal creative process and develop the ability for critical analysis of their work. Students must receive a grade of B- or better in this course to enroll in CART 495 Senior Project I. Students who receive C+ or lower grades aren't prepared to move forward in the course sequence and must repeat this class. *Prerequisite:* Minimum grade of B- in CART 375. .3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs. [Fall only]

### **CART 495 Senior Project I**

A self-directed project including both visual and written components developed under faculty advisement. This course will focus on the ideation and pre-production stages of the student's project, and should be taken in the last year of study. Formal presentations to faculty advisors are required. The course also covers interview skills, job search practices, and professional portfolio presentation as it relates to the Design + Animation industries. Students must pass with a minimum grade of B- in order to receive credit for this course. *Prerequisite:* completion of one of the following: CART 440, CART 450, CART 460 or CART 470, or permission of the Program Head. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs. [Fall only]

### **CART 496 Senior Project II**

Completion of the self-directed project begun in CART 495, Senior Project I. This course will focus on the realization, visual production and written components of the project, and should be taken in the last semester of study. The final project will be exhibited and formally reviewed by faculty advisors. Students must pass with a minimum grade of B- in order to receive credit for this course. *Prerequisite:* Minimum grade of B- in CART 495. 3 sem. hrs. 1.5 hrs. studio/lab per week. 3 crs. [Spring only]

## **COMPUTER SCIENCE AND COMPUTER INFORMATION SYSTEMS**

Prospective students who have significant computer experience are encouraged to take the departmental waiver exam for CISC/MATH 120.

Students enrolling in all major courses must earn at least a letter grade of C in all Prerequisite courses. Prospective computer science, computer information systems or mathematics majors who have significant computer experience are encouraged to seek departmental approval for a waiver of CISC/MATH 120 (must pass the Excel component of the exam). Students enrolled in computer science and computer information systems majors may have to spend substantial time outside of class to complete their coursework. Students in these majors are required to take a programming proficiency test in CISC 231.

### **CISC/MATH 120 Introduction to Computers and Application Software**

An introduction to computers and computing including the fundamentals of computer nomenclature, particularly with respect to personal computer hardware and software and the World Wide Web; develop an understanding of why computers are essential components in the business world and society in general; focus on the computer as a valuable productivity tool; present strategies for purchasing, and maintaining a personal computer system. This course has a wide-ranging hands-on lab component, which includes an introduction to and actual use of; word processing, spreadsheet, presentation, and Internet browser software. *Prerequisites:* None. 3 sem. hrs; 3 crs. Prospective students who have significant computer experience may take the departmental waiver exam for CISC/MATH 120. If the student passes the waiver exam the student may take CISC/MATH 131, MATH 117 or MATH 122 instead.

### **CISC 131 (MATH 131) Foundations of Computing I**

In Foundations of Computing I, students will be introduced to the basic aspects of problem solving, data representation, algorithm design, and object-oriented design and programming. The Python programming language will be used as the means to implement programs. This course prepares students for problem analysis and solution design. Students will also discuss ethical and social issues relating to computing. *Prerequisites:* None. 2 sem. hrs. 2 hrs. lab. 3 crs.

### **CISC 219 (CART 219) Web Design I**

This course presents an introduction to basic Web design and information architecture. It introduces concepts of good design and usability in theory and practice by exploring and comparing existing sites. Elements of page and site design and structure are discussed, including color, typography, simple image manipulation, links, and site organization. The course has a strong hands-on component where students will be introduced to elements of HTML and use up-to-date image manipulation software and a Web-authoring tool. *Prerequisite:* CISC/MATH 120. 3 sem. hrs. 3 crs. Prospective students who have significant computer experience are encouraged to take the departmental waiver exam for CISC/MATH 120.

**CISC 220 Database Applications**

This course is a hands-on introduction to building a simple information management system using commercial relational database management software such as Microsoft Access. Students learn to build application systems using simple design tools and are exposed to database programming tools and the relational database model. Students design and build tables, forms, reports, queries and data access pages. Students complete a term project where they develop a functioning database application. *Prerequisite:* CISC/MATH 120. 3 sem. hrs. 3 crs. (Offered in fall semester only.)

**CISC 231 (MATH 231) Foundations of Computing II**

This course explores the fundamental concepts of object-oriented programming using the programming language Java. Students are introduced to the principles of object-oriented programming, basic data structures, elementary file input/output, inheritance, polymorphism, exception handling and GUI. *Prerequisite:* CISC/ MATH 131 or departmental approval. 2 sem. hrs. 2 hrs. lab. 3 crs.

**CISC 238 Graphical User Interface Application Development**

The student is introduced to application development using a graphical user interface (GUI). Topics include: graphics user interface design, properties of interface objects, attaching code to interface objects, developing and running entire applications using graphics and drawing, and building and updating databases. *Prerequisite:* CISC/ MATH 131

**CISC 257 Computer Network I**

This course provides an introduction to fundamental concepts in the design and implementation of computer communication networks, their protocols, and applications. Topics to be covered include overview of internet technologies, network architecture, application layer, transport layer and network layer. A series of Lab activities are integral part of the course and will provide students practical experiences of networking. *Prerequisite:* CISC/MATH 120. 3 sem. hrs. 3 crs.

**CISC 259 (CART 259) Web Design II**

This course presents advanced design techniques for website development and information architecture. The overall structure, flow, and organization of the website are discussed. The concepts and criteria introduced in Web Design I are utilized with added sophistication to page layout, image manipulation and typographical design. The use of tables and frames is described as well as several special effects, like rollovers and tweening, and elementary animation techniques. The course has a strong hands-on component where, in addition to the software packages used in Web Design I, students will be introduced to DHTML, CSS, and Flash. *Prerequisite:* CISC/CART 219 or approval of instructor. 3 sem. hrs. 3 crs.

**CISC 271 Web Programming**

Students learn basic and advanced concepts of Web Programming. Applying modern software development principles, students design and implement projects extending their knowledge of programming techniques and concepts introduced in previous courses. *Prerequisite:* CISC 231. 3 sem. hrs. 3 crs.

**CISC 301 Information Systems within Organizations**

A comprehensive introduction to the concepts and theories that explain and/or motivate methods and practices in the development and use of information systems (IS) in organizations. The concepts and theories will include systems, management and organization, information, quality and decision-making. The relationship of information systems to corporate planning and strategy and concepts relating information technology (IT) to competitive advantage and productivity are explored and explained. The concepts and practices underlying the use of information technology and systems in improving organizational performance, as well as the roles of management, users and Information Systems professionals are presented. *Prerequisites:* CISC/MATH 120 and ACCT 120. 3 sem. hrs. 3 crs.

**CISC 311 Data Structures**

This course builds upon the Foundations of Computing courses and presents concepts and techniques essential for working in a modern software development environment. These include object-oriented programming, exception handling, linear and nonlinear data structures, and data structure libraries. Software engineering and object-oriented design concepts are discussed using case studies and software projects. *Prerequisites:* CISC/MATH 231 and MATH 244. 3 sem. hrs. 3 crs.

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### **CISC 335 Computer Networks**

The course explores the fundamental concepts of Computer Networks. Topics to be covered include the overview of internet technologies, network architecture, application layer, transport layer, network layer, linked layer and local area network, network management, wireless and mobile networks and multimedia networking. Network security will be introduced. Lab activities will provide students practical experiences in computer networking. It will be centered on implementation, configuration and troubleshooting of a LAN. *Prerequisite:* CISC/MATH 231. 3 sem. hr. 3 crs.

### **CISC 337 Database Management Systems**

Introduction to the basic concepts of database management systems, including data representation, conceptual data modeling, entity relationship diagrams, the relational model, normalization, and database design and implementation. Concepts of data integrity, security, privacy, and concurrence control are introduced. Students implement a major database application project. *Prerequisite:* CISC/MATH 120. 3 sem. hrs. 3 crs.

### **CISC 339 Artificial Intelligence**

This course provides a broad technical introduction and a survey of core concepts of artificial intelligence (AI). Topics include history of AI, search (search space, uninformed and informed search, constraint satisfaction), logic reasoning (probabilistic models, uncertainty, Bayesian networks), machine learning (inductive learning, decision trees, reinforcement learning), and perception and cognition (natural language processing, computer vision, robotics). AI techniques have become an essential element in modern computer software and are thus essential for a successful career and advanced studies in computer science. *Prerequisites:* CISC/MATH 231 and MATH 244 3 sem. hr. 3 crs.

### **CISC 341 Computer Architecture**

This course provides the basic knowledge necessary to understand the hardware operation of digital computers, introduces digital components and details the steps necessary to create a design for an elementary basic computer. The organization and architecture of the separate functional units of the digital computer, as well as the assembly level machine organization, are examined. *Prerequisites:* CISC/MATH 231 and MATH 244. 3 sem. hrs. 3 crs. (Non-liberal arts credit.)

### **CISC 352 Mathematical Methods in Data Science**

Understanding data as information and using it to solve problems and make decisions. Graphics for data visualization. Algorithms for data cleaning, mining, and processing. Using inference algorithms for explanation, predication, and classification. Using machine learning to solve supervised and unsupervised problems. *Prerequisite:* MATH 260. 3 sem. hrs. 3 crs. (Offered in fall semester.)

### **CISC 359 Website Administration and Security**

This course focuses on the server-side implementation of a website. It provides an overview of what is required to build and maintain a website, including hosting, server administration, security, user interactivity and database integration. The students will implement a server, develop user and file security policies, design the server configuration, and understand the server interaction with search engines. Given a previously designed GUI, the students will develop scripting programs that implement the appropriate business logic and interpret the user's input in order to access the database. *Prerequisite:* CISC/MATH 231 and CISC 337. 3 sem. hrs. 3 crs.

### **CISC 370 Systems Analysis and Design**

Introduction to the steps required to complete an analysis and design of a computer information system with emphasis on mastering the methods and procedures used in structured systems analysis. These include various techniques of information requirements gathering, data flow diagrams, data dictionaries, process and program specifications. Working in teams, students learn the information systems development process by completing a significant term project. *Prerequisite:* CISC/MATH 231. 3 sem. hrs. 3 crs.

### **CISC 371 Software Engineering I: Principles**

Students will learn the principles of software engineering. Topics to be covered include software design and processes, requirements and specifications, software validation and testing strategies, software evolution, project management, documentation, and quality assurance. Upon completion of the course, students should have a fundamental understanding of the software life cycle and the processes involved in the design, development, implementation and maintenance of complex software systems, and the associated documentation of design, program and training materials, as well as an understanding and development of the interpersonal and communication skills required for a career in computer science. *Prerequisite:* CISC 311. 3 sem. hrs. 3 crs.

**CISC 380–381 Workplace Experience in CS/CIS I, II**

This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in CS and CIS include corporations, small businesses, non-profit organizations and schools. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. Department approval required. 3 sem. hrs. 3 crs.

**CISC 385 Cryptography and Computer Security**

Introduction to the concepts and applications of cryptography and computer security. Included are the basic building blocks of network security, such as conventional and public key encryption techniques, authentication and digital signatures. Important network security and Web security tools and applications, including S/MIME, IP security, Kerberos, SSL/TLS, and Secure Electronic Transactions (SET), as well as methodologies for countering hackers and computer viruses are explored. The language of modern cryptography is primarily number theory, and various tools of number theory, including modular arithmetic, primality, and hash functions are developed as needed. *Prerequisites:* MATH 244. 3 sem. hrs. 3 crs.

**CISC 395 Special Topics in Computer Sciences**

This course will introduce students to various relevant, current and interesting topics in the field of computer science and/or computing. *Prerequisites:* Variable, depending upon topic. 3 sem. hrs. 3 crs. (Non-liberal arts credit.)

**CISC 397 Independent Study in Computer Sciences**

Individual projects or readings undertaken in a specific area of Computer Information Science. Registration with the permission of instructor, the Program Head/Chair, and the school Dean. 3 crs. (Non-liberal arts credit.)

**CISC 411 Analysis of Algorithms**

Students will study fundamental algorithms for solving a variety of problems, including sorting, searching, and graph algorithms. They will also learn techniques for analyzing the time and space complexity of algorithms and evaluate trade-offs between different algorithms. *Prerequisites:* CISC 311. 3 sem. hrs. 3 crs.

**CISC 421 Operating Systems**

Process concepts, asynchronous concurrent processes, concurrent programming, deadlock, real storage, virtual storage organization, virtual storage management, job and processor scheduling, multiprocessing, disk scheduling, file and database systems, performance measurement, networks and security are covered. *Prerequisite:* CISC/MATH 231 and MATH 244. 3 sem. hrs. 3 crs. (Non-liberal arts credit.)

**CISC 430 Healthcare Analytics and Apps**

This course provides a broad view of healthcare analytics and various applications. Topics to be covered include, but are not limited to, foundations of data analytics, architecture, framework, strategies, management and implementation of healthcare software applications and data analytics, various applications with emphasis on data visualization, mobile, and interactions. After the class, students should be able to apply concepts of healthcare analytics and applications to specific areas and identify the benefits and challenging of such applications. *Prerequisites:* CISC/MATH 231, CISC 337, MATH 122 and MATH 201. 3 sem. hrs. 3 crs.

**CISC 470 Information Systems Development and Implementation<sup>(cc)</sup>**

In this capstone course for Computer Information Systems majors, students will apply techniques for analyzing, designing and implementing a computer information system. Systems development life cycle methodologies, CASE tools, project management techniques, and database development techniques will be used by project teams as they develop and implement a new computer information system. *Prerequisites:* CISC 337 and CISC 370. 3 sem. hrs. 3 crs.

**CISC 471 Software Engineering II: Senior Capstone Project<sup>(cc)</sup>**

This is the second course in the Software Engineering sequence. Students apply the principles of software engineering in real-world projects. In this capstone course for Computer Science majors, students will learn to work as a team in the development of small to medium-scale software systems. *Prerequisite:* CISC 371 with grade of C. 3 sem. hrs. 3 crs.

## **CORPORATE AND HOMELAND SECURITY**

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### **CHSC 120 Investigative techniques and Reporting**

This course introduces the student to the complementary administrative and operational protocols for security related investigations as found in business, law enforcement, and national homeland security environments. The multidimensional presentation of material synthesizes investigative techniques for intelligence gathering, interviewing, crime scene preservation and incident report formatting. Within a framework of legal parameters and corporate objectives, the course will present practical applications, which are effective for the post-9/11 security environment. 3 sem. hrs. 3 crs.

### **CHSC 140 Introduction to Homeland Security, Public Safety and Terrorism<sup>(cc)</sup>**

This course introduces the organizational and programmatic initiatives for domestic security in the post-9/11 world. Topics include an overview of the terrorist threat; chemical, biological, and nuclear hazards; public safety and security; statutory authority; and measures for mitigation, preparedness, response and recovery. The course also explores the types and levels of impact that these developments have upon the national, local community, and corporate psyches of America. 3 sem. hrs. 3 crs. (Previously cross-listed with CRJU 140)

### **CHSC 235 Foundations of Risk Management**

An introduction to fundamental probability and theoretical concepts of risk as it pertains to public and private sector environment. This course is designed to familiarize the student with identifying and responding to various risks, threats and vulnerabilities in the context of theoretical and real world scenarios. The course will explore proactive and reactive risk management theories as well as identification of and response to different levels of crisis. *Prerequisite:* MATH 116. 3 sem. hrs. 3 crs.

### **CHSC 245 Legal Aspects of Security Management**

An analysis of current federal, state and local laws and regulations pertaining to security management. Discusses the powers of private security in regard to arrest, detention and interrogation, the duty to protect from third party crime, and the power and limits of civil tort law. The goals and objectives of corporate policies and procedures are examined in the context of the legal requirements of criminal justice procedure, contract law, administrative law and federal employment law. 3 sem. hrs. 3 crs.

### **CHSC 295 Religion and Terror**

The course is designed to have the student understand working definitions of the terms terrorism and religion and how these are applied by groups using said terms for personal and group agendas often through violent means. The course further seeks to examine the various interpretations of religion within the major faiths and delve into perceived justifications for the use of terror. It will provide students with examples of organizations and terror groups that have and continue to employ religion as the basis for terrorist action through case study and determine the means for countering religious ideology as a pretext for violence. *Prerequisite:* CHSC 140. 3 sem. hrs. 3 crs.

### **CHSC 315 Terrorism**

This course provides a comprehensive exploration of contemporary terrorism. It focuses on the theories and cases related to the causes, perpetration, and results of terrorist activities. It includes an analysis of religious terrorism, ideological terrorism, gender-focused political violence, criminal enterprises and terrorist violence. Among the specific issues to be covered are the changing definitions and perceptions of terrorism; the origins of terrorism; the impact of terrorism upon community and media; tactics and targets; and the major scholarly issues in the field of terrorism. *Prerequisite:* CHSC 140. 3 sem. hrs. 3 crs.

### **CHSC 325 Personnel and Physical Property Security**

Introduces the concepts and methodologies of workplace security used by small, medium, and large corporations. Topics related to personnel security include pre-employment screening, training, employee security awareness, internal investigations, workplace violence, security officer operations, and executive protection. Physical property security topics include perimeter integrity, facility protection, access control, and countermeasures technology. *Prerequisite:* MGMT 225. 3 sem. hrs. 3 crs.

### **CHSC 345 Corporate Security for the National Infrastructure**

An analysis of the security responsibilities and practices of the domestic corporations, which sustain the nation's critical infrastructure. The course takes up the strategic and logistical aspects of large-scale corporate security efforts within the transportation, communications, energy, financial and other vital sectors of the national infrastructure, using economic,

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public safety and national security perspectives. *Prerequisite:* CHSC 140. 3 sem. hrs. 3 crs.

### **CHSC 350 Security Crisis Management**

An in-depth focus upon the strategies, programs and actions for mitigation, preparedness, response and recovery, which are available for the management of natural and man-made crises. Methods of cooperation, coordination and interaction with federal and state agencies, public and private institutions, citizen organizations, and volunteers are studied and the coordinating processes of the Homeland Security National Response Plan are considered for the corporate security environment. *Prerequisite:* CHSC 235. 3 sem. hrs. 3 crs.

### **CHSC 399 Internship in Corporate and Homeland Security I**

By approval of the program director, a CHS major can augment classroom studies with practical experience through meaningful participation relating to Risk Management, Homeland Security or Information Assurance, in a corporate, government or law enforcement environment. *Prerequisite :* One half (12 credits) of upper level (300 and 400 level) Specialization Course Requirements completed at Mercy College and approval from program director. 3 sem. hrs. 3 crs.

### **Internship in Corporate and Homeland Security II**

This internship continues the practical objectives of CHSC 399, Internship in Corporate and Homeland Security I. Participants are encouraged to select a different working environment than was previously undertaken. However, requirements may be altered at the discretion of the program director on a case-by-case basis. *Prerequisite:* CHSC 399. 3 sem. hrs. 3 crs.

### **CHSC 435 Advanced Risk Management**

Advanced probability analysis of contemporary corporate security and loss prevention issues, strategies and solutions. Comprehensive study includes advanced statistical and theoretical analysis of internal and external threats/vulnerabilities, business continuity planning, crisis intervention and response, impact assessment and risk insurability. This senior-level course is designed to provide an enhanced repertoire of knowledge to the future professional corporate risk manager. *Prerequisite:* CHSC 235. 3 sem. hrs. 3 crs.

### **CHSC 445 Homeland Defense Structures: the National Incident Management System**

An advanced comprehensive review of homeland security organization and strategies. The course will focus on the National Response Plan (NRP) and the National Incident Management System (NIMS) and will include discussion of statutory authority, participant roles, operational concepts, incident management and emergency support functions. *Prerequisite:* CHSC 345. 3 sem. hrs. 3 crs.

## **CRIMINAL JUSTICE**

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### **CRJU 102 Introduction to the Criminal Justice System**

Students will be given an overview of the criminal justice system, commencing with a discussion of law, its sociology, its functions, etc.; then moving on into the historical origins of the system, current practices, and prognosis for the future of the criminal justice system. 3 sem. hrs. 3 crs.

### **CRJU 130 Security Management and Loss Control**

A comprehensive survey of the various aspects in the field of private security. Included are the fundamentals of security management, loss control and prevention, and discussions of the various safety programs in business and industry. 3 sem. hrs. 3 crs.

### **CRJU 132 Victimology**

This course focuses on the central character in a criminal act, the victim. Its objectives are to understand what it means to be victimized and to learn how to offer a victim real help. Special attention will be given to the victims of particular sorts of crimes such as sexual assault; child, adolescent and spouse abuse; victimization of the elderly and of parents; incest; and to the survivors of homicide victims. 3 sem. hrs. 3 crs.

### **CRJU 140 Introduction to Homeland Security, Public Safety and Terrorism**

This course introduces the organizational and programmatic initiatives for domestic security in the post-9/11 world. Topics include an overview of the terrorist threat; chemical, biological, and nuclear hazards; public safety and security; statutory authority; and measures for mitigation, preparedness, response and recovery. The course also explores the types and levels of impact that these developments have upon the national, local community, and corporate psyches of America. 3 sem. hrs. 3 crs.

**CRJU 154 Probation and Parole**

The two most important non-institutional treatment methods for offenders are probation and parole. Past and present programs will be covered to understand their status, current scope, and future trends and practices. 3 sem. hrs. 3 crs.

**CRJU 204 Introduction to Corrections**

A general overview of the subsystems commonly known as corrections. Probation and parole will be covered. The punishment and treatment of offenders will be explored. Visits to federal, state, and city correctional institutions, and an opportunity to discuss correctional problems with ex-offenders will be arranged. 3 sem. hrs. 3 crs.

**CRJU 205 Arson Investigation**

An introduction to the problems and techniques of fire investigation; the chemistry of fire and the combustion properties of selected fuels; a discussion of the Arson Laws and types of incendiary fires; determining fire causes; recognizing and pursuing evidence; interrogation of adults and juveniles and court procedures. 3 sem. hrs. 3 crs.

**CRJU 206 Deviation and Therapy**

An analysis and exploration of the various treatment processes and techniques employed in a variety of agencies and situations including case work counseling, individual and group therapy and halfway house techniques. 3 sem. hrs. 3 crs.

**CRJU 207 White Collar Crime**

This course will provide an in-depth view of white collar criminality. Comparison will be made between traditional crimes and white collar crimes; various types of white collar crimes will be discussed and analyzed. Organized crime and the problems inherent in white collar crime prosecutions will be dealt with. 3 sem. hrs. 3 crs.

**CRJU 208 Organized Crime Control**

An examination into the history and background of organized crime including illegitimate and legitimate activities. Special emphasis will be on the control measures adopted on the local, federal and international levels. The course will analyze the organized crime system in order to counteract its negative effect and harm to society through the use of established and new legislation, and innovative investigative techniques. 3 sem. hrs. 3 crs.

**CRJU 212 (SOCL 212) Criminology**

The nature and causes of criminal behavior as they relate to effective means of prevention and rehabilitation, theories of criminal behavior focused on the individual, the family, the neighborhood, and society as the primary causal factors; various interdisciplinary schemes also considered. 3 sem. hrs. 3 crs.

**CRJU 213 Legal Aspects of Private Security**

A study of the legal status of "private police." Included will be a review of the regulation of private security agencies, interrelations with law enforcement agencies, problems in the area of arrest, searches, privacy, etc. Civil liabilities of private security personnel and the rights of citizens will also be explored. 3 sem. hrs. 3 crs.

**CRJU 215 (BHSC 215/SOCL 215) The Juvenile Justice System**

Origins, philosophy and objectives of the juvenile justice system, measures of delinquency, theoretical perspectives on delinquency, legal processes, roles of the actors and current trends within the juvenile justice system. 3 sem. hrs. 3 crs.

**CRJU 229 Stress Management in the Criminal Justice System**

By employing numerous experimental situations and evaluation instruments, this course will help the student understand stresses felt by those in the Criminal Justice System — police officers, correction officers, victims, probation and parole personnel, etc., what happens to them and what can be done to manage stress. The course deals directly with the causes and prevention of: career frustration; job boredom; supervisory conflicts; family problems; life changes; emotional strain and person-to-person resistance. 3 sem. hrs. 3 crs.

**CRJU 233 Family Violence the Criminal Justice Response**

Once considered a "hands off" issue, to be dealt with in the privacy of a family, cases of family violence increasingly are brought to the Criminal Courts. Drawing on the latest research, the course gives information about batterers and battering behavior. It reviews current practices, and examines various options available to Criminal Justice personnel handling the problem. (Previously numbered: CRJU/BHSC 133.) 3 sem. hrs. 3 crs.

**CRJU 234 (LAW 234) Criminal Law**

The objective of this course is to acquaint the student with the historical background of Criminal Law, jurisdiction, the mental elements necessary to commit crime, the major crimes and recent changes in the law brought about by court cases. Comparison will be made as to what the law is elsewhere and what the law is in the State of New York. 3 sem. hrs. 3 crs.

**CRJU 236 Criminal Court Process**

A detailed study of the criminal court systems will be explored. City, county, state, and federal courts will be examined critically. 3 sem. hrs. 3 crs.

**CRJU 246 (SOCL 246) the Death Penalty in America**

This course will discuss the various issues surrounding the death penalty as a punishment in the United States. Areas covered will include the history of the death penalty and legal and constitutional questions. Social, psychological and philosophical issues will also be explored. 3 sem. hrs. 3 crs.

**CRJU 250 (LAW 250) Criminal Procedure**

This course will acquaint the student with the criminal procedures that are followed in most states throughout the nation. The path of the criminal will be traced from arrest, to arraignment, to the grand jury, to trial, etc. The New York Criminal Procedure Law and Court cases that have been defined, limited and interpreted criminal procedure will be discussed. 3 sem. hrs. 3 crs.

**CRJU 253 Policing**

This course introduces the institution of policing in American Society. The origins and evolution of American policing; policing in America; police in relation to the criminal justice system; organizational structure of law enforcement agencies; police subcultures; patrol and investigation; police intelligence and information; community policing; policing and the law; civil liability; police discretion; deviance; the use of force and the future of policing. 3 sem. hrs. 3 crs.

**CRJU 255 Crime Scene Investigation**

A study of the scientific techniques of criminal investigation evidence gathering. The student will be exposed to actual cases involving physical evidence in an effort to explain how the laboratory analyses are an integral part of the investigation. *Prerequisite:* CRJU 102 or comparable practical experience. Recommended: CRJU 256. 3 sem. hrs. 3 crs.

**CRJU 256 Criminal Investigation**

This course is designed to familiarize the student with the modern methods of criminal investigation, including not only the various techniques involved, but also the problems encountered in crime investigation. Legal issues, interrogation techniques, surveillance techniques, crime scene examination, report writing, and testimony are among the areas covered. 3 sem. hrs. 3 crs.

**CRJU 295 Contemporary Issues**

A discussion of current topics concerning criminal justice, such as search and seizure, court administration, drugs, police administration, jails and prisons. Specific topics to be covered will be announced by the department. 3 sem. hrs. 3 crs.

**CRJU 301 (POLS 301) Constitutional Law and Criminal Justice<sup>(cc)</sup>**

Analysis of the leading U.S. Supreme Court and State Court decisions impacting Criminal Justice. The historical development of the Bill of Rights and its application to the States through the Due Process Clause of the Fourteenth Amendment. *Prerequisite:* Six credits in Criminal Justice. 3 sem. hrs. 3 crs.

**CRJU 303 Perspectives in Legal Development**

An analysis of the development of the legal process, particularly as it affects Criminal Justice. The philosophy and conflict between needs, ideas, and experiences will be explored through the writings of the great minds of philosophy and law. 3 sem. hrs. 3 crs.

**CRJU 304 Law, Ethics, and Criminal Justice**

This course will study the balance among moral philosophy, law, and criminal justice administration. The course will study the movement toward professional ethics, and the growing emphasis on value questions and policy decisions among scholars, researchers, and practitioners. 3 sem. hrs. 3 crs.

### **CRJU 349 Directed Research in Criminal Justice**

This course provides students with a hands-on research experience in the discipline of criminal justice. A more in-depth and comprehensive study of a specific topic than is typically available in the classroom where students have an opportunity to work in small groups under the close supervision of a faculty mentor on all aspects of an active research project in criminal justice. Research design, experimental method, hypothesis development, literature review, data analysis, and presentation skills are applied to the research project. *Prerequisite:* PSYN 101, CRJU 102. 3 sem. hrs. 3 crs. Instructor permission is required.

### **CRJU 380–381 Workplace Experience in Criminal Justice, I and II**

This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Criminal Justice include police departments, non-profit organizations, treatment centers and governmental offices. Students' professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. 3 sem. hrs. 3 crs.

### **CRJU 396 Research Methods in Criminal Justice**

This course introduces students to data collection strategies and basic statistical techniques, secondary data analysis, and program evaluation in criminal justice. This course serves as a preparatory course for CRJU 401 Senior Seminar in Criminal Justice. *Prerequisite:* CRJU 102. 3 sem. hrs. 3 crs

### **CRJU 397 Independent Study in Criminal Justice**

A project designed to take into account the individual student's special criminal justice interest. Student must comply with the special instructions for Independent Study Projects as set forth in the Catalog. 3 crs.

### **CRJU 399 Internship in Criminal Justice**

Under Faculty supervision, the pre-service major supplements his classroom studies with practical experience, by engaging in a planned program of observation and participation in selected criminal justice agencies. *Prerequisite:* Six credits in Criminal Justice. 3 crs.

### **CRJU 401 Senior Seminar in Criminal Justice<sup>(cc)</sup>**

A seminar required of all majors in Criminal Justice; readings, reports, discussions, project to be completed under the direction of the faculty. *Prerequisites:* CRJU 102, CRJU 396, and at least three other courses in Criminal Justice. 3 sem. hrs. 3 crs.

## **CRITICAL INQUIRY**

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### **CINQ 101 Critical Inquiry**

This is a General Education course in which reading fluency, critical thinking and information literacy competencies are introduced, reinforced and assessed. Each section of CINQ 101 focuses on a particular topic; students analyze assigned readings, prepare and respond to arguments related to the topic, and complete projects that require research and assessment of relevant print and online sources. This course is required of all entering freshmen and of transfer students with 30 credits or less. 3 sem. hrs. 3 crs.

### **CINQ 190/HONR 190**

Honors Critical Inquiry. Honors Critical Inquiry is a General Education course in which reading, thinking, and information literacy competencies are introduced, reinforced and assessed. Each section of CINQ 190/HONR 190 focuses on a particular topic; students analyze assigned readings, prepare and respond to arguments related to the topic, and complete projects that require research and assessment of relevant print and online sources. CINQ 190/HONR 190 is the honors-level version of CINQ 101 which is required of all entering freshmen and of transfer students with 30 credits or less. May replace general education requirement CINQ 101. *Prerequisite:* For Honors students only. 3 sem. hrs. 3 crs.

## **CYBERSECURITY**

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### **IASP 221 LINUX Administration**

This course focuses on the administration of LINUX in a secured networked environment. Students will be introduced to the installation and configuration of LINUX, along with the use of command-line LINUX commands and scripting languages. Special emphasis will be placed on the installation and configuration of popular LINUX services such as SSH,

HTTP, FTP, SMTP, Samba, MySQL, IPTABLES firewall, etc. Hardening of the LINUX kernel will also be discussed to make students aware how a LINUX system could be made more secure. *Prerequisite:* CISC 131. 3 sem. hrs. 3 crs.

### **IASP 230 Introduction to Cybersecurity**

This course serves an entry course to the Cybersecurity Program for undergraduate students. It will introduce basic terminology in information security, information assurance and related legal and ethical issues. The topics span various cybersecurity domains including access control, threats and vulnerabilities, risk management, firewall, intrusion detection and prevention, cryptography, physical and personnel security. *Prerequisite:* CISC 131. 3 sem. hrs. 3 crs.

### **IASP 330 Disaster Recovery / Business Continuity**

Discusses the applied methodologies used to plan and recover systems and business processes when faced with various types of recovery scenarios. The course will cover how disaster preparedness directly correlates to the ability to then continue business operations. *Prerequisite:* IASP230. 3 sem. hrs. 3 crs.

### **IASP 340 Security Policy and Procedures**

This course reviews the critical skills and methodologies used to ensure compliance to public and private sector regulatory requirements. This course covers how to facilitate internal and external audit requirements, ensuring proper levels of controls, both IT and process level. *Prerequisite:* College Algebra-Math 116 and Statistics-Math/ ECON 122. 3 sem. hrs. 3 crs.

### **IASP 355 Penetration Testing and Ethical Hacking**

This course introduces the underlying principles and techniques associated with the cybersecurity practice known as penetration testing and ethical hacking. Student will learn about the entire penetration testing processes and practices. It includes planning, reconnaissance, scanning, exploitation, post-exploitation, and result reporting. As systems are penetrated and attacked in ethical testing method, the degree of systems' weak points or the level of security strengths will be assessed. The course discusses the assessment related to integrating penetration testing into a software development life cycle and assesses the pit-falls associated with traditional penetration testing practices as well as making recommendations for improving the practices. In all cases, students will develop an excellent understanding of current cybersecurity issues and ways that user, administrator, and programmer errors can lead to exploitable insecurities. *Prerequisite:* CISC 335 Computer Networks. 3 sem. hrs. 3 crs.

### **IASP 380–381 Internship: Cybersecurity Workplace Experience I, II**

This course is designed to link college with the world of work by assisting students to obtaining meaningful, academically relevant work experiences directly related to their career goals. Possible placement internship sites for students in Cybersecurity include corporations, small businesses, non-profit organizations and schools. Students' professional development is enhanced through meetings with a faculty advisor and structured assignments based on the work experience. Career and Professional Development department approval required. Division approval required. 3 sem. hrs. 3 crs. per sem.

### **IASP 395 Special Topics in Cybersecurity**

This course will introduce students to the future implications (both technical and social) and the latest development in the cybersecurity field.. *Prerequisites:* Variable, depending upon topic. 3 sem. hrs. 3 crs. (Non-liberal arts credit.)

### **IASP 397 Independent Study in Cybersecurity**

Individual projects or readings undertaken in a specific area of Cybersecurity. Registration with the permission of instructor, the program head and the department chair or the school dean. 3 crs. (Non-liberal arts credit.)

### **IASP 420 Network Security**

This course introduces students to fundamental network security principles and implementation. It covers types of network attacks, network infrastructure security, Web security, operational security, security management, cryptography and policies and procedures. In addition, it covers any recent development in network security areas. *Prerequisite:* CISC 335. 3 sem. hrs. 3 crs.

### **IASP 430 Digital Forensics**

This course introduces techniques required for conducting a forensic analysis on systems and data. The theories directly correlate to methods used to recover/restore data for various requirements, ranging from litigation to fraud based investigations. *Prerequisite :* CISC 335, CISC 337 and CISC 231. 3 sem. hrs. 3 crs.

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### **IASP 455 Secure and Intelligent Programming**

This course discusses how programming language techniques can be used to fill the security and intelligence gap between human and computers, computers to computers, and data to networks. Secure programming means writing programs in a safe fashion, to avoid vulnerabilities that can be exploited by attackers. In particular, this course considers novel programming languages that can be used to address artificial intelligence and machine learning, and security and privacy issues. The topics include various instantiations of programming languages and web programming languages, codification skills for coding safety, intelligence enhancement exercises in coding, and the debug and verification tools. *Prerequisite:* CISC 339 Artificial Intelligence. 3 sem. hrs. 3 crs.

### **IASP 460 Wireless Network and Security**

This course introduces various wireless network protocols, access modes, wireless devices, management tools and security risks. This course will give students technical background of wireless networks, and discuss the security risk and management tools. *Prerequisite:* CISC 335. 3 sem. hrs. 3 crs.

### **IASP 470 Capstone: System Security <sup>(cc)</sup>**

This course introduces students to system security. It covers many security aspects in computer system and software programming ranging from basic topics to advanced topics. It includes more thoroughly discussion on risks, trusts, threat, attack, safe programming, operating system mechanisms, virtual machines, hardware security, personal and application security and latest development in system security. Hacking is discussed to ensure students know about the techniques used by malware developers. *Prerequisite :* Completion of at least six of 300 or upper-level courses. 3 sem. hrs. 3 crs.

## **ECONOMICS**

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### **ECON 115 the Economy, jobs, and you**

This course will introduce the student to the ways different economists view the free market economy of the American society and help solve its problems; and an understanding of the variety of economic policies and their impact on public policy issues. A knowledge of diverse economic approaches to public questions ranging across the political spectrum will help the student critically evaluate the diversity of opinion on today's economic issues. 3 sem. hrs. 3 crs.

### **ECON 120 The World of Business**

This course introduces students to the world of business. The course presents the methods and practices that are used not only in business organizations but also in health care, education, government, and other organizations. With its coverage of management, marketing, finance, and information systems, the course provides a broad foundation for further study of these areas as well as useful knowledge for the workplace. 3 sem. hrs. 3 crs.

### **ECON 125 Statistical Applications for Business Decision Making**

This course provides the business student with statistical tools to enhance their decision-making skills. Students will be instructed in the application of statistical analysis to real world business situations. Students will also learn to understand the underpinning mathematical concepts, which drive statistical analysis and be provided with a primer on using computer software to enhance their newly acquired abilities. (Replaces previous MATH/ECON 122 requirement.) *Prerequisites:* MATH 116. 3 sem. hrs. 3 crs.

### **ECON 190 Honors Economics and Public Policy**

This course will introduce students to the ways different economists view the free market economy in America and to the variety of economic policies and their impact on public issues. A knowledge of diverse economic approaches to public policy questions – ranging across the political spectrum – will help students critically evaluate the diversity of opinion on today's economic issues. This is an interactive course in which students analyze the economics of social and political issues. In an open classroom forum students present, discuss, and defend their positions. Admission by permission of Honors program. 3 sem. hrs. 3 crs.

### **ECON 200 Managing Your Money**

Personal financial literacy is the student's ability to read about, analyze, manage, and communicate the personal financial conditions that affect his/her material wellbeing. It includes the ability to make financial choices, discuss money and financial issues, plan for the future, and respond competently to life events that affect everyday financial decisions, including events in the general economy. This course was designed to address the fact that a growing number of people lack knowledge of the basic personal economics they need to make informed financial judgments and manage their money effectively. 3 sem. hrs. 3 crs.

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**ECON 210 Business Report Writing and Presentations**

Contemporary business environments require excellence in managerial literacy to effectively communicate and promote business objectives and policies. This course undertakes the development of written and oral skills applicable to any professional position, utilizing the latest modes of communications technologies. 3 sem. hrs. 3 crs.

**ECON 220 Macro-Economics**

A study of the modern mixed American economy, national income, employment, output, price levels, economic growth and fluctuations, monetary and fiscal policies, current events relating to the American economy. 3 sem. hrs. 3 crs.

**ECON 221 Micro-Economics**

A study of the foundation of the economic analysis including markets, the price system, production costs, allocation of resources, organized labor and collective bargaining, monopoly power, distribution of income, international trade and finance. 3 sem. hrs. 3 crs.

**ECON 225 The History of Macro-Economic Theory**

An exploration of the ideas and forces that shaped the economic development of the world's economic communities. Particular emphasis will be placed on success or failure as historical applications are reviewed. Projections will be offered as to the differences to be anticipated within the 21st century and an analysis will be used to determine if past economic events are relative to the new world that lies ahead. 3 sem. hrs. 3 crs. (Opened only to Organizational Management students.)

**ECON 230 Ethics: The Corporate Community in Society**

A discussion of general ethical concepts and issues in society and the role ethics plays in business. The course examines the ethical responsibilities of the business entity to local, national and global communities and their affect on business practices. Legal versus ethical issues of truthfulness, fair play, collaboration and competition are analyzed. Ethical codes of conduct applicable to non-management positions, mid-level and executive management positions and Human Resource departments are studied for their importance to the business identity. 3 sem. hrs. 3 crs.

**ECON 344 Money and Banking**

A study of the nature and functions of money and credit; structure of financial institutions and the Federal Reserve system; current theories of monetary analysis; the dynamics of a rapidly changing banking system. *Prerequisite:* ECON 220. 3 sem. hrs. 3 crs.

**ECON 410 Advanced Business Communication**

Advanced study of business communications, including practice in the writing of case studies and reports; emphasis on navigating the business communication environment, including corporate culture, interpersonal communication, team projects, oral presentations and use of multimedia techniques. This senior-level undergraduate course focuses on content that will be applicable throughout the student's professional career. *Prerequisite:* ECON 210. 3 sem. hrs. 3 crs. (Mandatory for all students in BS/M.B.A. dual program.)

**ECON 430 The International Dimension**

The objective of this course is to expand the perspective of students by examining the international dimension of the knowledge acquired in previous courses. The course emphasizes the opportunities for organizations that arise from the process of globalization. 3 sem. hrs. 3 crs. (Opened only to Organizational Management students.)

**ENGLISH**

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**NOTE: Placement in the appropriate level is based on assessment of the high school or college transcript. Students must take the course designated by the assessment and all subsequent courses in the English composition sequence through the Literature and Communication requirement.**

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**ENGL 110 Elements of Exposition**

Introduction to the expository writing process. Students read and examine literary texts in order to formulate essays in several rhetorical modes. Co-requisite: ENGL 111. Placement determined by Admissions. 3 sem. hrs. 3 crs.

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### **ENGL 111 Written English and Literary Studies I**

Introduction to elements of expository writing and research methods through the study of literary texts (nonfiction genre). Students read and examine these texts in order to formulate essays in several rhetorical modes. Placement determined by the English faculty. 3 sem. hrs. 3 crs.

### **ENGL 112 Written English and Literary Studies II**

Students read and critically analyze literary works (fiction and/or drama). Students compose a full-length research essay based on assigned topics. Prerequisite : ENGL 111. 3 sem. hrs. 3 crs.

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*The Learning Centers at Mercy College provide students with individual assistance in writing. The writing tutors at the Learning Centers are professional instructors, and their help is provided free of charge for all registered students. Currently, Learning Centers are operating at the Dobbs Ferry, Bronx, Manhattan and Yorktown campuses, and at every extension center.*

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### **ENGL 191/HONR 191 Honors English I**

This course will focus on the development of critical reading and critical thinking skills and the development of formal academic writing skills. This will be done through close readings and analyses of literary texts of diverse literary traditions from the ancient world to the early modern world. Writing assignments include essay writing and the writing of a research paper. This course replaces the general education requirement ENGL 111. *Prerequisite:* For Honors students only. 3 sem. hrs. 3 crs.

### **ENGL192/HONR 192 Honors English II**

This course will focus on the development of critical reading and critical thinking skills and the development of formal academic writing skills. This will be done through close readings and analyses of literary texts of diverse literary traditions from the modern world. Writing assignments include essay writing and the writing of a research paper. This course replaces the general education requirement ENGL 112. *Prerequisite:* For Honors students only. 3 sem. hrs. 3 crs.

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*ENGL 112 is a Prerequisite for all English courses numbered 200 and above.*

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### **ENGL 200 Poetics: Introduction to Literary Texts (cc)**

An analysis of literary texts. Students examine the use of words, images, metaphors and symbols to create the structures basic to the verbal imagination. English majors should take this course as early as possible. 3 sem. hrs. 3 crs.

### **ENGL 202: Business Writing**

This course focuses on professional writing, including preparation of memos, reports, letters, proposals, and other documents. It emphasizes the use of appropriate language, accurate reporting of information, and correct use of page formatting. 3 sem. hrs. 3 crs.

### **ENGL 205 Survey of English Literature I**

A survey of the traditions in structure and content that shaped English literature from the Old English period through Milton. 3 sem. hrs. 3 crs.

### **ENGL 206 Survey of English Literature II**

A survey of the traditions in structure and content that shaped English literature from the Restoration through the 1950s. 3 sem. hrs. 3 crs.

### **ENGL 207 American Lit Survey I: Beginnings to 1865**

This course introduces students to significant works of American literature from the early Colonial period up through the 1865 end of the Civil War. This time-span includes works related to early encounters between Native Americans and Europeans; the Salem Witch Trials; early African-American literature; slave narratives; early American women's writing; literature of and related to the American Revolution; early environmentalist and nature writing; and Romanticist essays, poems, and stories of the nineteenth century. Attention will be paid to the historical and cultural contexts in which these writings were produced, and to studying writers of diverse gender and ethnic backgrounds. While exploring these early American writings students will question what it means to be "American," the various ways that we define the term, and the complexities surrounding the term and any definition of it. *Prerequisites:* ENGL 112 or 192. 3 sem. hrs. 3 crs.

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**ENGL 208 American Lit Survey II – 1865 to the Present**

This survey of American literature is from the post-Civil War period to the Present. The first part includes the emergence of Realism and Naturalism; the second the Modern Period, in which the influence of social change, including World War I, Women's Suffrage, Prohibition, and the Depression will be examined. In the Contemporary period, we will watch our national literature search for meaning, and prepare for change. We will question what it means to be "American," the various ways that we define the term, and all the complexities surrounding the term. *Prerequisites:* ENGL 112 or 192. 3 sem. hrs. 3 crs.

**ENGL 212 Science Fiction**

This course offers a thematic analysis of science fiction as a vehicle for the critical analysis of society: life in different types of societies and the impact of technology. This course also includes an exploration of the nature of humanity, especially in encounters with differences in culture. Works studied will range from the early twentieth century to the current day, and include authors such as Le Guin, Asimov, Stephenson, and Forster. *Prerequisite:* ENGL 112. 3 crs.

**ENGL 214 Cyberpunk / Tech-Noir**

Students in this class will read and discuss "cyberpunk" and related "tech-noir" fiction, meaning, fiction that explores the current and near-future states of social media, technology, artificial intelligence, virtual reality, augmented reality, and other immersive online environments (e.g. MMOs). Students will consider the benefits and dangers of humanity's increasing interweave with such technology and online/virtual realities—with the way that humanity is becoming post-human or cyborg. In addition to studying literature, students will study and discuss other relevant media: i.e. tech-media, Technology/Entertainment/Design (TED) talks, and other visual media depicting tech-noir/cyberpunk stories and situations. *Prerequisites:* ENGL 112 or 192. 3 sem. hrs. 3 crs.

**ENGL 217 Creative Writing: Fiction**

Students define the nature and range of creative writing in prose fiction and explore the particular writing forms by examining the work of established authors. Workshop format 3 sem. hrs. 3 crs.

**ENGL 218 Creative Writing: Poetry**

Students define the nature and range of creative writing in poetry and explore the particular writing forms by examining the works of established poets. Workshop format. 3 sem. hrs. 3 crs.

**ENGL 219 Creative Writing: Nonfiction**

This course introduces students to the literary form of creative nonfiction. Students will discuss sub-genres such as the memoir, the personal essay, literary journalism, travel writing, and/or nature writing. Students will study texts from established authors in order to learn the stylistic and structural elements of the genre and will write creative work based on their experiences, observation, and/or research. Workshop format. 3 sem. hrs. 3 crs.

**ENGL 220 The Short Story**

An introduction to the historical and structural development of the short story, as well as to the major practitioners of the craft. Students should acquire a critical lexicon so that they can examine, evaluate, and appreciate the art of the short story. 3 sem. hrs. 3 crs.

**ENGL 225 Classical Literature**

A study of epic, lyric, and satiric works of Greek and Roman writers selected for their pervasive influence and present vitality. 3 sem. hrs. 3 crs.

**ENGL 230 The Bible as Literature**

An examination of the major themes, characters, and genres of the Old and New testaments. Students read the Bible as a work of literature and gain awareness of it as a source of inspiration for literature and all of the other arts. 3 sem. hrs. 3 crs.

**ENGL 234 Literature by Women**

An exploration of traditions in writing by women; of the relationships between writing by women and the male tradition. At the discretion of the instructor, the course can be organized by genre, period, nationality, or theme. 3 sem. hrs. 3 crs.

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### **ENGL 239 (HIST 239) American Studies**

An interdisciplinary approach to American character and culture, treating such themes as the frontier tradition; the American hero; the impact of popular culture; the significance of race, ethnicity, and gender; and national values and ideals. 3 sem. hrs. 3 crs.

### **ENGL 240 From Literature to Film**

This course is an investigation of the history, process, and challenges of translating works of literature (plays, stories, novels, poems) to the medium of film. Attention is directed toward social, psychological, philosophical and technical (aesthetic) aspects of literary texts and then to their screen adaptations. Readings for purposes of in-class discussions, for research papers, and for oral in class presentations include a required textbook, original literary texts, reviews, and scholarly articles. Representative films will be screened in full and in excerpt form during class meetings. 3 sem. hrs. 3 crs.

### **ENGL 242 Literature and Psychology**

This course is an interdisciplinary course that examines novels, plays, biographies, short stories, and poems through the lens of psychology. The theories of Freud, Jung, Erikson, et al. will be referenced in the discussion of such literary themes as: identity, perception, love, forgiveness, memory, and relationships. 3 sem. hrs. 3 crs.

### **ENGL 243 Shakespeare in Music and Drama**

This is an interdisciplinary course that explores how selected plays of Shakespeare have inspired a stylistically rich variety of musical treatments. Beginning with an overview of how musical interpolations figured in Elizabethan productions, the course proceeds to an in-depth study of musical works immortalizing Shakespeare, from the early nineteenth century to the present. No technical knowledge of music is required. 3 sem hrs. 3 crs.

### **ENGL 249 American Gothic**

This course studies the American Gothic tradition from the beginning of the nineteenth century through to today. The American Gothic genre includes texts dealing with horror, the eerie, the macabre, the supernatural, and the darkly psychological. Students in the course may study American Gothic authors such as H.P. Lovecraft, Joyce Carol Oates, Edgar Allan Poe, Shirley Jackson, Stephen King, Charlotte Perkins Gilman, and Brandon Massey, among others. Attention will be paid to the transformation of writings in the genre over time, and to the historic and cultural contexts in which the different writings emerged. *Prerequisites:* ENGL 112. 3 sem. hrs. 3crs.

### **ENGL 257 Latin American Literature**

This is an introductory survey course that introduces students to the work of some of the major writers from different countries of Latin America. In this course students will learn about critical issues that are part of the Latin American experience, and explore how different writers have explored these issues via different literary techniques, at different times in Latin American history, and in different Latin American countries. 3 sem. hrs. 3 crs.

### **ENGL 259 (SPCM 259) Oral Performance of Literature**

Principles of and practice in the oral presentation of prose, poetry, and drama with a focus on understanding and control of voice production and diction. 3 sem. hrs. 3 crs.

### **ENGL 263 (HIST 263) The Black Atlantic World: Literature/History**

A study of the historical background of the Third World, the rise of nationalist movements, and the issues that these nations face today. The course follows an interdisciplinary approach that includes the study of Third-World literature. 3 sem. hrs. 3 crs.

### **ENGL 265 (SPCM 265) Introduction to Playwriting**

This course will offer a step-by-step practical guide for the budding playwright from idea or scenario through to a finished one-act play. We will focus on developing full characters within articulate environments and illustrating concepts through dramatic situations. 3 sem. hrs. 3 crs

### **ENGL 267 Caribbean Literature**

This course surveys authors from the English, French, Dutch, and Spanish-speaking islands of the Caribbean. Some issues that will be explored are the writer's choice of language (the language of the colonizer versus nation language); the rising voice of Caribbean women carving out distinctive space for themselves; the significance and spiritual force of carnival; Negritude; and the writer in exile. Authors to be studied include Caryl Phillips and Gabriel G. Marquez. 3 sem. hrs. 3 crs.

**ENGL 268 The Harlem Renaissance**

The Harlem Renaissance, 1919–1931, was one of the most exciting periods in American literary and cultural history. Although many Black intellectuals of that period saw art as a means to eliminate racial prejudice, there was a growing controversy about the efficacy of the period. This course assesses the pros and cons of this issue through examination of the fictional and critical texts of writers such as Langston Hughes, Zora Neale Hurston, and Henry Louis Gates. 3 sem. hrs. 3 crs.

**ENGL 269 Hispanic/Latino Literature**

In this course, the work of various Latino writers will be read and analyzed. The novel will be the main focus of study, but various short stories, essays, and poems will also be examined and discussed in order to trace the evolution of Latino literature and examine the critical issues raised through these works of literature. *Prerequisites:* ENGL 112. 3 sem. hrs. 3 crs.

**ENGL 270 British Novel: 1750 to 1900**

This course traces the development of the novel form in English from its varied prose origins, and examines representative authors, such as Defoe, Fielding, Richardson, and Hardy, selected for their contribution to the history of the novel. The role of the individual and of society, and of men and women are subjects considered throughout the semester. 3 sem. hrs. 3 crs.

**ENGL 271 Modern British Novel: 1900 to Present**

A study of Anglo-Irish novels written between the end of the nineteenth century and the present, and the ways in which works from this period break with the past through changing concepts of time and reality. Symbolism and stream-of-consciousness, the role of the absurd, and the women's movement are some of the developments in form and content analyzed in the works of this era. Students will also explore different critical strategies for approaching texts. 3 sem. hrs. 3 crs.

**ENGL 275 Modern American Fiction**

This course defines American literature in the context of a multicultural society. It introduces the student to the major figures in the growth and development of American fiction after 1920, including Hemingway, Faulkner, Ellison and Morrison. 3 sem. hrs. 3 crs.

**ENGL 276 Contemporary American Literature**

This course will cover American literature from the second half of the twentieth century through today, and will involve American writers of diverse backgrounds, ethnicities and genders. Readings can include any combination of novels, short stories, drama, non-fiction and poetry. *Prerequisite:* ENGL 112. 3 sem. hrs. 3 crs.

**ENGL 280 History of Drama**

An overview of drama from its classical origins in Ancient Greece through the birth of modern drama in the latter part of the nineteenth century. 3 sem. hrs. 3 crs.

**ENGL 281 Modern Drama**

An introduction to the major playwrights of the twentieth century beginning with Ibsen and Strindberg to the present including such writers as August Wilson, Athol Fugard, Wole Soyinka, David Henry Wang, and Wendy Wasserstein, among others. 3 sem. hrs. 3 crs.

**ENGL 285 Modern Poetry**

The objectives of this course are to acquaint the student with the works of the major modern poets and to work toward an understanding of what is meant by "modern" when applied to poetry. Poets include Yeats, Pound, Eliot, Stevens, and Williams. 3 sem. hrs. 3 crs.

**ENGL 295 Topics in Literature**

Offered in response to particular interests of students and faculty. Intensive study of a major work, single author, genre, mode, theme, critical method, or literary period. Recent course descriptions have included African-American Women Writers, The Quest, Reclaiming the Other, Morrison and Walker, and the Romance. 3 sem. hrs. 3 crs.

**ENGL 300 Medieval Literature**

A study of genres important to the Middle Ages such as lais, fabliaux, bestiaries, dream vision poetry and Arthurian romance. Continental and English sources, and the influences which shaped these forms, are examined. 3 sem. hrs. 3 crs.

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### **ENGL 301 Utopian Literature**

This course is a study of literary utopias and dystopias from ancient times through the twentieth century. This course will examine imaginative descriptions of both ideal and nightmare societies and what makes them so. The course will explore various issues such as the function of groups and institutions, the role of technology, the place of art and culture, questions of ethics, and what happens to individuals in these societies. Some of the works that will be included are those by Sir Thomas More, Jonathan Swift, Ray Bradbury, and Eugene Ionesco. 3 sem. hrs. 3 crs.

### **ENGL 304 Modern English: Writing with Style**

A comprehensive study of the way groups of words function to make meaning in the sentence. Emphasis is placed on learning grammatical constructions and sentence combining as strategies for clear and effective writing. Recommended for students in the dual English/Education master's program. Formerly Applied English Grammar. 3 sem. hrs. 3 crs.

### **ENGL 305 Chaucer**

An examination of Chaucer's narrative art and poetic technique. Students explore the literary, cultural, linguistic, and rhetorical background to establish the context of Chaucer's work. 3 sem. hrs. 3 crs.

### **ENGL 306 The Secret Life of Words and Sentences**

What is a phoneme? What does the expression "It's only semantics" really mean? How are words formed? What is stylistics? This course will answer these questions, and others, in its study of the structure of the English language. Designed for those considering careers in teaching, writing, research, the legal professions, and computer programming, the course will explore phonetics, grammar, discourse analysis, and semantics, among other features of the language. Formerly ENGL 404 Structure and Form of English. *Prerequisites:* ENGL 112 or 192. 3 sem. hrs. 3 crs.

### **ENGL 310 Renaissance Poetry and Prose**

This course presents the achievements of sixteenth-century British literature with an understanding of its admixture of Medieval and High Renaissance elements. It enables students to understand the historical, religious, and sociological backgrounds of the period. (Previously titled: The Sixteenth Century.) 3 sem. hrs. 3 crs.

### **ENGL 315 Shakespeare**

A critical reading of selected works. Students gain familiarity with the syntax and lexicon of Shakespeare's language, and develop a basic understanding of the cultural and intellectual background in which Shakespeare lived and out of which he practiced his art. 3 sem. hrs. 3 crs.

### **ENGL 316 Shakespeare's Tragedies**

A study of Shakespeare's major or representative tragedies such as Hamlet, Othello, King Lear, and Macbeth. The course will involve close textual readings of selected plays as well as viewings of film presentations of them. If possible, the class will attend a dramatic performance. The tragedies will be examined in the context of Shakespeare's time and culture and the theatrical conventions particular to that time and culture. *Prerequisite:* ENGL 112. Credits: 3.

### **ENGL 317 Hemingway**

This course follows Ernest Hemingway, through his writings, from his early days in Paris knocking on Gertrude Stein's door to his final moments in Ketchum, Idaho. Readings will include some of his major novels, short stories, and non-fiction. Additionally, the course will consider the interrelated effects of Hemingway's self-engineered celebrity status — as the rugged bearded world traveler — which coincided precisely with the rise of modern media technology, and exceeded his literary fame even within his lifetime. 3 crs. *Prerequisites:* ENGL 112.

### **ENGL 319 Advanced Creative Writing**

This course is a seminar-style advanced creative writing workshop. Students read and write in two of three genres (poetry, fiction, nonfiction) and revise their writing projects based on feedback. A writing portfolio is compiled and publishing one's work is discussed. *Prerequisite:* ENGL 217, ENGL 218, ENGL 219, or ENGL 265 or permission of instructor. 3 sem. hrs. 3 crs.

### **ENGL 320 Milton**

An intensive study of Paradise Lost. Attention is given to the political, religious and intellectual influences of the period that bear upon the work. 3 sem. hrs. 3 crs.

**ENGL 325 The Seventeenth Century: Poetry and Prose**

A study of representative English literature written between 1600 and 1660. Students become familiar with the major literary modes of the period, and consider this literature in relation to the religious, political, social, and economic context of its time. Readings from Donne, Jonson, Marvell, Herbert, Locke, among others. 3 sem. hrs. 3 crs.

**ENGL 330 The Eighteenth Century**

Students analyze representative works of prose, poetry and drama written by authors of the period. They identify the neoclassical tenets of decorum, clarity, reason, and elegance by attention to the distinctive literary and poetic forms of the age. 3 sem. hrs. 3 crs.

**ENGL 335 The Major English Romantics**

A study of the achievements of the major Romantic poets and their contributions to literature and to the history of ideas. Students acquire an understanding of the period in England between 1798 and 1830 (approximately), particularly in terms of its aesthetic concerns. Attention is focused on how these concerns were shaped by the sociopolitical milieu. 3 sem. hrs. 3 crs.

**ENGL 340 The Major Victorians**

An examination of the major writers of poetry and prose in England during the nineteenth century. Students read poems and essays in terms of their style, their role in the history of English literature, and the ways in which they reflect the distinctive historical issues of the period. 3 sem. hrs. 3 crs.

**ENGL 352 Contemporary African Literature**

This is an introductory, survey course that introduces students to major post-colonial writers from Modern Africa, including those north of the Sahara. Using multiple genres of works both in English and in English translation, this course examines a number of contemporary issues relevant to Africa. 3 sem. hrs. 3 crs.

**ENGL 353 African-American Literature**

African-American Literature is a survey of twentieth-century artists starting with those from the Harlem Renaissance and continuing through the millennium. Focus is on the literature but may also include other art forms. 3 sem. hrs. 3 crs.

**ENGL 357 Contemporary Nobel Laureates in Literature:**

Contemporary Nobel Laureates introduces students to recent winners of the Nobel Prize for Literature who fall outside of the British/ Western literary tradition. The course will use a cross section of literary forms although the core will revolve around three novels: Naguib Mahfouz' Palace Walk, Toni Morrison's Song of Solomon and Gabriel Garcia Marquez' One Hundred Years of Solitude. 3 sem. hrs. 3 crs.

**ENGL 360 American Colonial Writings**

The earliest literary efforts on American soil, including diaries, poetry, autobiography and prose. This course studies the writings of Christopher Columbus, William Bradford, Ann Bradstreet, Mary Rowlandson, Sarah Kemble Knight, Benjamin Franklin, John and Abigail Adams, and others. 3 sem. hrs. 3 crs.

**ENGL 365 American Romanticism**

A study of the prominent works of nineteenth century American literature to see the shape of the European Romantic movement as it crosses the Atlantic and enters American culture. Students may discuss: the Puritan roots of the Transcendental movement; the Radical movement in America; the state of religion in antebellum America; the impact of growing industrialization on American society; the artist's reaction to the nervousness and dislocation of the period. Texts include works by Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson. 3 sem. hrs. 3 crs.

**ENGL 370 American Realism**

A review of transcendentalism to prepare for contrasting with post-Civil War realism. Readings in Twain, James, Howells will be followed by a consideration of the impact of literary naturalism on the writings of Crane, Dreiser, Wharton. Newly reconsidered narratives are also examined, including those of Chopin, Jewett, Freeman, and American slaves. 3 sem. hrs. 3 crs.

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### **ENGL 380–381 Workplace Experience in English, I and II**

This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in English include corporations, non-profit organizations, magazines, radio and TV stations. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. 3 sem. hrs. 3 crs.

### **ENGL 385 Masterpieces of European Literature**

This course examines a selection of representative works by European masters in translation. The specific content may vary with each instructor; the range from which works are selected spans the Middle Ages to the Post-Modern Era. 3 sem. hrs. 3 crs.

### **ENGL 397 Independent Study in Literature**

A self-directed course to pursue some literary interest not included in existing English courses. Initiated, designed, and carried out by the student with the approval and guidance of a faculty member. 3 crs.

### **ENGL 400 Seminar in Literary Research and Writing**

This course introduces students to the various schools of literary criticism, thereby enabling them to develop and refine their own critical approaches to literary texts. This course serves as a capstone course to be taken toward the end of the English major, preferably in the student's final semester. 3 sem. hrs. 3 crs.

## **ENTREPRENEURSHIP**

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### **ENTR 250: Social Entrepreneurship**

Upon completion of this class, students should be able to develop a solid understanding of how to start and run a small business that engages them and members of the community. In teams of approximately 8 – 12, students will either create a new business or consult/help a community business sell actual products/services. The team will be responsible for creating a marketing plan and executing the necessary operations and sales functions. 3 sem. hrs. 3 crs.

### **ENTR 300: Introduction to Entrepreneurship**

This course is the foundation course in the Entrepreneurship specialization. It presents a progressive model of Entrepreneurship which emphasizes the need for entrepreneurs to test the viability of their innovative ideas prior to writing a formal business plan. Given today's highly complex and dynamic global environment where resource scarcity is placing added time pressures on industries, markets and individuals, entrepreneurs are being asked to provide evidence of their products, services, and or technology's ability to add value without requiring their investors to wade through formal, and often lengthy business plans. *Prerequisites:* MGMT 225; MKTG 220. 3 sem. hrs. 3 crs.

### **ENTR 310: Entrepreneurial Marketing**

This course introduces the students to alternative approaches to marketing targeted at those who are interested in starting small companies. This course is interdisciplinary and covers topics ranging from strategic marketing to finance, operations, and leadership. The approach is built around seven core elements: obsession with opportunity, innovation, calculated risk-taking, resource leveraging, strategic balance, customer intimacy, and the leadership of creating industry change. A number of hands-on cases will be used to assess real world problems at the marketing-entrepreneurship interface. Students will also work in teams to create marketing inventions for existing businesses, conduct research outside of the class environment, and will deliver presentations as consulting teams. *Prerequisites:* MKTG 220; ENTR 300; ECON 210. 3 sem. hrs. 3 crs

### **ENTR 320: Entrepreneurial Finance**

This course explores finance from the perspective of an entrepreneur seeking financing for a start-up operation. Major topics include: financial projections for start-ups, assessing the funds required for a new venture, understanding various financing sources, and locating and negotiating debt and equity financing. Also covered is financial analysis and cash management for entrepreneurial ventures. *Prerequisites:* FINC 235; ENTR 300. 3 sem. hrs. 3 crs.

### **ENTR 400: New Ventures I**

This course focuses on the identification and evaluation of a new business venture opportunity. The aim of the course is to recognize a potential new product or service with an objective of how to create a new business enterprise surrounding that

product/service to realize the value of the opportunity. Students will explore ways to evaluate the viability of opportunities by identifying market and competitive factors, and the targeted customer base, along with the creation of a business plan for approval. Students will gain a better understanding of an entrepreneurial environment, team building, and business development. *Prerequisite:* ENTR 320. 3 sem. hrs. 3 crs.

#### **ENTR 410 - New Ventures II**

This course builds upon the experience in New Ventures I and provides students with a culminating experience. Students will focus on management structures and challenges of a start-up operation, and the issues of people, resource, and customer relationship management. The course continues to build upon and develop an understanding of Entrepreneurship, management theory and key financial indicators through the sale of a product/service and realization of business plan objectives. Student teams will present their financial results to a panel of experts. *Prerequisite:* ENTR 400. Students must complete this course the term after completion of ENTR 400 and must remain in same campus cohort. 3 sem. hrs. 3 crs.

## **EXERCISE SCIENCE**

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#### **EXSC 105 Introduction to Athletic Training** *Offered fall and spring semesters.*

This introductory course covers the educational and professional requirements necessary to become a Certified Athletic Trainer, as well as the professional responsibilities once certified. Topics of discussion will include current topics, the history and structure of the National Athletic Trainers Association (NATA), requirements to sit for the Board of Certification examination, and the role of the athletic training professional in the sports medicine setting. The course also includes the use of basic therapeutic modalities and the practice of basic athletic taping and wrapping techniques. 3 hrs. lect. 3 crs.

#### **EXSC 110 Foundations of Exercise Science and Health** *Offered fall and spring semesters.*

This is an introductory course to the systems and mechanisms regarding the human body's response to exercise. A spectrum of careers will be addressed. Proper utilization of exercise science principles in relation to exercise and fitness will be discussed. 3 hrs. lect. 3 crs.

#### **EXSC 209 Emergency Care and Personal Safety: CPR/AED/First Aid** *Offered fall and spring semesters.*

This course will provide students with essential life-saving skills necessary to act as first responders in emergency situations. First responders evaluate and treat patients, acting as transitional care givers until more advanced medical help arrives. In addition, this course will address psychological and ethical issues related to emergency medical care. Successful completion of this course could lead to CPR/AED and First Aid certification. This course does not provide state licensure for ambulance personnel. 2 hrs. lect. 2 crs.

#### **EXSC 230 Applied Motor Learning** *Offered fall and spring semesters.*

This course introduces the theoretical constructs involved in motor skill acquisition and motor control with emphasis on clinical application. Aspects of developing effective training regimes will be emphasized. *Prerequisite:* EXSC 110. hrs. lect. 3 crs.

#### **EXSC 240 Sports Nutrition** *Offered spring semester only.*

This course focuses on the relationship between nutritional practices and physical performance with emphasis on appropriate diet and current use of ergogenic aids for athletic performance. Review of current literature, teaching resources and consumer publications, and nutritional recommendations for athletes throughout the life cycle will also be included. *Prerequisite:* BIOL 117 3 hrs. lect. 3 crs.

#### **EXSC 250 Research Methods in Exercise Science** *Offered fall and spring semesters.*

This course is an introduction to research methods in the health fitness and performance fields. Special emphasis is placed on choosing appropriate tests, calculation and interpretation of basic statistics, and practical application of measurement principles. Appropriate and professional presentation of research results is also incorporated into the course. *Prerequisites:* EXSC 110. 3 hrs. lect. 3 crs.

#### **EXSC 295 Special Topics in Exercise Science**

This is a special course offered on an occasional basis in response to student and faculty interest in the field of Exercise Science. Topics covered will vary each time the course is offered, allowing for coverage of new subject matter or to provide an opportunity for an instructor with special discipline-specific knowledge to teach a course. 3 sem. hrs. 3 crs.

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### **EXSC 360 Exercise Kinesiology** *Offered fall & spring semesters.*

This course provides the student with a strong, functional understanding of anatomy. A comprehensive study of structure and function with regard to joints, muscles/tendons, ligaments and application of basic physics principles are covered. Material will include osteokinematics, arthokinematics, static and dynamic stability, and muscle activity to facilitate the learner's ability to analyze movement. *Prerequisites:* BIOL 131/131A, Corequisite PHYS 160 or PHYS 120, EXSC 230. 3 hrs. lect. 3 crs.

### **EXSC 370 Biomechanics** *Offered spring semester only.*

This course will examine the anatomical and mechanical concepts of human motion as they relate to performance. Description and assessment of human movement will be addressed. Special emphasis will be placed on applying the mechanical principles of human motion to sports performance and fitness activities. *Prerequisites:* EXSC 360. 3 hrs. lect. 3 crs.

### **EXSC 383 Concepts of Personal Training**

This course will prepare students for employment within the performance and personal training job markets. Appropriate program design and progression principles, as well as certification and marketing will be emphasized. The course will further develop the student's ability to instruct and guide people through fitness programs appropriately. This course will prepare the student for personal training national certifications offered by the NSCA, ACSM, and NASM. *Prerequisites:* EXSC 360. 3 hrs. lect. 3 crs.

### **EXSC 385 Strength and Conditioning** *Offered fall semester only.*

This course will emphasize applying knowledge of anatomy and physiology to the design of and application to appropriate strength and conditioning programs. Emphasis will be placed on assessment, needs analyses, and designing weight training programs to enhance performance variables. The course will further your knowledge of exercise technique and the ability to instruct others appropriately. Upon completion of this course students will be prepared to sit for the NSCA CSCS certification. *Prerequisites:* EXSC 360. 3 hrs. lect. 3 crs.

### **EXSC 397 Independent Study in Exercise Science**

Individual readings and research in areas of Exercise Science. Registration with permission of the instructor and the Program Head. 1-3 crs.

### **EXSC 460 Exercise Physiology** <sup>(cc)</sup> *Offered spring semester only.*

An in-depth study of the human body's physiological response to the stress of exercise. Emphasis is on acute changes to the respiratory, cardiovascular, and muscular systems as well as long-term training adaptations to these systems and the underlying mechanisms. *Prerequisites:* BIOL 131/131A, EXSC 250. Corequisite : EXSC 460A must be taken concurrently with EXSC 460. In the event that a student must withdraw from EXSC 460, they must also withdraw from EXSC 460A. Students that wish to take the lecture component alone will require program authorization. 3 hrs. lect. 3 crs.

### **EXSC 460A Exercise Physiology Lab** *Offered spring semester only.*

This course complements material learned in EXSC 460 and provides students in-depth application of exercise physiology concepts covered in lecture. *Prerequisites:* BIOL 131/131A, EXSC 250 *Corequisite:* EXSC 460 must be taken concurrently with EXSC 460A. In the event that a student must withdraw from EXSC 460, they must also withdraw from EXSC 460A. 3 hrs. lab. 1 cr.

### **EXSC 490 Exercise Testing and Prescription** *Offered fall semester only.*

This capstone course of the Exercise Science Program utilizes all knowledge gained in relevant previous coursework. Emphasis will be placed on functional tests most appropriate for exercise administration to accommodate the client's needs ranging from exercise, to fitness, to high-level competitive athletics. *Prerequisites:* EXSC 360, EXSC 460 & EXSC 460A. Corequisite: EXSC 490A must be taken concurrently with EXSC .490 In the event that a student must withdraw from EXSC 490, they must also withdraw from EXSC 490A. Students that wish to take the lecture component alone will require program authorization. 3 hrs. lect. 3 crs.

### **EXSC 490A Exercise Testing and Prescription Lab** *Offered fall semester only.*

This course complements material learned in EXSC 490 and provides students in-depth application of exercise testing and prescription concepts covered in lecture. *Prerequisites:* EXSC 360, EXSC 460 & EXSC 460A *Corequisite :* EXSC 490 must be taken concurrently with EXSC 490A. In the event that a student must withdraw from EXSC 490, they must also withdraw from EXSC 490 A. 3 hrs. lab. 1 cr.

**EXSC 492 Exercise Prescription for Special Populations** *Offered spring semester only.*

This course is designed to acquaint students with the principles of exercise testing and prescription for special populations (i.e. diabetes, cancer). The effects of exercise on the process of aging will also be examined. Selection and organization of activities for a range of ages and fitness levels are covered. Current research in the areas of exercise physiology and medicine will serve as the basis for development of safe and effective exercise programs for these populations. *Prerequisites:* EXSC 490. 3 hrs. lect. 3 crs.

**EXSC 493 Resources for the Exercise Physiologist** *Offered spring semester only.*

Students in this course will learn how to conduct and interpret fitness assessments and how to utilize the results to design appropriate and individualized exercise programs for a variety of populations. Theories of behavior modification will also be discussed as they relate to fitness adherence. In addition, this course will expose students to business aspects of fitness such as leadership, management, marketing and professional and ethical behavior. *Prerequisites:* EXSC 460. 3 hrs lec. 3 crs.

**EXSC 495, 496, 497 Exercise Science Internship**

This course is designed to give students the opportunity to acquire practical knowledge, under a qualified supervisor, in a selected work setting within the field of exercise science. This is a culminating educational field experience in which students apply content from coursework under careful observation and in cooperation with a skilled practitioner. Students must have successfully completed a minimum of 90 credits and be in good academic standing to register for internships. (Three credits requires 150 hours.) *Prerequisites:* EXSC 360, EXSC 460 and/or approval from program head. 3 hrs. lect. 3 crs. each.

## **FINANCE**

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**FINC 235 Financial Management**

A study of the major issues comprising financial management from the perspective of the business decision maker. Topics to be covered include: financial statement analysis; funds flow concepts; tax and other organizational considerations in forming business; current and long term asset management; types of instruments of corporate finance; capital markets and their regulation. An overview of international finance and global ethics in financial decisions will complete the course. Spreadsheets will be utilized in problem solving. *Prerequisites:* ACCT 120. 3 sem. hrs. 3 crs.

**FINC 330 Corporate Finance**

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. The course focuses on how companies invest in real assets, how they raise the funds to pay for these investments, and how these assets ultimately affect the value of the firm. Analysis of the firm's capital structure and alternative short- and long-term financing sources and techniques will be covered. Major attention will be given to applications of time value, bond and stock valuation, working capital and cash flow management, capital budgeting project analysis, risk and return in investment decisions, and the dividend decisions of a corporation. It is a web-enhanced course emphasizing the study of the major areas of corporate finance from the perspective of the chief financial officer. *Prerequisites:* ACCT 120, CISC/MATH 120, FINC 235. 3 sem. hrs. 3 crs.

**FINC 340 Information Sources and Systems**

This course provides a working knowledge of information sources and systems and the Internet. Systems include financial accounting and database systems used by organizations. The course emphasizes the process of evaluating and integrating information from different sources from the purpose of effecting organizational change. 3 sem. hrs. 3 crs. (Opened only to Organizational Management Students)

**FINC 345 Financial Statement Analysis**

Practical application of the techniques of financial statement analysis; analytical methods used for various disclosures; interpretation and understanding of characteristics of financial statements; industry reporting standards; contemporary reporting and analysis problems; examination of actual published statements. *Prerequisites:* ACCT 120, ACCT 121; FINC 235; MATH 116. 3 sem. hrs. 3 crs.

**FINC 346 Student Managed Investment Fund**

This course is designed to enhance students' academic pursuits in the study of finance by offering exposure and participation in investment research and analysis, portfolio management and strategy, and group decision-making. Students in the Finance specialization will manage the SMIF, enrolled in a class specifically designed to further the management of an actual investment portfolio at the college. *Prerequisites:* FINC 235. A minimum GPA of 3.5 and Dean's authorization required. 3 sem. hrs. 3 crs.

### **FINC 380–381 Workplace Experience in Finance I and II**

This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Finance include financial services, business, health care, government and non-profit organizations. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. Open Elective credit only. 3 sem. hrs. 3 crs.

### **FINC 399 (INBU 399, MGMT 399, MKTG 399, SPMG 399) Internship in Business**

Students majoring in business are given an opportunity to supplement classroom learning with on-the-job experience. The school assists students in finding appropriate compensated opportunities and insuring that the actual work is a meaningful supplement to the classroom experience. *Prerequisites:* Completion of 60 credits, a minimum GPA in the major of 3.0 and the approval of the chair of undergraduate business. May not be used as a major-level business course. Open elective credit only. 3 crs.

### **FINC 420 Financial Planning and Analysis**

This course is designed to teach the students how to use financial information to provide corporate and business management reports to enable and enhance informed decision making. Financial Planning and Analysis (FP&A) reports are based on data generated from the financial and operating systems. The focus of the course will be to develop students' skill in thinking and analysis in Corporate Finance as well as FP&A rather than just preparing presentations in Excel or PowerPoint for senior management. *Prerequisites:* ECON 125, ECON 221, FINC 235. 3 sem. hrs. 3 crs.

### **FINC 442 Investment Management**

The investment of funds by individuals, institutions, and investment bankers. Subjects covered include the analysis of types of investments, the mechanics of investing, and forecasting of market trends. *Prerequisites:* ACCT 120, ACCT 121 and FINC 320 or FINC 235. 3 sem. hrs. 3 crs.

### **FINC 449 Problems in Financial Management**

Advanced Finance course, which intensively surveys financial techniques and decisions pertinent to the attainment of corporate financial policy objectives. Topics included are current and capital asset management, risk analysis, financing techniques, and dividend policy decision. The course will make extensive use of the case study method, decision simulation, and computerized analytical tools. *Prerequisites:* ENGL 112; ECON 125; CISC/MATH 120. 3 sem. hrs. 3 crs.

### **FINC 450 Applied Research Analysis in Finance**

Advanced Finance course, which intensively surveys financial techniques and decisions pertinent to the attainment of corporate financial policy objectives. Topics included are current and capital asset management, risk analysis, financing techniques, and dividend policy decision. The course will make extensive use of the case study method, decision simulation, and computerized analytical tools. Course should be taken in senior year. *Prerequisites:* ENGL 112; ECON 125; FINC 235; any 3 Finance specialization courses. 3 sem. hrs. 3 crs. Students should have completed 3 of their specialization courses before registering for FINC 450.

## **FRENCH**

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### **APPLIED LINGUISTICS**

#### **FREN 115 French for Communication**

A beginning French course designed to help develop listening and speaking skills in the French language. The course will help students deal with real everyday situations (identifying needs, shopping, seeking medical assistance, gathering information, etc.). The aim of the course is to enable students to understand basic spoken French within the limits of the topics presented in the course, including (but not limited to) business, travel, and social interaction. This course is not open to students who have studied French in high school for more than two semesters or to students who have native or near-native fluency in French. 3 sem. hrs. 3 crs.

#### **FREN 116 Communicating in French**

This course is a continuation of French 115 and is designed to further the progress made by students who will continue to learn the basic elements of French structure and vocabulary necessary for an ability in this language. The main emphasis of the course is on speaking and understanding French as it is spoken today in France and in over thirty countries throughout the world. *Prerequisite:* FREN 115 or the equivalent; two years of high school French; or approval of the Language program

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director. Please note that candidates for New York State Teacher Certification and Mercy College English Literature majors must take two courses (six credits) in a second language. These two courses must be in the same second language. 3 sem. hrs. 3 crs.

#### **FREN 160 Translation Techniques**

This course is designed for students who will be doing translations from French to English and from English to French. These translations can be both written and spoken. Translations can include business, commerce, health care, social work, legal, as well as literary topics. *Prerequisites:* FREN 116 or the permission of the Program Head. 3 sem. hrs. 3 crs.

#### **FREN 265 Reading and Composition**

This course will provide students a thorough review of essential grammar points as well as an introduction to more idiomatic constructions leading to an advanced understanding of the French language. Short stories, essays, and other academic writing will be utilized for a stylistic study of modern French. *Prerequisite:* FREN 116 or permission of the Program Head. 3 sem. hrs. 3 crs.

#### **FREN 295 Special Topics in Literature and Linguistics**

Offered in response to particular interests of students and faculty. Intensive study of a major work, author, genre, theme, literary period, or specialized language/9 topic. 3 sem. hrs. 3 crs.

### **LITERATURE (OFFERED IN FRENCH)**

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#### **FREN 397 Independent Study in French**

The life and works of an outstanding author. Guided readings and discussion of the works of the author chosen by the student after consultation with a mentor; presentation of the results of such study required. *Prerequisites:* FREN 116 and FREN 265 or permission of Program Head. 3 crs.

### **HEALTH SCIENCES**

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Students enrolling in health science courses must earn at least a letter grade of C or higher in all Prerequisite courses required for their major. Students in the health science major may not repeat a course required for their major more than once.

#### **HLSC 102 Introduction to Health Professions**

This course is designed to expose students to the details regarding and scopes of practice of various health care professions as well practitioners' roles as part of the health care team. The historical and current U.S. health care system will be briefly discussed including policies, areas of reform, and reimbursement. Health care professions will be presented through discussion boards and lecture. Students' knowledge will be further augmented via case studies, classroom assignments and group presentations. This course will enhance the ability of students to make decisions regarding future areas of professional study and increase their understanding of health care as a whole. 3 sem. hrs. 3 sem hrs. 3 crs.

#### **HLSC 200 Issues in Personal Health**

This course provides an introduction to understanding major factors that influence personal health including access to care, nutrition, physical fitness, mental health, stress management, disease prevention, violence and the role of the environment. Popular controversies surrounding these topics will be debated and students will learn to support their positions using scientific data. Evidence-based decision making to modify behavior and improve personal health will be utilized to create a personal health plan as well as health promotion materials. Course concepts are reinforced through selected readings, discussion and service learning. *Prerequisite:* ENGL 111, 3 sem. hrs. 3 crs.

#### **HLSC 201 Medical Terminology**

Introduction to the specific language of medicine, including of medicine, including concepts and terms used to describe disease, to analyze tests and test results and to describe the structures and function of the body. 2 sem. hrs. 2 crs.

#### **HLSC 205 Standard Safety Precautions for the Health Care Professional**

This course presents an overview of universal/standard precautions recommended by the Center for Disease Control (CDC), reviews the Office of Safety and Health Administration's blood borne pathogen regulations, and covers prevention of transmission of various infectious diseases. Responding to emergency situations (fire, medical codes, chemical exposures, etc.) will be covered. 1 sem. hr. 1 cr.

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### **HLSC 209 (EXSC 209) Emergency Care and Personal Safety**

This course will provide students with essential life-saving skills necessary to act as first responders in emergency situations. First responders evaluate and treat patients, acting as transitional care givers until more advanced medical help arrives. In addition, this course will address psychological and ethical issues related to emergency medical care. Successful completion of this course will lead to CPR/AED and First Aid certification by the American Red Cross. This course does not provide state licensure for ambulance personnel. 2 hrs. lect. 2 crs.

### **HLSC 210 Overview of Occupational Therapy Practice**

This course presents an overview of the profession of occupational therapy including the continuum of settings in which occupational therapists work, the process of providing occupational therapy services across different age and practice settings, and the occupational therapist's collaboration with other team members of an interdisciplinary team. Through lectures, small group discussions, assignments, and observational video experiences students will also develop a personal definition of occupational therapy and be introduced to the current occupational therapy literature, professional organizations, and current issues facing the practice of occupational therapy. 1 sem. hr. 1 cr.

### **HLSC 215 Cultural Competence in Health Care<sup>(cc)</sup>**

This course will explore the influence cultural beliefs, values, and practices have on perspectives of health and illness and the provision of health care. An overview of various models to develop cultural competence will be presented and approaches to providing culturally competent care will be practiced through a variety of case scenarios and classroom activities. The course will enhance students' abilities to understand, evaluate, and provide culturally sensitive and competent human services to members of diverse groups. 3 sem. hr. 3 cr.

### **HLSC 225 Introduction to Accessing and Reading Scholarly Literature**

This course will cover the basics of professional literature searches and scientific writing including where and how to access peer reviewed scientific journals as well as the basic structure of scientific research articles. At the completion of the course the student will be able to locate various types of scientific articles in academic and peer reviewed publications by using multiple databases and search engines, and will be able to summarize the articles found in these publications in preparation for a complete literature review and synthesis. *Prerequisite:* ENGL 111. 1 sem. hr. 1 cr.

### **HLSC 250 Global Health**

This course provides an introduction to critical global health concepts including delivery of healthcare and health ethics. Students will analyze global health data and compare it to that of the US to gain an understanding of global social determinants of health. Topics will include nutrition (including hunger and obesity), access to water, vaccination, violence against women and communicable and non-communicable diseases. *Prerequisite:* ENGL 112. 3 sem. hrs. 3 crs.

### **HLSC 275 Health Policy and Advocacy**

This course deepens students' understanding of the interdisciplinary nature of health policy in America, and the role of public health educators as agents of change. Current and historical health policies shaping healthcare in America will be discussed, including the significance of the socio-political milieu leading to health policy legislature. Students will learn about the role of health educator specialist to engage and inform others, as well as influence policy at the society level as part of the U.S. political process. Group presentations, research papers, class assignments and discussions will deepen students' knowledge of health policy and the contributions of health educators in shaping the dialogue of healthcare in America. Topics covered include health insurance and the managed care industries, the pharmaceutical industry, smoking, women's health, substance abuse, public health law and safety and the food industry. *Prerequisite:* HLSC 102 or HLSC 250. 3 sem. hrs. 3 crs."

### **HLSC 295 Topics in Health Sciences**

An analysis of the current theory, research or clinical practice issues in the health sciences. Specific topics such as complementary and alternative medicine, group work, and HIV/AIDS, are announced each semester by the Division. 3 sem. hrs. 3 crs.

### **HLSC 302 Pathology for Rehabilitation**

This course examines the basis and effects of pathological conditions on individuals across the lifespan. Typical physiology is discussed along with pathology as it relates to the individual's rehabilitation potential. Disorders of the following systems are investigated: genetic, cardiovascular, respiratory, endocrine, genitourinary, renal, gastrointestinal, hepatic, immune, metabolic, integumentary, hematological, lymphatic, visual, and musculoskeletal systems. Students will investigate

the etiology, epidemiology, clinical presentation, and medical and surgical management of individuals with pathologies of these systems and demonstrate a general understanding of their impact on rehabilitation management. Completion of online learning modules in Blackboard are required as part of this course. *Prerequisites:* BIOL 130/130A and BIOL 131/131A (strongly recommended) or BIOL 160/160A and BIOL 161/161A. 3 sem. hrs. 3 crs.

### **HLSC 303 Human Anatomy with Cadaver Lecture**

This course provides an in-depth study of structures of the body with emphasis on structures involved in movement. A detailed study of the skeletal and muscular systems will be followed by consideration of the neurovascular system. *Prerequisites:* BIOL 130/130A and BIO 131/131A or BIO 160/160A and BIO 161/161A with grades of B or better in the course sequence. Students must have achieved a cumulative grade point average of 2.75 on a 4.0 scale. Students seeking special permission that have not met the Prerequisite requirements must submit their request and rationale in writing to the Program Head for possible approval. Corequisite: HLSC 303A must be taken concurrently with HLSC 303. In the event that a student must withdraw from HLSC 303, they must also withdraw from HLSC 303A. Students who wish to take the lecture component alone will require department authorization. 3 hrs. lect. 3 crs.

### **HLSC 303A Human Anatomy with Cadaver Laboratory**

This course complements material learned in BIOL 303 and provides students an in-depth knowledge of structures of the human body through cadaver dissection. *Prerequisites:* BIOL 130/130A and BIO 131/131A or BIO 160/160A and BIO 161/161A with grades of B or better in the course sequence. Students must have achieved a cumulative grade point average of 2.75 on a 4.0 scale. Students seeking special permission that have not met the Prerequisite requirements must submit their request and rationale in writing to the Program Head for possible approval. Corequisite: HLSC 303A must be taken concurrently with HLSC 303. In the event that a student must withdraw from HLSC 303, they must also withdraw from HLSC 303A. 3 hrs. lab. 1 cr.

### **HLSC 314 Clinical Kinesiology and Applied Physics** *Offered fall and spring semesters.*

This course is designed to study and analyze human movement and principles of physics in a person-environment-occupation context. Learning activities emphasize the understanding of how movement is integrated into the performance of activities of daily living and applied to individual environments. Kinesiology of the upper and lower extremities and trunk will be examined, and will include detailed discussions on both normal kinesiological function and pathokinesiology. The connection between the principles of physics and its relation to human movement will be emphasized. Hands-on experience will give the student practical experience for a better understanding of how human movement is integrated into daily life skills. Completion of online learning modules in Blackboard are required as part of this course. *Prerequisite:* HLSC 303/303A 4 sem. hrs. 4 crs.

### **HLSC 344 Group Process for Health Professionals** *Offered fall and spring semesters.*

The course focuses on the application of group process theory to work within professional groups, as well as to therapeutic client groups. Theory, research and behavioral process basic to all groups are identified and their application in the professional use in health care small groups is observed, analyzed and synthesized. Emphasis is on role development, leadership skills, and promotion of decision-making and accountability as a member of professional groups and leader of therapeutic groups. Group process issues that affect health care delivery are explored. Health promotion with clients in small groups is a central goal. *Prerequisites:* ENGL 112, SPCM 110, and PSYN 101. 3 crs.

### **HLSC 350 Health Communication**

This course is aimed at future health scientists and health professionals who wish to learn how to communicate more effectively about their work and area of study with their patients, the public, the media, potential funders, employers as well as their colleagues in other disciplines. This course emphasizes effective strategies for improving verbal (both oral and written) and non-verbal communication of health science topics as well as promoting and communicating meaningful connections with health through visual and multimedia presentations. *Prerequisites:* ENGL 112, HLSC 201, HLSC 215. 3 sem. hrs. 3 crs.

### **HLSC 380–381 Workplace Experience in Health Science, I and II**

This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Health Science include hospitals, medical facilities, small and large physical/occupational therapy practices. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the Workplace experience. Career and Professional Development department approval required. *Prerequisite:* HLSC 102 or Program Head approval. 90 hrs of Field Work, 13 didactic sem. hrs. 3 crs. per sem.

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### **HLSC 390 Epidemiology**

Epidemiology is the study of the distribution and determinants of health-related states or events (including disease), and the application of this study to the control of diseases and other health problems. This course will explore the causal factors and modes of transmission of human diseases utilizing statistical tools and biomedical concepts. Students will learn to identify and describe public health problems, formulate research hypotheses, select appropriate research designs, interpret study results and apply the results towards the design of prevention and control of health-related events. *Prerequisites:* BIOL 130/10A and BIOL 131/131A or BIOL 160/160A and BIOL 161/161A, BHSC 370. 3 sem. hrs. 3 crs.

### **HLSC 395 Health Promotion and Program Intervention**

This course provides students with a deeper understanding of health promotion and disease prevention through program planning principles and theories. Students will be actively engaged with public health marketing, communication strategies and, health education and health promotion through hands-on group projects and activities at Mercy College and the surrounding community. Needs assessments of students' identified priority population, as well as assessments of the social, physical and political environment will help to inform their action plan interventions through real-world application. Students will learn about the significance of program planning models for health promotion programs and the theoretical underpinnings that guide them. *Prerequisite:* HLSC 200 3 sem. hrs. 3 crs.

### **HLSC 396 Evaluating Health Promotion Programs**

This course provides students with a foundation in qualitative and quantitative evaluation standards for health promotion education programs. Students will learn the importance of incorporating appropriate evaluation methods during program planning and development stages. Identification and application of evidence-based tools and metrics will be covered, as students analyze data provided during hands-on exercises, and incorporate cutting-edge technology in program evaluations. Group and individual projects, tests and class activities will reinforce content learning. Deeper learning of program evaluations will also build upon student applications in their capstone course. *Prerequisites:* HLSC 200, PSYN 370 3 sem. hrs. 3 crs."

### **HLSC 397 Independent Study in Health Science**

In depth service learning projects, research, and other special projects undertaken in a specific area of Health Science under the direction of a faculty member. Registration with the permission of the instructor and the program head. *Prerequisite:* HLSC 102. 1-3 crs.

### **HLSC 400 Health Sciences Capstone**

This course explores the concept of health promotion and serves as a synthesis experience for the major. Students choose a topic in health care, review relevant literature, interview community members, and develop, implement and evaluate a health promotion project. Achievement is determined through an annotated bibliography, class presentations and a written summary of the health promotion project. *Prerequisite:* HLSC 200, HLSC 215. 3 sem. hrs. 3 crs.

### **HLSC 402 Scientific Writing** *Offered fall and spring semesters.*

Health Care Practitioners need to become informed consumers of the scientific literature, with the ability to process and synthesize scientific information. They must be able to recognize factual information and logical arguments and apply critical analysis to other forms of acquiring knowledge such as authority, rationalization and intuition. Additionally, they need to understand research methods and their evaluation and application. The course is designed as an introduction to critical thinking and to allow the student to be able to search, summarize, synthesize and process the scientific literature. The course should help students to think more critically about evaluating research studies, the arguments of others and to understand logical and persuasive arguments in science. *Prerequisites:* ENGL 112 and HLSC 225. 2 sem. hrs. 2 crs.

### **HLSC 410 Applied Neuroscience for the Rehabilitation Professional** *Offered fall and spring semesters.*

This course will focus on the application of neuroscience theory and clinical principles of nervous system function to behavioral outcomes in sensation, movement, perception and cognition as typically seen by rehabilitation professionals. Anatomy and function of the human nervous systems will be taught with emphasis placed on its role in development, movement and motor learning, the sensory system, cognition, perception and behavior for the purpose of understanding rehabilitation principles and intervention. Components of normal function and impairments of the peripheral and central nervous systems will be reviewed from the perspective of the rehabilitation specialist. Nervous system components including the spinal cord, brainstem, cerebrum and the auditory, visual and vestibular systems will be reviewed. Primary roles and functions, knowledge of the physical structures involved and the neural pathways that link systems will be reviewed. This course will review health conditions and impairments of these systems and the impact of impairments on activity limitations and participation restrictions and the rehabilitative process. Application of concepts and knowledge

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will be linked to clinical problems and case studies from a therapist's perspective through the study of the sensory systems, motor learning, neurobehavioral presentations and an introduction to neurological assessment. Case studies will be used both in class and in online discussions to facilitate the integration of neuroscience theory and clinical application of concepts. This course requires student participation and completion of assignments using the College's distance learning technology. *Prerequisite:* HLSC 303/303A. 4 sem. hrs. 4 crs.

**HLSC 420 Foundations of Occupational Therapy** *Offered spring and summer semesters.*

This course introduces students to many of the general topics related to the scope of occupational therapy practice that will be revisited throughout the occupational therapy program. Students learn the impact of historical events on the development and current practice of occupational therapy and begin to explore the role of engagement in occupations and purposeful activity in promoting health, growth and fulfillment of human needs across the life span. The Occupational Therapy Practice Framework provides the foundation for study of occupational therapy service delivery and documentation. The contemporary paradigm of occupation-based, client centered, and evidence-based practice is introduced, and accompanied by learning activities that practice and reinforce professional and ethical values, diversity and cultural humility, therapeutic use of self, and activity analysis. The structure and function of occupational therapy professional organizations are introduced, along with the exploration of core values and standards of practice. Problem-based learning is also introduced. Students are introduced to and expected to practice self-directed learning through the use of small group discussion, lectures, and independent and group assignments. *Prerequisite:* HLSC 210. 3 sem. hrs. 3 crs.

## **HISTORY**

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**HIST 101 European History to 1500**

An overview of European history from antiquity to 1500: the rise and fall of Greece and Rome; the Middle Ages; the Italian and Northern Renaissance; the beginning of the Reformation. 3 sem. hrs. 3 crs.

**HIST 102 European History Since 1500**

An overview from the Reformation to the present: the Counter Reformation; the Age of Discovery; absolutism and parliamentarianism; the Scientific Revolution and the Enlightenment; the French Revolution; the development of political and economic ideologies; World War I; the Russian Revolution; the emergence of Fascism and Totalitarianism; World War II and its aftermath. 3 sem. hrs. 3 crs.

**HIST 105 American History through 1877**

A general survey from the Age of first contact through the end of Reconstruction, covering such major developments as the emergence and growth of the 13 colonies; the founding and organization of the nation state; changing political, social, and economic patterns; and the origins and impact of the Civil War. Extensive map work is required. 3 sem. hrs. 3 crs.

**HIST 106 American History Since 1877**

A general survey from the end of Reconstruction to the recent past. Major themes will be the development of American domestic politics; the nation's emergence as a world power; changes in American society, economy, and culture; and the influence of past events on contemporary life. Extensive map work is required. 3 sem. hrs. 3 crs.

**HIST 117 Introduction to Asian History**

An overview of the main periods of Asian history: ancient, traditional, and modern; exploration of political, social, economic, and cultural developments; emphasis on China, India and Japan. *Prerequisite:* ENGL 110. 3 sem. hrs. 3 crs.

**HIST 118 Introduction to African History**

This course examines the rise of African civilizations, outside influences on African societies, the period of European colonization, the independence movements, and some of the challenges facing the continent today. 3 sem. hrs. 3 crs.

**HIST 119 Introduction to Latin American History**

An overview of Latin American history: the pre-Columbian past; European conquest and colonial rule; the independence movements; and subsequent internal and external challenges to nation building in the 19th and 20th centuries. 3 sem. hrs. 3 crs.

**HIST 189 Geography and the World**

The course offers an introduction to the study of geography and geographic methods with a focus on the two major

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divisions of the field: physical geography (the natural world) and human geography (the cultural world). You will learn how geographers view, interpret, and understand the Earth. 3 sem. Hrs. 3 crs.

### **HIST 195 Honors History**

Selected historical occurrences are studied in terms of how they illuminate themes basic to an understanding of historical processes. Admission by permission of the director. May replace General Education History requirement. 3 sem. hrs. 3 crs.

### **HIST 220 Methods in the Madness: An Introduction to Research Methods**

This course is designed to train students to do research and present their research findings in writing and orally. Students will learn how to pose research questions, find and analyze appropriate sources, and synthesize information from those sources. Students will gain a better understanding of the diverse resources available to study the past and learn how to conduct research through a wide variety of sources. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

### **HIST 223 History of the Middle East**

This is a survey course on Middle Eastern history and culture with a considerable emphasis on the impact of religion. The primary emphasis of the course will be to understand the historical and cultural background of the major problems facing the Middle East today. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

### **HIST 228 Problems in Gender and Women's History**

This course is a survey of women's and gender history from the period of the 18th century to the present. Attention will focus on specific problems and issues in women's and gender history that span multiple geographical regions. Topics include the study of feminism, masculinity, gendering war, family life, immigration, and sex work. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

### **HIST 232 Early Modern Europe**

The transition of economics, institutions, society and culture, c.1300–c.1600, with particular attention given to the periods of the Renaissance and Reformation in Europe. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs. Formerly HIST 307.

### **HIST 239 (ENGL 239) American Studies I**

An interdisciplinary approach to American character and culture, treating such themes as the frontier tradition; the American hero; the impact of popular culture; the significance of race, ethnicity, and gender; and national values and ideals. *Prerequisite:* ENGL 112. 3 sem. hrs. 3 crs.

### **HIST 250 The Immigrant Experience**

This course broadly examines the history of immigration in American history since the colonial period. Special attention will be paid to issues surrounding race, ethnicity, nationality, gender, and religion. The course will examine questions of inclusion and exclusion, resistance and accommodation, and the image of the U.S. as a diverse and plural nation coupled with the desire for assimilation. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

### **HIST 252 African American History to Reconstruction**

This course is a survey of the early history of African Americans in the United States, beginning with their African origins and culminating with the end of Reconstruction. It analyzes how Africans and their descendants both transformed and were transformed by American society. Topics include the study of slavery as a global institution, the Atlantic Slave Trade, the transformation of Africans to African Americans, the antislavery movement, and the American Civil War and Reconstruction. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

### **HIST 253 African American History since Reconstruction**

This course examines the African American experience from the end of Reconstruction to the present. Topics include the rise of Jim Crow, migration and urbanization, the civil rights movement and its aftermath, and contemporary issues facing African Americans. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

### **HIST 263 (ENGL 263) the Black Atlantic: Literature/History**

This course examines the historical background of the Third World, the rise of nationalist movements, and the issues that face these nations today. The course follows an interdisciplinary approach that includes the study of Third-World literature. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 295 Topics in History**

This offering will vary from term to term, allowing for the coverage of new subject matter or the opportunity to make available an instructor's special knowledge. In other words, each time this course is offered, the subject matter will be different so a more specific course description is not possible here. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 301 The World of Antiquity**

An examination of the significance of the cultures and societies of ancient Greece and Rome. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 304 Medieval Culture and Society**

An examination of the elements that contributed to the formation of Western culture and society; the innovations and ideas of the "High Middle Ages"; and the interplay of popular culture and the critical spirit. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 303 The Enlightenment**

This course covers the period of the Enlightenment in Europe, 1680-1789. Particular attention is paid to the ideas of philosophers of this period and how their work influenced the state, society, and culture. ENGL 111. 3 sem. hrs. 3 crs.

**HIST 307 Early Modern Europe**

The transition of economics, institutions, society and culture, c.1300–c.1500; the "new monarchies"; reform and revolt, c.1500–c.1650; social patterns and popular culture; the "Scientific Revolution." *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 308 War History of 19th Century Europe**

This course examines Europe in the "long nineteenth century," beginning with the French Revolution and the Napoleonic Era ending with the outbreak of World War I. The course will focus on the development of modernity in the political, social, ideological, and economic realm. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 309 History of 20th Century Europe**

Beginning with World War I and ending with the collapse of the Soviet Union, this course seeks to examine the relations between people and countries as ideologies, governments, and society shift dramatically. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 310 The History of Central and Eastern Europe**

This course will examine the social, political, economic, and cultural development of the lands traditionally known as Poland, Hungary, Czechoslovakia, and the Baltic States from the Congress of Vienna to the present. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 311 World War II and Europe**

This course examines the history of World War II in Europe. This course will focus narrowly on how Europe allowed for the formation of fascist regimes, how Europe responded to the hostility of Nazism, and examines the enduring legacy of World War II. Special attention will be paid to the issues surrounding the social and cultural impact of the war on everyday citizens and its enduring legacy. *Prerequisite:* ENGL 112. 3 sem. hrs. 3 crs.

**HIST 314 History of England**

The history of England will be examined from the time of the first invasion of the Romans to the present day. We will be interested in politics, cultural and social history, and will place the major events of English history in the broader context of the development of the people as we see their progress over two thousand years. *Prerequisites:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 318: The French Revolution and Napoleon**

This course focuses on the French Revolution and Napoleonic period, from 1789 to 1815. This course will engage in analysis of cultural, social, political, and economic conditions in France before 1789. The course will follow the Revolution through its successive phases and analyze and critique the rise of Napoleon and his influence on Europe. *Prerequisites:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 320 Historiography and Historical Method<sup>(cc)</sup>**

An introduction to historiography and historical method through guided readings in primary sources and secondary literature. This course is organized around topics that will give the student experience in the recognition, critique, and writing of historical narrative. Use of the computer in historical research will be stressed. This required course for History majors is to be taken senior year. *Prerequisite:* ENGL 111, program approval and satisfactory completion of at least 12 major credits in history. 3 sem. hrs. 3 crs.

**HIST 321 America in the Gilded Age and the Progressive Era: 1877–1920**

This course is about the United States in the late nineteenth and early twentieth centuries. The first part of the course will cover the settling of the Great Plains; the burgeoning industrial revolution; and the emergence of big business, taking into account the many opportunities and abuses which resulted from these developments. The period was also characterized by a high degree of domestic turmoil as the military suppressed the Indians; racist and xenophobic groups targeted minorities and immigrants; and workers and farmers fought for their causes. The second part of the course will focus on American expansionism, including the Spanish-American War, and on the reforms of the Progressive Era during the presidencies of Theodore Roosevelt, William Howard Taft and Woodrow Wilson. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 322 The American Revolution**

This course examines the origins of the American independence movement, the struggle between the rebellious colonies and the British Empire, and the resulting governments created in the new nation. Special attention will be given to the social, political, and economic changes sparked by the Revolution. *Prerequisite:* ENGL 112. 3 sem. hrs. 3 crs.

**HIST 327 20th Century Russia**

This course will examine the social, economic, cultural, and international, as well as political, development of Russia from the final years of Tsarist rule through the Bolshevik Revolution to its emergence as one of the world's superpowers in the 1990s. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 331 History of Ancient Egypt**

This course is a one-semester survey of the history and culture of ancient Egyptian civilization. We will take an archaeological approach, looking at ruins as well as documents to see how the people lived, thought, worshiped, what they ate and wore, and how they behaved. We will look at the buildings and the art they left behind. We will also try to sift fact from fiction. One of our tasks will be the historiography of this culture, in that we will observe the ways in which later cultures viewed the achievements of the Egyptians. *Prerequisites:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 332 China in History: From Antiquity to the Present**

The history of China, including origins of its society and culture; the development of classical Chinese civilization during the age of feudalism; the development of China's "super-power" status during the age of bureaucratic empire; the setbacks and struggles during the interregnum of the Western onslaught; and China's reemergence as a superpower today. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 333 Asia in Revolution**

A study of the gigantic upheavals in society and culture that comprise Asia's ongoing response to the challenge of Western power. Highlighted will be Gandhian nonviolent resistance, Maoist guerilla warfare, Japanese militarism, and the subsequent economic counter-challenge of the Japanese-led Pacific rim. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 336 Africa: Colonialism and Independence**

The composition of colonial rule and systems of administration; the rise of nationalist movements and the emergence of independent nations; the new nations of Africa and current social, political, and environmental problems. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 342: The Early American Republic**

This course examines American history from the end of the American Revolution to the sectional crises of the 1850s. The course will particularly focus on the political, economic, and social changes of the new nation along with its foreign policy and interactions with the world. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 344 Slavery and the Civil War**

The question of slavery; States' Rights; the coming of war; Lincoln's Presidency; the issues of Reconstruction and Republican policies. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 365 (POLS 365) The American Presidency**

A review of the office and its occupants covering the legal, constitutional and political development of the Executive Branch, as well as the contributions of several major presidents. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 367 (POLS 367) American Foreign Policy**

An exploration of the development of the political, military, economic, and cultural relations of America with the rest of the world. How United States foreign policy is made. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 379 History of the Family in America**

This course will study the evolution of the family in America from Colonial times to the present. It will be concerned with such aspects as child rearing, husband-wife relationships, and the family unit as a social, cultural, and economic institution. As part of the required work, each student will write the history of his or her own family. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**HIST 397 Independent Study in History**

A course designed to take into account the individual student's historical interests. Offered under the direction of a faculty advisor. *Prerequisite:* ENGL 111. 3 crs.

**HIST 399 Internship in History**

The History Program is interested in making available learning experiences in non-classroom settings. Under the Intern Program, qualified juniors and seniors receive academic credit for work done in historical societies, archives, museums, and restorations. The programs assist students in finding appropriate opportunities and insuring that the actual work is a meaningful supplement to the undergraduate classroom experience. *Prerequisite:* ENGL 111.

- I. Standards: 60 college credits, a minimum overall GPA of 2.75, a minimum GPA in the student's major of 3.0, and at least six credits in History.
- II. Credit Options: A) Internships in the local area require a supervisory faculty member and usually will be worth three credits B) A maximum of six credits may be applied toward a History major; and a maximum of three credits toward a History minor. Additional credits may be applied toward the general requirements in Social Science, or may count as Liberal Arts and Sciences electives, or as Open Electives.
- III. Procedures: Interested students should contact the director of the History Program or the director of the History Intern Program. The application process requires a transcript, a letter of recommendation from a faculty member, the written consent of the student's advisor, and a departmental interview. The decision of the Programs on whether to allow a student to hold an internship may be appealed to the Office of the Associate Dean of Academic Administration on procedural issues, but not on the matter of the Program's judgment.

**HIST 495 Senior Seminar in History**

The Senior Seminar in History, a required course for History majors, is to be taken during the senior year. There are several aspects to this course: the comprehensive assessment of what has been learned in the major course of study, the writing of research papers under the supervision of a faculty mentor, and the discussion of research methods and results in a supportive collegial environment. *Prerequisite:* ENGL 111, 112; HIST 320. 3 sem. hrs. 3 crs

## HONORS

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Honors courses foster a unique learning environment where students are given focused opportunities to deepen their learning and develop skills in collaboration and self-directed learning. Honors courses are reserved for students admitted to the Honors Program. However, students who have completed at least 15 credits at the College and who have a Mercy GPA of 3.2 or higher may enroll in Honors courses, if space is available. For more information on the Honors Program please see the Honors Program section of the catalog.

**CINQ 190/HONR 190 Honors Freshman Seminar/Critical Inquiry**

Honors Critical Inquiry is a General Education course in which reading, thinking, and information literacy competencies are introduced, reinforced and assessed. Each section of CINQ 190 focuses on a particular topic; students analyze assigned readings, prepare and respond to arguments related to the topic, and complete projects that require research and assessment of relevant print and online sources. CINQ 190 is the honors-level version of CINQ 101, which is required of all entering freshmen and of transfer students with 30 credits or less. May replace general education requirement CINQ 101. *Prerequisite:* For Honors students only. 3 sem. hrs. 3 crs.

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### **ENGL 191/HONR 191 Honors English I**

This course will focus on the development of critical reading and critical thinking skills and the development of formal academic writing skills. This will be done through close readings and analyses of literary texts of diverse literary traditions from the ancient world to the early modern world. Writing assignments include essay writing and the writing of a research paper. This course replaces the general education requirement ENGL 111. *Prerequisite:* For Honors students only. 3 sem. hrs. 3 crs.

### **ENGL 192/HONR 192 Honors English II**

This course will focus on the development of critical reading and critical thinking skills and the development of formal academic writing skills. This will be done through close readings and analyses of literary texts of diverse literary traditions from the modern world. Writing assignments include essay writing and the writing of a research paper. This course replaces the general education requirement ENGL 112. *Prerequisite:* For Honors students only. 3 sem. hrs. 3 crs.

### **MATH 193/HONR 193 Honors Math**

This course is intended for all Honors Program students. Emphasis is placed on varied methods and manipulations. Algebraic techniques that have applications in the student's anticipated area of specialization are studied. Topics will include: linear and quadratic equations; inequalities; graphing; polynomials; factoring; operations with rational and irrational expressions; systems of linear equations and others like trigonometry. May replace general education requirement MATH 116. *Prerequisite:* For Honors students only. 3 sem. hrs 2 hrs. Math Lab per week. 3 crs.

### **SPCM 194/HONR 194 Honors Oral Communications**

Honors Oral Communications focuses on the study of the nature of speech, sound production, and communication process. Classroom activity involves practical experience in the skills of the oral communication process. It provides practice in organizing and presenting speeches for various purposes, including persuasion. The class critically analyzes the process of community and investigates how the mediums of communication and language are used, manipulated, controlled, and reinvented by this process. Aristotelian principles of rhetoric will be applied to contemporary controversial issues, identified and analyzed by students. May replace general education requirement SPCM 110. 3 sem. 3 hrs. 3 crs.

### **HONR 295 Special Topics in Honors**

An offering of current interdisciplinary topics that varies from term to term allowing for the coverage of new subject matter of interest to students and faculty, or the opportunity to make available an instructor's special expertise. *Prerequisite:* For Honors students only. 3 sem hrs. 3 crs.

### **HONR 490 Honors Capstone**

In the Capstone course of the Honors Program, students develop a project (e.g. research paper, creative work laboratory experiment, community-based learning project, etc.) that explores a topic of intellectual or social significance from an interdisciplinary perspective. Under the guidance of a faculty member, students craft innovative questions, investigate the relevant scholarly literature, select appropriate methods for executing the project (individually or in teams), and present their findings to a public audience. Prerequisites: JRSM 301, satisfactory progress in the Honors Program, for Honors students only. Time commitment for the course will vary depending on the type of project and will be coordinated with the faculty member. 3 crs.

## **HUMANITIES**

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These interdisciplinary, thematic courses are only used in the B.S. Business Management degree.

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**ENGL 111 is a Prerequisite for all Humanities courses numbered 200 and above.**

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### **HUMN 226 Business, Values, and Modern America**

The emergence of modern forms of business and the relationship of business to society. The socialization process one undergoes upon entering a modern business or corporation. Especially recommended for business students. 3 sem. hrs. 3 crs.

### **HUMN 295 Topics in Humanities**

Offered in response to particular interests of students and faculty. Intensive study of a theme or topic, which lends itself to a humanistic, interdisciplinary approach. 3 sem. hrs. 3 crs.

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**HUMN 320 Interdisciplinary Humanities**

In the context of the ethical model presented in the earlier ethics course, this course examines human values revealed by works of art, literature, history and philosophy as applied to career/life assessment and organizational mission. 3 sem. hrs. 3 crs.

## **INTERNATIONAL BUSINESS**

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**INBU 250 International Business**

Global decision making requires a framework for understanding international trade, investment, and cross-cultural interactions. This course discusses managerial challenges arising from different cultural, socioeconomic and political settings, modes of entering foreign markets and the rise of the global corporation. 3 sem. hrs. 3 crs.

**INBU 375 International Marketing**

The international dimensions of marketing. Topics include: the international environment of international marketing, international market research, product adaptation, pricing strategies, promotion, channels of distribution, and marketing organization. Focus is first on export marketing and then on multinomial marketing. *Prerequisites:* MKTG 220, INBU 250. 3 sem. hrs. 3 crs.

**INBU 380–381 Workplace Experience in International Business, I and II**

This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in International Business include corporations and small businesses. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. Open Elective credit only. 3 sem. hrs. 3 crs.

**INBU 399 (FINC 399, MGMT 399, MKTG 399, SPMG 399) Internship in Business**

Students majoring in business are given an opportunity to supplement classroom learning with on-the-job experience. The School assists students in finding appropriate compensated opportunities and insuring that the actual work is a meaningful supplement to the classroom experience. *Prerequisites:* Completion of 60 credits, a minimum GPA in the major of 3.0 and the approval of the chair of undergraduate business. This course may not be counted as a major level business course. Open elective credit only. 3 crs.

**INBU 444 International Management**

The international dimensions of management. Topics include: the environment of international management, strategic planning, managing political risk, organizing international operations, decision-making, control, human resource management, communication and motivation. Gives special treatment to the problems of intercultural management. *Prerequisites:* MGMT 225, INBU 250. 3 sem. hrs. 3 crs.

**INBU 447 International Finance**

The international dimensions of finance. Topics include: the environment of international finance, foreign exchange markets, exchange rate determination, managing foreign exchange exposure, financing international trade, international cash management, multinational capital budgeting and long-term financing. *Prerequisite:* INBU 250. 3 sem. hrs. 3 crs.

**INBU 450 Applied Research Analysis in International Business**

A research project to examine problems faced by companies wanting to export or to manufacture in foreign countries. Integrates marketing, management, and finance functions. Focuses on real-world situations giving students experience at dealing with problems they are likely to encounter in their careers. *Prerequisites:* ENGL 112; INBU 375, INBU 444, INBU 447. 3 sem. hrs. 3 crs. Students should have completed 3 of their specialization courses before registering for INBU 450.

## **INTERNATIONAL RELATIONS AND DIPLOMACY**

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**IRDP 110 (SOC 110) World Cultures**

This is an introductory course to the anthropology and political aspects of cultural and linguistic difference. A spectrum of issues concerning human origins and expansion, and regional and linguistic differences, are addressed. Use of anthropological and linguistic understanding in relation to international affairs and diplomacy is discussed. 3 sem. hrs. 3 crs.

## 200 | Course Descriptions

### **IRDP 252 (SOCL 252) Globalization**

This course is an introduction to the process of rapidly increasing globalization and its impact on the role of the state. The course will look at the process of increasing inter-connectedness between societies, where events in one part of the world have increasing effects on people and societies far away. Advances in market integration, information technology, cultural diffusion and homogenization, and the growth of power among non-state actors have all contributed to the emergence of global communities, issues, and actions. The course focuses on the changing interactions among states, individuals, the private sector, and civil society – and the consequences for the world’s economic, social, and political structures and actors. The course explores globalization’s costs, benefits, and challenges. Prerequisite : SOCL 101 Introduction to Sociology. 3 sem. hrs. 3 crs.

### **IRDP 295 Contemporary Issues in International Relations and Diplomacy**

An analysis of current topics that vary from term to term allowing for the coverage of new subject matter of interest to students and faculty, or the opportunity to make available an instructor’s special expertise. 3 sem. hrs. 3 crs.

### **IRDP 340 (POLIS 340) The Art and Science of International Relations**

This course is an introduction to the theory and practice of international relations. A spectrum of issues is addressed, including differing perspectives on the state, sovereignty, the international system, international organizations, international law, regional integration, conflict and cooperation, international finance, trade, transnationalism, interdependence, human rights, international development, environmental issues, the role of diplomacy, and foreign policy. Students will be introduced to the variety of theoretical perspectives in political philosophy and learn to apply these frameworks to current affairs issues. This course emphasizes both theoretical and practical approaches to international relations. 3 sem. hrs. 3 crs.

### **IRDP 356 (POLIS 356) International Negotiation and Diplomacy**

This course provides an introduction to the core concepts, processes, and techniques of international negotiation and diplomacy. The course focuses on the role of diplomacy by governments (Track I diplomacy) and other types of diplomacy (Track II and III diplomacy). In addition, the course will address the nature of international conflict, negotiation in an international context, mediation, arbitration, conflict management, negotiation dynamics, strategy and tactics, agreement implementation, the role of economic and psychological incentives and constraints, and other factors like the influence of force, culture, and power. The course draws on exercises and role-playing, as well as case studies of real-world events. 3 sem. hrs. 3 crs.

### **IRDP 372 (POLIS 372) International Organizations: Fundamentals**

This course is an introduction to international governmental and non-governmental organizations as well as other types of transnational organizations. The course focuses on the fundamentals of the United Nations and the role of the Member States. The course will address how different types of international organizations function in a rapidly changing world. Students will explore how international cooperation can provide solutions to global challenges. The focus on peacekeeping, economic development, and human rights will serve to expand the student’s understanding of global politics. 3 sem. hrs. 3 crs.

### **IRDP 373 (POLIS 373) International Organizations: Model UN**

This course involves preparation for and participation in Model United Nations conferences. Each year colleges and universities send delegations of students to represent countries at Model UN conferences, meetings, and committees. Topics include international peace and security, disarmament, development and finance, peacekeeping operations, human rights, transnational justice, education, environmental issues, humanitarian assistance, and gender issues. Preparation is extensive and involves thorough understanding of the functioning and the work of the UN and the committees that students are assigned to. In depth research and analysis of the country to be represented is also required. Students are expected to demonstrate their skills by presenting, negotiating, and networking with other delegations to identify and draft possible solutions to the issues being discussed. The course culminates in a five-day stay in New York City in which students participate in meetings in and near UN headquarters. *Prerequisite:* IRDP 372 (POLIS 372). 3 sem. hrs. 3 crs.

### **IRDP 420\* International Security, Threats, and Conflicts (cc)**

This course is an introduction to international security issues and their root causes. Students will identify traditional and emerging issues which threaten international security. Topics addressed include interstate and intrastate conflict, terrorism, nuclear and arms proliferation, illicit trade and piracy, cybersecurity violations, human rights violations, displaced persons and refugees, and humanitarian emergencies. Root causes discussed include economic causes (developmental inequality, poverty), social and cultural causes (corruption, failed states, religious conflict), and natural causes (water, food, and energy

scarcity, global public health challenges, environmental challenges). Students will learn to conduct early warning and risk analyses of security issues and explore potential solutions. 3 sem. hrs. 3 crs.

#### **IRDP 431 Study Abroad 1**

This course assigns credit for study abroad. Students taking IRDP 431 pursue an approved course of study in a foreign-based institution of higher learning. 3 sem. hrs. 3 crs.

#### **IRDP 432 Study Abroad 2**

These courses assign credit for study abroad. Students taking IRDP 431 or 432 pursue an approved course of study in a foreign-based institution of higher learning. 3 sem. hrs. 3 crs.

#### **IRDP 441 Model UN 2**

This course assigns credit for advanced structured participation in the Model UN team of Mercy College or for participation in Model UN related activities on an individual basis. The course is made available for students that have completed IRDP 373 (POLS 373) International Organizations: Model UN, and wish to participate in the Model UN team of Mercy College or in Model UN related activities for a second time. They will be expected to take a leadership role such as being the head of delegation, deputy head of delegation, committee chair, rapporteurs, or any other senior position. The Model UN 2 course builds knowledge, skills, abilities and competencies required for careers related to diplomacy and the work of international organizations. This course is designed to provide opportunities for students to further develop their skills, learn about the regional and global relations of the nations they represent, and to better understand the dynamics of negotiation and the art of communication. *Prerequisites:* IRDP 372 (POLS 372) and IRDP 373 (POLS 373). 3 sem. hrs. 3 crs.

#### **IRDP 442 Model UN 3**

This course assigns credit for advanced structured participation in the Model UN team of Mercy College or for participation in Model UN related activities on an individual basis. The course is made available for students that have completed IRDP 373 (POLS 373) International Organizations: Model UN, and wish to participate in the Model UN team of Mercy College or in Model UN related activities for a third time. They will be expected to take a leadership role such as being the head of delegation, deputy head of delegation, committee chair, rapporteurs, or any other senior position. The Model UN 3 course builds knowledge, skills, abilities and competencies required for careers related to diplomacy and the work of international organizations. This course is designed to provide opportunities for students to further develop their skills, learn about the regional and global relations of the nations they represent, and to better understand the dynamics of negotiation and the art of communication. *Prerequisites:* IRDP 372 (POLS 372) and IRDP 373 (POLS 373). 3 sem. hrs. 3 crs.

#### **IRDP 461 Internship 1**

This course assigns credits for having conducted an internship in a service organization, a non-governmental organization, or an international organization with global scope. Students enhance their global understanding through practical work. Over the course of their internship students develop expertise on global problems and interactions across cultures. Students gain a strong working understanding of the organizations where they pursue their internship, particularly as regards their mission, management practices, and relationships to communities, governments, and international organizations. Students are expected to write a report evaluating their experiences which includes written feedback from their supervisors. Students are required to seek approval at least one semester in advance. 3 sem. hrs. 3 crs.

#### **IRDP 462 Internship 2**

This course assigns credits for having conducted an internship in a service organization, a non-governmental organization, or an international organization with global scope for a second time. Students enhance their global understanding through practical work. Over the course of their internship students develop expertise on global problems and interactions across cultures. Students gain a strong working understanding of the organizations where they pursue their internship, particularly as regards their mission, management practices, and relationships to communities, governments, and international organizations. Students are expected to write a report evaluating their experiences which includes written feedback from their supervisors. Students are required to seek approval at least one semester in advance. 3 sem. hrs. 3 crs.

#### **IRDP 471 Capstone Project 1**

Students work with the instructor to design a capstone project that draws upon knowledge and skills that the students have attained throughout their courses to explore a new top of their interest. The capstone project provides students with the necessary research, argumentation, and writing/presentation skills for a career related to international relations. Students will utilize independent research, critical analysis, ethical reflection, and written and oral communication skills in synthesizing previous course work and extending and developing original ideas. 3 sem. hrs. 3 crs.

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### **IRDP 472 Capstone Project 2**

Students work with the instructor to further develop a capstone project that draws upon knowledge and skills that the students have attained throughout their courses to explore a top of their interest. The capstone project provides students with the necessary research, argumentation, and writing/presentation skills for a career related to international relations. Students will utilize independent research, critical analysis, ethical reflection, and written and oral communication skills in synthesizing previous course work and extending and developing original ideas. Students will be expected to complete their project and make a presentation at the end of the semester. 3 sem. hrs. 3 crs.

## **ITALIAN**

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### **APPLIED LINGUISTICS**

#### **ITAL 115 Italian for Communication**

A beginning Italian course designed to help develop listening and speaking skills in the Italian language. The course will help students with real everyday situations (identifying needs, shopping, seeking medical assistance, gathering information, etc.). The aim of the course is to enable students to understand basic spoken Italian within the limits of the topics presented in the course, including (but not limited to) business, travel and social interaction. This course is not open to students who have studied Italian in high school for more than two semesters or to students who have native or near-native fluency in Italian. 3 sem. hrs. 3 crs.

#### **ITAL 116 Communicating in Italian**

This course is a continuation of Italian 115 and is designed to further the progress made by students in developing basic communication skills in Italian. Students will continue to learn the basic elements of Italian structure and vocabulary necessary for an ability to communicate in this language. A large emphasis of the course is on speaking and understanding Italian as it is spoken today in Italy and in other parts of the world. *Prerequisite:* ITAL 115 or the equivalent; two years of high school Italian; or approval of the Language program director. Please note that candidates for New York State Teacher Certification and Mercy College English Literature majors must take two courses (six credits) in a second language. These two courses must be in the same second language. 3 sem. hrs. 3 crs.

#### **ITAL 160 Translation Techniques**

English/Italian and Italian/English. This course is designed for people who will be doing literary and technical translation in both languages. *Prerequisites:* ITAL 116 or permission of the Program Head. 3 sem. hrs. 3 crs. 3 sem. hrs. 3 crs.

#### **ITAL 215 Intermediate Italian I**

This intermediate Italian course is a continuation of ITAL 116. It allows students to develop their listening, speaking, reading, and writing skills in the Italian language, and helps students navigate real-life situations through both oral and written communication. It gives students an understanding of Italian grammar and syntax and allows students to gain an appreciation of Italian culture. Topics covered in this course include formal and informal social interaction, travel, arts and leisure, and commerce. *Prerequisite:* ITAL 116 or the equivalent, three years of high school Italian, or approval of the Modern Foreign Languages Program Head. 3 sem. hrs. 3 crs.

#### **ITAL 216 Intermediate Italian II**

This intermediate Italian course is a continuation of ITAL 215. It allows students to develop their listening, speaking, reading, and writing skills in the Italian language, and helps students navigate real-life situations through both oral and written communication. It gives students an understanding of Italian grammar and allows students to gain an appreciation of Italian culture. Topics covered in this course include formal and informal social interaction, current events, arts, professions and lifestyle. *Prerequisite:* ITAL 215 or the equivalent, four years of high school Italian, or approval of the Modern Foreign Languages Program Head. 3 sem. hrs. 3 crs.

#### **ITAL 265 Reading and Composition**

This course will provide students with a thorough review of essential grammar points as well as an introduction to more idiomatic constructions leading to an advanced understanding of the Italian language. Short stories, essays and other academic writing will be utilized for a stylistic study of modern Italian. *Prerequisites:* ITAL 116 or permission of the Program Head. 3 sem. hrs. 3 crs.

**ITAL 295 Special Topics in Literature and Linguistics**

Offered in response to particular interests of students and faculty. Intensive study of a major work, author, genre, theme, literary period, or specialized language/topic. 3 sem. hrs. 3 crs.

**LITERATURE (Offered in Italian)**

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**ITAL 397 Independent Study in Italian**

The life and works of an outstanding author: guided readings and discussion of the works of the author chosen by the student after consultation with the seminar director; a presentation of the results of such study required. *Prerequisites:* ITAL 116 and ITAL 265 or permission of Program Head. 3 crs.

**JUNIOR SEMINAR**

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**JRSM 301 Junior Seminar**

The Junior Seminar is designed as a general education capstone course to be taken by all Mercy College students as a requirement for graduation. Its purpose is to insure that students have achieved an acceptable performance in the practical application of the skills taught in the basic courses. Each section of this course will focus on an individual topic and students will bring the diversity of their interests and/or their area of concentration to the examination of the topic. The course will be conducted in an intensive seminar format; students will research various aspects of the selected topic and give multiple presentations in written and oral form. Students will register for the course after completing 60 credits and before attaining 91 credits. For students with a prior bachelors degree, a liberal arts elective may be substituted for JRSM 301. *Prerequisites:* ENGL 112; SPCM 110; MATH 115 or 116.

**LAW**

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**LAWS 120 Business Law I**

Introduction to business law. The nature and sources of law, courts, and court procedure; criminal law and torts; contracts; and the law of sales are the topics explored. *Prerequisite:* ENGL 110 or placement at ENGL 111 level. 3 sem. hrs. 3 crs.

**LAWS 130 Introduction to Legal Studies**

This course evaluates the methods and processes of the judicial, administrative, and legislative branches of government; the role of the paralegal in the legal field; the present law concerned with the authorized and unauthorized practice of law; the ethical standards applicable to paralegals and attorneys and introduces the student to legal terminology. In addition, the student will learn the basic system and procedures used in the practice of law and in law offices. Students will be introduced to the federal and New York State court systems. Some of the areas of law students will be introduced to include: tort law, probate, trusts and estates, civil procedure and criminal procedure. (Previously: PARA 130 Introduction to the Paralegal Profession) Pre- or Co-requisite : ENGL 110 or placement at ENGL 111 level. 3 sem. hrs. 3 crs.

**LAWS 150 OSHA**

The student will gain a working knowledge of General Industry codes, standards and requirements resulting from the Occupational Safety and Health Act (OSHA). Methods of record-keeping and initiating pre-OSHA compliance surveys and implementation of regulations will be covered. Critical evaluation based on theoretical information and field inspections will be discussed. 3 sem. hrs. 3 crs.

**LAWS 210 Exploring the Courts of New York**

This "Learning on Location" course will allow students to learn about and visit the New York State courts and the federal courts in New York State. Hypothetical fact patterns will be utilized to help students identify the appropriate court and its jurisdiction. Students will identify and draft the necessary forms required for various actions in the court of original jurisdiction, in the intermediate appellate court, and in the highest appellate court. Students will observe court proceedings and present oral and written reflections on what they observed. 3 sem. hrs. 3 crs.

**LAWS 203 Law of Evidence**

The general nature of judicial (and administrative) proof; the common law of evidence; the statutory law of evidence; contemporary procedural evidentiary rules, criminal and civil. 3 sem. hrs. 3 crs.

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### **LAWS 205 (SOCL 205) Aging and the Law**

This course will introduce students to legal issues affecting older adults. Some of the topics to be covered are: Health Care Proxies, Living Wills, Medicare, Medicaid, Social Security Benefits, Elder Abuse, Conservatorships, Nursing Homes and Long Term Estate Planning. *Prerequisite:* PSYN 101, or SOCL 101 or the equivalent. 3 sem. hrs. 3 crs.

### **LAWS 220 The Art of Legal Reasoning**

This course is an introduction to the techniques of legal reasoning. The student will learn how to read statutes and other written laws; the logic of legal precedence; and how to analyze judicial opinions. The techniques of identifying key facts, legal issues, holdings and rules of law will be explored. The student will also learn how to apply these legal rules to hypothetical fact patterns 3 sem. hrs. 3 crs.

### **LAWS 234 (CRJU 234) Criminal Law**

The objective of this course is to acquaint the student with the historical background of Criminal Law, jurisdiction, the mental elements necessary to commit crime, the major crimes and recent changes in the law brought about by court cases. Comparison will be made as to what the law is elsewhere and what the law is in the State of New York. 3 sem. hrs. 3 crs.

### **LAWS 235 (SPCM 235) Argumentation, Debate and the Court Room**

The study and practice of the art of persuasive techniques used in the courtroom. The student will prepare a case for trial by researching the legal issues, gathering and analyzing evidence, examining witnesses and finally presenting the case for trial. Emphasis is on basic research skills, analytical thinking, preparation and presentation of oral arguments. *Prerequisite* : SPCM 110. 3 sem. hrs. 3 crs.

### **LAWS 250 (CRJU 250) Criminal Procedure**

This course will acquaint the student with the criminal procedures that are followed in most states throughout the nation. The path of the criminal will be traced from arrest, to arraignment, to the grand jury, to trial, etc. The New York Criminal Procedure Law and court cases that have defined, limited and interpreted criminal procedure will be discussed. 3 sem. hrs. 3 crs.

### **LAWS 255 (PSYN 255, SOCL 255, POLS 255) Managing Human Conflict I**

This course introduces the student to the field of conflict analysis and resolution through the examination of theory and role-play. Major theories of conflict studies are considered and the student will explore whether these theories are useful in the resolution of conflict. The student will be introduced to the various forms of conflict resolution such as negotiation, mediation and arbitration. *Prerequisite* : SOCL 101 or PSYN 101. 3 sem. hrs. 3 crs.

### **LAWS 256 (PSYN 256, SOCL 256, POLS 256) Managing Human Conflict II**

This course continues the study of the theories utilized in conflict resolution. The language of conflict management will be explored and the active listening skills of the student will be developed. The theory and application of negotiation will be studied and applied through role-play. *Prerequisite* : LAWS/PSYN/SOCL/POLS 255. 3 sem. hrs. 3 crs.

### **LAWS 261 (MEDA 261) Free Speech, Media and the Law**

A course that explores the shifting relationship between free expression and media technologies. From a philosophical and legal foundation, it immerses students into the technological, social and cultural issues surrounding the First Amendment, including privacy rights, pornography, copyright, and libel. The course challenges students by posing a critical question: Are there any forms of free speech that should be restricted? If so, which ones — and who decides? 3 sem. hrs. 3 crs.

### **LAWS 295 Contemporary Issues in Legal Studies**

An analysis of current topics that arise such as: conflict resolution, technology and the law, health law, privacy rights and other topics. Specific topics to be covered will be announced by the program director. 3 sem. hrs. 3 crs.

### **LAWS 310 Introduction to the Law School Experience**

This course is designed to bridge the gap between college and law school. The course will focus on how to approach the study of law including psychological tips for studying law. The course will begin with topics for LSAT preparation. Students will be introduced to time management skills, note taking in law school, and will continue their study of civil and criminal law: statutory law, briefing cases, and the courts and court systems. Students will be introduced to the Socratic method used in law school classes and will learn how to review, study, and practice taking law school type examinations. Students will also analyze and apply the law to various hypothetical fact patterns. 3 sem. hrs. 3 crs.

**LAWS 340 Business Law II**

Commercial paper, agency, corporate and partnership law; creditor-borrower relations; secured transactions; insurance; bankruptcy; and property law are some of the areas under study. Prerequisite : LAWS 120. 3 sem. hrs. 3 crs.

**LAWS 345 (BHSC 345) Employment Law**

This course will explore the legislation that impacts employer/employee relationships in our society. Emphasis will be placed on the regulatory environment applicable to employment law and will focus on understanding the principles of the most commonly litigated issues such as: discrimination, sexual harassment, whistle blowing/employer retaliation and the impact of these lawsuits in the workplace. 3 sem. hrs. 3 crs.

**LAWS 355 (PSYN 355, SOCL 355, POLS 355) Mediation Theory and Practice**

This course examines the theory and practical application of mediation, integration of ethical and policy issues and application through role-play. The course will focus on the study of how the various applications of mediation theory affect the mediation process and the court's role in the development of mediation. Role-play is an important component of this course. *Prerequisite:* LAWS/PSYN/SOCL/POLS 255. 3 sem. hrs. 3 crs.

**LAWS 360 (POLS 360, PSYN 360, SOCL 360) Practicum in Conflict Resolution**

This course assists students in bringing together the theoretical and practical skills developed in the program through case studies and field projects. *Co/Prerequisites:* LAWS/PSYN/SOCL/ POLS 256 or PSYN/SOCL/POLS 355. 3 sem. hrs. 3 crs.

**LAWS 361 (POLS 361) Constitutional Law and Policy(cc)**

An examination of major constitutional problems in the United States; analysis of Supreme Court decisions concerning federalism; separation of powers; individual rights. 3 sem. hrs. 3 crs.

**LAWS (POLS) 364 Community, State and Regional Politics**

Structure and function of subnational governments in the United States; politics of intergovernmental conflict and cooperation, including emerging developments in federalism; problems of policy formulation and administration, involving such issues as taxation, transportation, education, welfare, and population shifts. 3 sem. hrs. 3 crs

**LAWS 380–381 Workplace Experience in Laws, I and II**

This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Legal Studies include dispute resolution centers, courts, law offices, corporations and government offices. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. 3 sem. hrs. 3 crs.

**LAWS 401 Survey of Environmental Law**

A survey of Federal and New York laws relating to environmental protection and hazardous waste materials which are of interest to the safety professional. 3 sem. hrs. 3 crs.

**LIBRARIES AND INFORMATION SCIENCE**

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**LISC 101 Information Use and Library Research**

This course introduces students to a variety of information resources and services useful in college and in the workplace. The course emphasizes locating and using these resources, as well as the basic information literacy skills required for research on any subject. 1 sem. hr. 1 cr.

**LISC 260 Using Electronic Resources for Research**

This course is offered exclusively online (Distance Education — Mercy Online). The objective of this course is to learn how to use resources available online for finding quality information in various fields such as Health, Business, Social Sciences, Education, and so on. Students will learn how to develop effective strategies to search the online indexes and databases Mercy College Libraries subscribes to and to cite sources using prescribed formats. Students will also learn how to search and evaluate information found on the Internet. Other topics such as copyright, intellectual property, plagiarism, security of information, Web 2.0 tools, and so on, will be explored. At the end of the course, students will be able to use the online indexes, databases, and the Internet to find quality information. Acquiring an acceptable proficiency in critical thinking, information literacy, critical reading, writing, and quantitative reasoning skills will be emphasized throughout the course. *Prerequisite:* Placement in ENGL 111, CISC 120 or departmental waiver exam for CISC 120. 3 sem. hrs. 3 crs.

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### **LISC 295 Topics in Information Studies**

Special course offered on an occasional basis in response to student and faculty interest in the field of Information Studies. Topics covered will vary each time the course is offered, allowing for coverage of new subject matter or to provide an opportunity for an instructor with special discipline-specific knowledge to teach a course. Special topics to be covered will be announced by the Library Division. Topics could include Digital Storytelling, Social Media, Instructional Design and Development, Knowledge Management, Oral History and Tradition, Storytelling and Folk Literature, History of Printing and Publishing, Information Policy and Intellectual Freedom, Records and Information Resource Management, and so on. *Prerequisite:* ENG 111 or placement in ENG 112. 3 sem. hrs. 3 crs.

## **LIFE ACHIEVEMENT**

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### **LFAC 301 Life Achievement Portfolio Preparation**

This course guides students through a thoughtful and reflective review of their prior learning experiences in order to identify college level learning in a manner that facilitates accurate assessment. This is accomplished through the development of an online e-portfolio that is submitted at the end of the semester for evaluation by two faculty members. The portfolio is structured in such a way as to go beyond a narrative of experiences. Students must distinguish between experience and achievement and recognize the interconnection between learning, practice, theory and academic modes of thought. *Prerequisites:* ENGL 112. Offered online in the Fall semester only.

## **LINGUISTICS AND COMPARATIVE LITERATURE**

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### **FORL 190**

An introduction to various languages not regularly available at the College. In the past, the Honors Program — by student request — has offered Latin, German and Chinese. 3 sem. hrs. 3 crs.

### **FORL 233 Comparative Romance Literatures**

This course introduces students to the method of comparing the main romance literatures (France, Italy, Spain) through a study of selected themes, genres and periods, and includes a discussion of the relationship of the national literatures to the other parts of these countries. Required of all language majors. 3 sem. hrs. 3 crs.

### **FORL 295 Special Topics in Linguistics and Comparative Literature**

Offered in response to particular interests of students and faculty. Intensive study of a major work, author, genre, theme, literary period, or specialized language/9 topic. 3 sem. hrs. 3 crs.

### **FORL 397 Independent Study in Linguistics and Comparative Literature**

The life and works of an outstanding author. Guided readings and discussion of the works of the author chosen by the student after consultation with the seminar director; a presentation of the results of such study required. 3 sem. hrs 3 crs.

## **MANAGEMENT**

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### **MGMT 225 Principles of Management**

An introduction to the skills needed by managers to successfully compete in both local and global markets. Historical and contemporary ideas will be used to provide insights into values such as environmental awareness, group dynamics and organizational skills used by effective managers. Special emphasis will be placed on the development of application skills using sound management principles. 3 sem. hrs. 3 crs.

### **MGMT 255 Information Systems for Management<sup>(cc)</sup>**

This course examines the impact and role that information technologies and computer information systems have on the manager's ability to achieve and maintain 'competitive advantage' in the business environment. Students will become proficient in the use and application of contemporary database management systems to enhance the managers' ability to more effectively achieve the goals of the organization. Spreadsheets will be utilized in problem solving. 3 sem. hrs. 3 crs.

### **MGMT 325 The Business of Persuasion**

The Business of Persuasion introduces students to behaviors associated with the ability to influence the actions and attitudes of others for the purpose of generating compliance responses. Specifically, the course considers the role which variables such as personality, trust, consistency, consensus, reciprocity, authority and scarcity play when employees attempt to

influence a stakeholder's decision-making process. Emphasis is placed on developing and applying persuasion skills using experiential exercises and case analysis. 3 sem. hrs. 3 crs.

#### **MGMT 340 Organizational Behavior**

This management course focuses on people, the human resource of the firm. Individual and group behavior are explored. Motivational theory and techniques will be examined. Case studies and incidents analysis are used. *Prerequisite:* MGMT 225. 3 sem. hrs. 3 crs.

#### **MGMT 345 Organizational and Industrial Psychology**

Introduction to industrial and organizational psychology including personnel selection and training; assessment of aptitude, ability, and attitude; employee relations and motivation; work environment; advertising; and consumer research. *Prerequisites:* MGMT 225. 3 sem. hrs. 3 crs.

#### **MGMT 380–381 Workplace Experience in Management, I and II**

This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Management include corporations, small businesses, banks, and financial institutions. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. Open Elective credit only. 3 sem. hrs. 3 crs.

#### **MGMT 399 (FINC 399, INBU 399, MGMT 399, MKTG 399) Internship in Business**

Students majoring in business are given an opportunity to supplement classroom learning with on-the-job experience. The School assists students in finding appropriate compensated opportunities and insuring that the actual work is a meaningful supplement to the classroom experience. *Prerequisites:* Completion of 60 credits, a minimum GPA in the major of 3.0 and the approval of the chair of undergraduate business. This course may not be used as a major level business course. Open elective credit only. 3 crs.

#### **MGMT 425 Managerial Behavior**

An exploration of the ideas and forces that shape the process of management in the world's communities. Particular emphasis will be placed on the managerial decision-making process and its linkage to subsequent behaviors in the organization and/or the larger society. Leadership will be introduced as a necessary subset of effective organizational role. The major dynamic of this course will be dedicated to ensuring a student outcome where leadership and management are neither separable nor practiced independently. Topics will include: globalization, intercultural management, dealing with diversity, project management, separating the important from the trivial and the effective resolution of conflict. 3 sem. hrs. 3 crs. (Opened only to Organizational Management students.)

#### **MGMT 446 Human Resource Management**

Introduction to the theory and practice of personnel management including manpower planning, recruitment and selection, training and development, wage and salary administration, employee benefits, employee relations, and EEO compliance. Emphasis is placed upon the proper utilization of each human resource function as a means for motivating employees to achieve organizational objectives. *Prerequisite:* MGMT 225. 3 sem. hrs. 3 crs.

#### **MGMT 450 Applied Research Analysis in Management**

Senior-level discipline course for students specializing in management or general business. Will be conducted as a seminar course utilizing case studies to examine managerial challenges that organizations face in the current dynamic work environment. Focuses on real world situations giving students experience at dealing with problems they are likely to encounter in their careers. Course should be taken in junior or senior year after completion of specialization courses. *Prerequisites:* ENGL 112, 15 credits of business courses numbered 295 or above. Students should have completed 3 of their specialization courses before registering for MGMT 450. All Business and Accounting majors must complete MGMT 460 Strategic Management as their capstone requirement for the major.

#### **MGMT 460 Strategic Management<sup>(cc)</sup>**

Senior-level capstone course for all Business and Accounting majors. Requires students to use the tools and techniques covered in the various disciplines of business to identify problems and devise future plans for business organizations. Students will be required to propose solutions for complex real-world business problems that are broad in scope to simulate the actual problems faced by today's global manager. Students will be required to demonstrate strong case method skills, work collaboratively in teams and produce effective written and oral presentations to support their analysis. Students

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should have a majority of their concentration courses completed prior to registering for this course. *Prerequisites:* ACCT 121; ECON 210, ECON 220, ECON 221; ENGL 112; ENTR 410 or FINC 450 or INBU 450 or MGMT 450 or MKTG 450 or SPMG 450. 3 sem. hrs. 3. crs. Required in the last semester for all business majors. Only offered in spring and fall. No substitutions, transfers, or tutorials allowed for this course.

### **MGMT 465 Entrepreneurship**

A course in which students will learn the technique of developing and evaluating new business ventures. Actual projects will be examined. The world of venture capital will be studied. Entrepreneurial abilities of the students will be developed. 3 sem. hrs. 3 crs. (Opened only to Organizational Management Students)

### **MGMT 490 Integrative Project - Part I**

This project, which is carried out under the guidance of a faculty mentor, is a paper in which the student integrates the knowledge acquire in the program and applies it to a real world situation, In Part I the students selects and researches a topic, then presents a detailed outline with the sources of information used. 3 sem. hrs. 3 crs. (Opened only to Organizational Management students.)

### **MGMT 495 Integrative Project - Part II**

This project, which is carried out under the guidance of a faculty mentor, is a paper in which the student integrates the knowledge acquired in the program and applies it to a real world situation. In Part II the student writes the paper that was researched and outlined in Part I. 3 sem. hrs. 3 crs. (Opened only to Organizational Management students.)

## **MARKETING**

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### **MKTG 220 Principles of Marketing**

An introduction to marketing as a functional area of business enterprise, and an analytical survey of the problems encountered in developing, pricing, promoting and distributing goods and services. Emphasizes the role of the consumer in the marketplace. 3 sem. hrs. 3 crs.

### **MKTG 344 Advertising**

Managerial analysis of principles and practices in advertising. Topics include: the relationship of advertising to public relations and publicity, creation and production of advertising, advertising budgeting and evaluation, demand stimulation, media selection and market research. *Prerequisite:* MKTG 220. 3 sem. hrs. 3 crs.

### **MKTG 345 Digital Marketing**

Digital Marketing is designed to help students use marketing concepts in the 21st century. Development of a digital business infrastructure, development of tiered infrastructure, definition of digital management metrics, basic search engine optimization, advanced social media strategy, online market research, and online marketing ethics are all components of the new marketing world that must be explored and analyzed. Students will have an understanding of digital branding, Web 2.0, and the online customer. *Prerequisites:* MKTG 220; MGMT 255. 3 sem. hrs. 3 crs.

### **MKTG 348 Art of Selling (formerly "Sales Management")**

Sales is one of the most critical functions of any business. From developing required soft skills (professional speaking, writing and presenting) to understanding the strategic relevance of how sales drives revenues, today's business student must have a complete working knowledge of how companies build, operate and market this important (often entry-level) discipline. *Prerequisite:* MTMG 225; MKTG 220. 3 Sem. Hrs. 3 crs.

### **MKTG 350 Media and Entertainment Marketing (formerly "Entertainment Marketing")**

Upon completion of this class, students will have a solid understanding of how marketers and media/content suppliers develop effective strategies, leveraging omni-channel platforms. In addition to traditional media this probes utilizing branded entertainment and other content-driven platforms in pursuit of reaching today's consumers through multiple touch-points at home, at work and throughout the marketplace. *Prerequisite:* MKTG 220. 3 sem. hrs. 3 crs.

### **MKTG 380–381 Workplace Experience in Marketing, I and II**

This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Marketing include corporations, small businesses, non-profit organizations. Professional development is enhanced through meetings with a faculty advisor and structured

assignments based on the workplace experience. Career and Professional Development department approval required. Open Elective credit only. 3 sem. hrs. 3 crs.

**MKTG 399 (FINC 399, INBU 399, MGMT 399, MKTG 399, SPMG 399) Internship in Business**

Students majoring in business are given an opportunity to supplement classroom learning with on-the-job experience. The School assists students in finding appropriate compensated opportunities and insuring that the actual work is a meaningful supplement to the classroom experience. Prerequisite s: Completion of 60 credits, a minimum GPA in the major of 3.0 and the approval of the chair of undergraduate business. This course may not be used as a major level business course. Open elective credit only. 3 crs.

**MKTG 440 Marketing Research**

The design, implementation, and analysis used by marketing research is discussed. Market identification, surveys, sampling procedures, sales parameters, product and consumer information are topics that are investigated. *Prerequisites:* ECON 125; MGMT 225; MKTG 220. 3 sem. hrs. 3 crs.

**MKTG 442 Marketing Strategy and Branding (formerly "Marketing Management")**

Marketing strategy and branding are the foundation of a marketing plan. This course will focus on understanding, developing and applying marketing strategy and branding as it pertains to target segmentation, positioning, product, promotion, distribution and pricing. It is structured to sharpen student's ability to approach real-life brand issues from a strategic perspective. This course encourages students to think critically, solve challenging problems and develop skills such as oral communication, research/data evaluation and teamwork. These skills are essential for entry-level marketing professionals. *Prerequisites:* ECON 125, MGMT 225, MKTG 220, MKTG 344. 3 sem. hrs. 3 crs.

**MKTG 445 Market Assessment**

This course examines market structures and marketing research techniques that are used to identify and assess opportunities. Students use these techniques to assess markets, select products or services to meet the needs of targeted customers, and develop appropriate marketing strategies. The course emphasizes the value of making connections between fields in order to identify market trends. 3 sem. hrs. 3 crs. (Opened only to Organizational Management students.)

**MKTG 450 Applied Research Analysis in Marketing**

This senior-level course is the marketing capstone for those students specializing in marketing. The course examines market structures and marketing research techniques that are used to identify and assess opportunities. Students use these techniques to assess markets, select products or services, meet the needs of targeted customers, and develop appropriate marketing strategies. The course emphasizes the value of making connections between fields in order to identify market trends. *Prerequisites:* ENGL 112; any 3 Marketing specialization courses. 3 sem. hrs. 3 crs. Students should complete 3 of their specialization courses before registering for MKTG 450.

## **MATHEMATICS**

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**Students enrolling in mathematics courses must earn at least a letter grade of C in all prerequisite courses except for MATH 115 and MATH 120. MATH 116 requires a minimum grade of B as a Prerequisite. Students taking MATH 120, 131, 231, 317, 327, and 329 will have to spend substantial time outside of class working with computers.**

**MATH 113 Geometry for Graphic Design**

Students will learn geometry concepts needed to understand computer graphics and to use intelligently the available software tools. They will learn how to fix the position of a pixel on the computer screen using the screen coordinate system, how to find the closest point to a given point, middle point of two given points, and the centroid of a set of points. The students will know how to describe the elementary geometrical shapes, rectangles, ovals, and polygons in two dimensions, and spheres and parallelepipeds in three dimensions. They will also be introduced to basic properties: center, area, surface area, and volume. The behavior of the graphic shapes under translation, rotation, reflection, and scaling will be explained. Students will learn how to draw shapes satisfying certain constraints, like making a picture the mirror image of another. *Prerequisites:* CISC/MATH 120. 3 sem. hrs. 3 crs.

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### **MATH 115 Mathematics for the Liberal Arts**

This course is an introduction to mathematical applications in the real world as they relate to the liberal arts, stressing logical thinking and problem solving. Topics include: mathematical ways of thinking, number sequences, functions and their graphs, counting methods, probability and statistics. The controlled, self-paced course is taking place in SmartMath labs. 4 sem. hrs per week. 3 crs.

### **MATH 116 College Algebra**

This course is intended for business, computer, mathematics and science majors. Emphasis is placed on varied methods and manipulations. Algebraic techniques that have applications in the student's anticipated area of specialization are studied. Topics will include: linear and quadratic equations; inequalities; graphing; polynomials; factoring; operations with rational and irrational expressions; systems of linear equations and others. . The controlled, self-paced course is taking place in SmartMath labs. 4 sem. hrs per week. 3 crs.

### **MATH 117 Introduction to Statistical Reasoning**

A survey of statistical concepts and reasoning. This course will focus on the role that statistics plays in the real-world and in our lives. Instead of mathematical rigor, students will learn how to collect data through sampling and experimentation, read graphical and numerical summaries, understand change phenomena, and to interpret statistical inferences made by confidence intervals and hypothesis tests. Will include reading articles that are statistically oriented. *Prerequisite:* None. 3 sem. hrs. 3 crs.

### **MATH 193/HONR 193 College Algebra**

This course is intended for all Honors Program students. Emphasis is placed on varied methods and manipulations. Algebraic techniques that have applications in the student's anticipated area of specialization are studied. Topics will include: linear and quadratic equations; inequalities; graphing; polynomials; factoring; operations with rational and irrational expressions; systems of linear equations and others like trigonometry. May replace general education requirement MATH 116. *Prerequisite:* For Honors students only. 3 sem. hrs 2 hrs. Math Lab per week. 3 crs.

### **MATH 120 (CISC 120) Introduction to Computers and Application Software**

An introduction to computers and computing including the history of computers, the role of computers in a technological society, descriptions of computers and associated hardware, binary and hexadecimal number systems, and the use of a word processor, spreadsheet and database as tools in problem solving. *Prerequisite:* ENGL 109 level or division approval. (There is a Division placement test for a waiver of this course.) 3 sem. hrs. 3 crs.

Prospective students who have significant computer experience may take the departmental waiver exam for CISC/MATH 120. If the student passes the waiver exam the student is still required to take a MATH or CISC area disciplinary course or any other General Education certified course.

### **MATH 122 (ECON 122) Statistics**

A survey of statistical material and techniques, with special reference to economic and business data. Methods of collecting, charting, and analyzing statistical data; frequency distributions; introduction to discrete probability; normal curve analysis; introduction to hypothesis testing and confidence intervals; linear regression and correlation; index numbers. *Prerequisites:* MATH 115 or 116, and CISC/MATH 120. 3 sem. hrs. 3 crs.

### **MATH 125 Mathematics for the Sciences**

This course is an introduction to the mathematical applications used in chemistry and biology. It is required of students registered for General Chemistry I (CHEM 160) and Foundations of Chemistry (CHEM) 122) unless they can demonstrate knowledge of this content by passing a placement exam. Topics include: exponential and logarithmic functions, significant figures, scientific notation, the SI system and metric conversions, the application of the quadratic formula to acid-base calculations, and graphical analysis of data using curve-fitting software. Statistical methods of data analysis used in chemistry and biology will be introduced. Methods of collecting, graphing and analyzing statistical data, normal curve analysis, use of confidence intervals, and linear regression analysis will be explored. *Prerequisite:* MATH 116 or the equivalent. 2 hrs. lect., 2 hrs. lab, 3 crs.

### **MATH 131 (CISC 131) Foundations of Computing I**

An introduction to the fundamental concepts of object-oriented programming, including classes, objects, and basic program control flow statements. Using the programming language, Java, students are introduced to principles of software design and reuse. *Prerequisites:* CISC/ MATH 120 and MATH 116 or departmental approval. 2 sem. hrs. 2 hrs. lab. 3 crs.

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**MATH 201 Precalculus**

An introduction to real-valued functions and their graphs including polynomial, rational, exponential, logarithmic, and trigonometric functions. Functions will be represented symbolically, numerically, graphically, and verbally. Real-world applications will be used to introduce the concepts. Graphing calculators will be used throughout the course. *Prerequisite:* MATH 116 or a minimum grade of B in high school intermediate algebra. 2 sem. hrs. 2 hrs. lab, 3 crs.

**MATH 212 Calculus for Business and the Life Sciences**

A course in calculus for pharmacy, business, and social science majors. Analytic geometry, derivatives, the definite integral, exponential and logarithmic functions, applications. Students who wish a more thorough treatment of calculus should take MATH 260 and MATH 261 instead of MATH 212. *Prerequisite:* MATH 201 or the equivalent. 4 sem. hrs. 4 crs.

**MATH 231 (CISC 231) Foundations of Computing II**

This course continues the exploration of fundamental concepts of object-oriented programming using the programming language, Java. Students are introduced to the principles data structures, as well as elementary file input/ output and exception handling and GUI. *Prerequisite:* MATH/ CISC 131 or departmental approval. 2 sem. hrs. 2 hrs. lab. 3 crs.

**MATH 244 Discrete Structures**

Introduction to the mathematical foundation of computer science. Logic, set theory, switching circuits, Boolean algebra, finite state machines, induction, combinatorics, graphs and trees are some of the topics that will be covered. *Prerequisite:* MATH 201. 3 sem. hrs. 3 crs. (Offered in fall and summer semesters.)

**MATH 260 Calculus I**

This course will introduce students to Calculus. Topics include limits, derivatives, differentiation rules, applications of differentiation, antiderivatives, and the Fundamental Theorem of Calculus. *Prerequisite:* MATH 201. 4 sem. hrs. 4 crs.

**MATH 261 Calculus II**

This course continues the study of Calculus after Calculus I. Topics include the definite and indefinite integrals, the Fundamental Theorem of Calculus, techniques of integration, numerical methods, improper integrals, applications of the integral to real world problems, sequences and series. *Prerequisite:* MATH 260. 4 sem. hrs. 4 crs.

**MATH 307 Number Theory**

This course covers divisibility theory in the integers, prime numbers, congruences, some number theoretic functions, and Diophantine equations. The material is especially useful for students interested in teaching high school mathematics. *Prerequisite:* MATH 201. 3 sem. hrs. 3 crs. (Offered in spring semester.)

**MATH 315 Linear Algebra**

Vector spaces; matrices; algebra of matrices; systems of linear equations; linear transformations in vector spaces; eigenvectors and eigenvalues; similarity; congruence; bilinear and quadratic forms. *Prerequisite:* MATH 260. 3 sem. hrs. 3 crs. (Offered in the fall semester.)

**MATH 327 Computer Graphics**

Introduction to the principles behind the science of computer graphics; fundamental graphics algorithms techniques with emphasis on algorithms suitable for raster display devices; representation and transformations of objects in two and three dimensions; clipping; projections; ray tracing; color and shading. *Prerequisites:* MATH 260 and MATH/CISC 231. 3 sem. hr. 3 crs. (Offered in spring semester.)

**MATH 329 Numerical Analysis**

Solutions of equations and systems; interpolation and approximation; numerical integration; curve fitting; solutions of ordinary differential equations; Monte Carlo methods; computer applications. *Prerequisite:* CISC/MATH 131. *Corequisite:* MATH 261. 3 sem. hrs. 3 crs. (Offered in spring semester.)

**MATH 350 Probability: Theory and Applications**

Combinatorial methods; discrete and continuous probability; probability distributions and densities; expected value and moments; special probability distributions and densities. *Prerequisite:* MATH 261. 3 sem. hrs. 3 crs. (Offered in fall and summer semesters.)

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### **MATH 351 Statistics: Theory and Applications**

Descriptive statistics; sampling distributions; point and interval estimation; hypothesis testing, theory and applications; regression and correlation. Prerequisite : MATH 261; 350 or departmental approval. 3 sem. hrs. 3 crs. (Offered in spring semester.)

### **MATH 352 Mathematical Methods in Data Science**

Understanding data as information and using it to solve problems and make decisions. Graphics for data visualization. Algorithms for data cleaning, mining, and processing. Using inference algorithms for explanation, predication, and classification. Using machine learning to solve supervised and unsupervised problems. Prerequisite: MATH 260. 3 sem. hrs. 3 crs. (Offered in fall semester.)

### **MATH 360 Calculus III**

This course continues the study of Calculus after Calculus II. Topics include vectors and vector functions, functions of several variables, partial derivatives, and multiple integrals. *Prerequisite:* MATH 261. 4 sem. hrs. 4 crs. (Offered in fall semester.)

### **MATH 362 Differential Equations**

An introduction to the study of ordinary differential equations. Topics include: first order linear equations, higher order equations, method of undetermined coefficients and variation of parameters, Laplace transform, power series solutions, Fourier Series and solution of partial differential equations by the method of separation of variables. *Prerequisite:* MATH 261. 3 sem. hrs. 3 crs. (Offered in fall semester.)

### **MATH 365 Algebraic Structures**

This course introduces the student to the major topics of group theory and it also includes an introduction to rings and integral domains. Some of the group theory topics that are covered are permutations, cyclic groups, direct products, isomorphisms, normal subgroups and homomorphisms. *Prerequisite:* MATH 315. 3 sem. hrs. 3 crs. (Offered in spring semester.)

### **MATH 370 Complex Variables**

This course is an introduction to the fundamental concepts of complex analysis. Topics include the geometry of the complex plane, Euler's Formula, functions of a complex variable, derivatives and analyticity, contour integrals, Cauchy's Integral Theorem, Cauchy's Integral Formula, and series representations. *Prerequisite:* MATH 261. 3 sem. hrs. 3 crs.

### **MATH 380–381 Workplace Experience in Mathematics I, II**

This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Math include corporations, small businesses, nonprofit organizations and schools. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. 3 sem. hrs. 3 crs.

### **MATH 395 Special topics in Mathematics**

A special area of mathematics depending on student interest. Topics include applied mathematics; point-set topology; history of mathematics; complex variables, differential equations; number theory; geometry. *Prerequisite:* Variable depending on topic. 3 sem. hrs. 3 crs.

### **MATH 397 Independent Study in Mathematics**

Individual projects or readings undertaken in a specific area of Mathematics. Registration with the permission of the Instructor, the Department Chairperson, and the Associate Dean for Academic Administration. *Prerequisite:* Variable depending on topic. Variable 1-3 crs.

### **MATH 417 Mathematical Modeling(cc)**

This is the capstone course for the math majors. It integrates all the mathematical concepts learned in earlier courses to solve real-world problems. Aspects of model construction and selection will be taught along with the analysis of existing models. Topics may include: discrete dynamical systems; model fitting, simulation models; continuous optimization models; and probabilistic models. *Prerequisites:* CISC/MATH 231 and MATH 350 or MATH 360. (Offered in spring semester.)

**MATH 460–461 Advanced Calculus I, II**

A systematic, rigorous approach to calculus. Topics include: the real number system, limits, continuity, differentiability, integration theory, and point set theory. *Prerequisite:* MATH 360. 3 sem. hrs. 3 crs. per sem.

**MCNAIR SCHOLARS PROGRAM**

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The Ronald E. McNair Scholars program, funded by the U.S. Department of Education, provides students with faculty research mentorship and guidance through the PhD graduate application process. Please see “Programs of Special Interest” for further details. The program provides students with two sequenced courses, focusing on critical inquiry, research methods and capstone project development.

**MCNR 370 Research Design and Statistics**

An introduction to research design, experimental method and thesis development, including: the logic and nature of research design; the basic concepts in the experimental process, such as hypotheses, sampling, control and statistical analyses. Literature review and the statistical method are applied to independent projects, as are data collection, data description and data analysis (with statistical software, e.g., SPSS for Windows), presentation skills, use of online professional databases, and use of the Internet. Students are sensitized to the rights of participants in research. 3 sem. hrs. 3 crs. Offered in the Fall semester only. Permission of McNair Scholars Program Director Required.

**MCNR 371 Advanced Research & Writing**

The McNair Scholar’s project gives students the opportunity to explore in-depth an area of special interest and to make a contribution to learning in that area. Each McNair Scholar works with a faculty advisor in designing and implementing an independent research project. 3 sem. hrs. 3 crs. Offered in the Spring semester only. Permission of McNair Scholars Program Director is required.

**MEDIA STUDIES**

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Media Studies is a comprehensive program that provides students the opportunity to study journalism, radio and television production, and film as a method of interpreting culture. Analytical, technical, and practical skills are gained through academic course work, hands-on studio application, and internships with local media outlets.

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**ENGL 111 is a Prerequisite for all media studies courses except MEDA 145, 240, 275, and all radio and television production courses.**

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**MEDA 110 Radio Production I**

This is a basic techniques course for the disc-jockey, newscaster, interviewer, and commercial announcer. Hands-on training provided with broadcast quality consoles, microphones, and playback equipment; a survey of FCC rules and regulations required for many entry-level positions in radio. Studio lab hours assigned. 3 sem. hrs. 3 crs.

**MEDA 115 Fundamentals of Television Production<sup>(cc)</sup>**

A theory, practice and production course in which students learn the basics of television production in a multi-camera, television studio setting. Discussed are the history and origination of TV, the organizations and business environment in which TV occurs, such as the FCC, networks and affiliate relationships, “above” and “below the line” personnel; program and script formats, basic aesthetic and technical lighting and sound principles, introduction to lenses and the basic principles of shot composition and framing. 3 sem. hrs. 3 crs.

**MEDA 120 Television Studio Production**

Through lecture, demonstration and practice, the principles and techniques of television studio production and the application of this knowledge through 2–4 minute scenes produced by students; feedback and evaluation of video by peers and teachers. Lectures, planning sessions, and studio hours; roles of producers and directors; control room, cameras, lighting, audio and other technical apparatus; roles of crew members; script writing; graphics; set design; television acting; practical application of lecture material in the form of program recordings. *Prerequisite:* MEDA 115. 3 sem. hrs. 3 crs.

**MEDA 130 News Reporting**

This course deals with the fundamentals of news reporting and writing, covering the work, goals, skills, and responsibilities of the professional journalist. Emphasis is placed on story structure, lead development, and news judgment. Attention is also given to feature writing elements and techniques of interviewing. 3 sem. hrs. 3 crs.

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**MEDA 132 Copy Editing and Layout**

A course designed to familiarize students with the skills of a copy editor, including editing for accuracy, news value, style, and grammar. Attention is also given to publication layout, headline and caption writing, as well as photo scaling and cropping. 3 sem. hrs. 3 crs.

**MEDA 134 The Feature Article I(cc)**

This course covers the fundamentals of writing feature articles for print and digital media. Students will develop their own voice and style by profiling interesting people and places with descriptive and emotional writing. Pulitzer Prize winning articles are studied to develop story organization, the use of quotes and leads. 3 sem. hrs. 3 crs.

**MEDA 145 Media in America**

This is a course that traces the history and development of newspapers, wire services, magazines, radio, television and broadcast networks. Students discuss the trends and current challenges in media as well as the role of advertisers, media owners and the public in affecting the content of the media. 3 sem. hrs. 3 crs.

**MEDA 154 (COMM 154) Publicity Writing**

This course covers the variety of persuasive writing forms and techniques used by the public relations professional to invite media coverage of corporate/client events and activities, to promote awareness and use of products and services, and to encourage consumer/audience support of corporate issues. Students will learn how to prepare press releases, pitch letters, press kits, public service announcements and copy for brochures and promotional materials. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**MEDA 200 Television Performance**

This is a course that emphasizes interviewing on camera, talk show hosting, acting for television commercials, ad libbing and the production of a television audition tape. 3 sem., hrs. 3 crs.

**MEDA 201 Interviewing Techniques for Today's Media**

Students will learn interviewing strategies for self-evaluation and critique. Lessons and assignments focus on interviewing techniques used by reporters in radio, Television, print and digital information gathering. 3 sem. hrs. 3 crs.

**MEDA 209 Film and Culture(cc)**

Introduction to the development of film genres and the traditions associated with special types of storytelling with attention given to formal analysis. This course examines the film industry including the people who made movies and those who censored them. There will be an introduction to ethnicity, social classes, along with human sexuality and gender as presented in movies from its earliest years along with the basics of writing about film. *Prerequisite :* ENGL 111. 3 sem. hrs. 3 crs.

**MEDA 210 Advanced Radio Production**

Development of skills in recording and editing techniques, preparing and airing shows, timing and formats. Emphasis on developing capable and responsible communicators, producers, and engineers; interpretation of radio copy; remote broadcasting, microphone principles, and the radio broadcast team; auditions for possible assignment to "on-air" shifts and staff positions in production, engineering and management. Studio lab hours assigned. *Prerequisite:* MEDA 110. Additional course fee may apply. 3 sem. hrs. 3 crs.

**MEDA 211 The Language of Film**

This course is the study of the filmic vocabulary and techniques. It includes the interpretation of the film frame, editing strategies, and the formalists and realist codes of cinematic expression and the poetics of film while considering cultural and directorial variations. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**MEDA 212 The Hollywood Western**

This course is dedicated to one of the first and most representative American film genres. There will be an examination of the aesthetic, psychological, gender and symbolic implications of this genre with an introduction to major texts, directors and stars central to its creation and evolution. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**MEDA 213 Studios and Stars in Hollywood's Golden Age, 1930-1950**

This course is a study of the formative years of Hollywood as the film capital of the world; the rise of institutional glamour,

the star system, the “Hollywood” story, all encapsulated by the Hollywood production system. Included are the influences of actors, directors, genres as well as the Hayes Code and their influences on cinematic language and technique. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**MEDA 214 The Dark Genres: Film Noir, Science Fiction, Horror, and the Gangster Film**

Who knows what evil lurks in the hearts of men? Hollywood developed a number of special kinds of storytelling traditions that answered the question. Suspense, outer space, the supernatural, and crime all became metaphors for our worst secrets and nightmares. Study the psychology, aesthetics, gender and racial issues involved in the traditional Hollywood choices of image, stars, music, and stories for its dark genre. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**MEDA 215 Video Editing Workshop**

This course specializes in developing and producing video segments through video editing. Emphasis on creative approaches to assigned projects and development of post-production skills: planning, writing, and arrangements for remote set-ups. *Prerequisite:* MEDA 115. 3 sem. hrs.

**MEDA 220 Advanced Television Production**

A more detailed study of the areas introduced in Television Studio Production, focusing on set design, lighting, script writing, engineering, hardware, costumes, make-up, props, special effects, graphics and film for television. *Prerequisite:* MEDA 120. 3 sem. hrs. 3 crs.

**MEDA 221 Masters of Film: Griffith, Welles, and Hitchcock**

An introductory investigation of the careers and works of three giants of film history: D.W. Griffith, Orson Welles, and Alfred Hitchcock. Attention will be given to the historical era of each director and how they contributed to the dominant cinematic style of their day, their influences upon contemporaries as well as filmmakers who followed, their personal artistic visions and the implications of their works for psychological, gender, genre and cultural studies. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**MEDA 230 Investigative Journalism**

This course is a study and practice of critiquing contemporary entertainment as art with journalistic integrity. Students will read and write their own reviews of popular entertainment mediums, such as movies, books, music and websites. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs

**MEDA 222 Newspaper Publication Practicum I**

This course is dedicated to the development and publication of the College news publication, The Impact. Students will report, write, and edit stories intended for both the newspaper and website. Students will also write their own columns and produce podcasts. 3 sem. hrs. 3 crs.

**MEDA 230 Entertainment Writing**

This course is a study and practice of critiquing contemporary entertainment as art with journalistic integrity. Students will read and write their own reviews of popular entertainment mediums such as films, television shows, books, music, theatrical plays and restaurants. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs

**MEDA 231 Propaganda**

This course (COMM 231) focuses on the development, principles, techniques, and results of mass persuasion from its beginnings in ancient civilizations to its transformation in the modern technological society. Students study mass persuasion and political propaganda during war and peace, with emphasis on its impact on current-day political affairs through readings, viewing of films, and emphasis on its impact on current-day political affairs, viewing of films and video, examination of graphic and print materials and class discussions. The objective is to hone critical reasoning to identify semantic and perceptual techniques used for mass persuasion. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**MEDA 232 Investigative Reporting**

From All the President’s Men to Spotlight, students will discuss the impact investigative reporting has in society. The course will introduce basic investigative reporting skills, and their values of accountability and public service. The course also provides practical experience in conducting interviews and obtaining public records. In addition to reporting techniques, attention is given to journalism ethics and responsibility. 3 sem. hrs. 3 crs.

## 216 | Course Descriptions

### **MEDA 233 Film and Gender**

Is there a woman in this movie or just a cultural fantasy? Is the hero forceful or sadistic? Selected film that highlight gender issues. Attention to the gender implications of cinematic language (film frame, sound, shot patterns, narrative structure); introduction to the major texts of gender criticism from, Laura Mulvey, 1977, to the present. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

### **MEDA 234 The Feature Article II**

Using the basics learned in The Feature Article I, students research and write more advanced nonfiction articles that are suitable for publication in a print or digital magazine. Students explore first person feature writing as well as narratives and long form profiles. In addition to refining writing style and technique, this course studies the magazine marketplace and the method of selecting the right article idea for the right magazine. *Prerequisite:* MEDA 134. 3 sem. hrs. 3 crs.

### **MEDA 235 Screen Comedy and Clowns**

The world needs to laugh and comedy gives more than pleasure. It is a cultural escape valve allowing us to “joke” about forbidden subjects, permitting us to talk about race, gender, and social classes. The first films made included comedies and this course studies the stars (some comics, others clowns) and directors who have made the world’s great comedic films. Examples reviewed are representative of the silent film era, screwball comedies, as well as to the social comedies of the 1940s and 1950s, with a review of the liberation comedies of the 1960s and 1970s along with contemporary examples of the genre. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

### **MEDA 240 Magazine Elements and Design**

A course designed to develop skills in all aspects of the magazine industry. Students will study the modern magazine landscape while developing a proposal for their own publication creation. Attention is given to the interrelationship between art and editorial: choosing art, design, print and layout. This class also examines the historical development of magazines in America. 3 sem. hrs. 3 crs.

### **MEDA 246 (SPCM 246) Elements of Theatre**

Students are taught to appreciate the many elements that come together to create the total theatre experience. Beginning with the cultural impulses toward theatrical expression, through the development of written texts, the spoken word, acting and movement, the use of color, lighting, and the stage space and extending to the aftermath of performance to reviews, students will recognize the multi-dimensional, multi-layered nature of the theatrical event. They will be introduced to the responsibilities of the actor, the director, and the critic in this exploration of theatre production and its all-important audience. Attendances at professional and amateur performances supplement the classroom experience. 3 sem.; hrs. 3 crs.

### **MEDA 251 Sports Reporting**

Students will learn the mechanics in covering sporting events and in preparing articles for print and digital formats. Award winning sports stories will be analyzed. Attention is also given to certain dynamics in sports reporting: the relationship between reporter and sports personality, the function of the “beat” reporter, and the reporter’s responsibilities in dealing with the business arm of the sports establishment. 3 sem. hrs. 3 crs.

### **COMM 252 The Practice of Public Relations**

A course designed to provide an understanding of public relations in our society: how it is planned, produced and evaluated. The key types of communication required for productive public relations are examined. Weekly writing assignments are required to develop familiarity with the practices of professional public relations. As a final project, students will develop a campaign program, create appropriate materials for the press, and become familiar with the scope of communication channels available for effective public relations. *Prerequisite:* MEDA/ COMM 154. 3 sem. hrs. 3 crs.

### **MEDA 253 European Trends in Film**

This class offers the rich traditions of the national film industries across the Atlantic; analysis of the complication love-hate relationship between French, British, Italian, German, Russian, Spanish, Scandinavian cinema and Hollywood. (Other European works may be included.) There will be an introduction to historically important directors, stars, and films. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

### **COMM 255 Creative Advertising**

A hands-on course that first examines the functions of advertising and how advertising is created, then has students write, develop, and produce advertising scripts for television and radio. The course also provides students with a behind-the-scenes look at corporate advertising. 3 sem. hrs. 3 crs.

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**MEDA 258 Fundamentals of Writing for Film and Television**

This course is about the basic craft of storytelling for the screen; traditional dramatic structure in a visual medium. Issues addressed include the premise, dialogue, characterization, and narrative plot structure. Class work will include workshop discussion of short writing exercises, the examination of professional scripts, and discussion of exemplary professional films and TV programs. 3 sem. hrs. 3 crs.

**MEDA 261 (LAWS 261) Free Speech, Media and the Law**

This course explores the shifting relationship between free expression and media technologies. From a philosophical and legal foundation, it immerses students into the technological, social and cultural issues surrounding the First Amendment, including privacy rights, pornography, copyright and libel. The course challenges students by posing a critical question: Are there any forms of free speech that should be restricted? If so, which ones and who decides? 3 sem. hrs. 3 crs.

**MEDA 262 (SPCM 262) Introduction to Acting**

Students explore the basis of acting in the reality of doing. The course aims to facilitate an encounter between the student-actor and those personal impulses that happen within the collaborative framework of the classroom-theater. Emphasis is placed upon gaining an understanding of the actor's primary instrument for performance, himself, while developing a basic technique for working within the context of a theatrical performance. 3 sem. hrs. 3 crs.

**MEDA 263 (SPCM 263) Scene Study**

Provides opportunity for students to learn and practice the skills actors need in order to live truthfully, moment-to-moment in the given imaginary circumstances of a scene. Scenes from the classics and from contemporary dramatists will be studied. *Prerequisite:* SPCM 262/ MEDA 262 or permission of instructor. 3 sem. hrs. 3 crs.

**MEDA 275 (ARTT 275) Photojournalism**

This course consists of two principal components: a historical or topical survey of approaches to photojournalism in newspapers and magazines from the time of the perfection of the halftone process to the present, including digital publications; field assignments involving coverage of local events and, where possible or appropriate, part-time work with a publication. Students must supply their own digital cameras. 3 sem. hrs. 3 crs.

**MEDA 282 (SPCM 282) Play Directing**

Students experience first-hand the process of directing theatrical productions from conception through completion while assimilating the principles that control the manner of their art and craft. 3 sem.; 3 crs.

**MEDA 295 Topics in Media Studies**

A special course offered on an occasional basis in response to special student and faculty interests in the field of film/ culture, journalism and radio and television. 3 sem. hrs. 3 crs.

**MEDA 303 Broadcast Journalism**

Introduction to television news with emphasis on writing and producing "news packages" as seen on television news programs: on-camera stand-ups; sound on tape interviews (S.O.T.S.); reporter voice-overs; B-Roll; journalistic ethics; documentaries; editorials; interviews; formats; television; and cable newscasting technique. *Prerequisites:* MEDA 215. 3 sem. hrs. 3 crs.

**MEDA 310 Media Ethics**

This course asks students to make decisions about the myriad of ethical problems that confront professional journalists as they seek to report the news. Using a philosophical base, the ideas of Aristotle, Kant, Bentham and Mill, an array of ethical problems are posed - problems dealing with journalistic deception, right of privacy and conflicts of interest. Ethical strategies are devised by students to understand and attempt to resolve these problems. 3 sem. hrs. 3 crs.

**MEDA 311 Radio Journalism**

This is a creative writing and production course for preparing and evaluating copy; spots, commercials, public service, promotion, drama, editorials, and documentaries. 3 sem. hrs. 3 crs.

**MEDA 315 Video Editing II**

This course builds on its Prerequisite Video Editing, MEDA 215. It consists of lecture and studio workshop meetings. Lectures will review more advanced concepts in video editing, how the process has evolved, and potential future technology and its implementation. Assignments will be completed in the studio workshop portion of the class on a non-linear computer based editing platform. *Prerequisite:* MEDA 215. 3 sem. hrs. 3 crs.

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**MEDA 321 Television Field Production**

A course designed to have students work in teams to cover a variety of assignments in the field. The student will learn how to operate field equipment while working under specific deadline pressures. *Prerequisite:* MEDA 215. 3 sem. hrs. 3 crs.

**MEDA 333 Newspaper Publication Practicum II**

Students will be expected to further develop and practice news reporting and feature writing skills while focusing on complex story assignments for The Impact newspaper and website. Students are expected to integrate media reading, lab work, current events, class lecture and discussion into a cohesive understanding and practice of the reporting process. In addition, students perform layout and sectional editing while writing features, sports, news and entertainment. *Prerequisite:* MEDA 130 or MEDA 134. 3 sem. hrs. 3 crs.

**COMM 345 Writing for the Digital Media**

Students will develop writing and reporting skills for digital publications and social media platforms. This course will challenge students to evaluate content based on printed material, images and spoken words while considering journalistic styles and recognizing the demand for specialized digital news content. Students will learn how digital writing compares and contrasts with traditional media, and they will assess the impact of digital publications and platform methods and outcomes. 3 sem. hrs. 3 crs.

**MEDA 350 Video Documentary**

An advanced-level production course that is a compilation of video editing, broadcast journalism, television field production and advanced television studio production. Students will study documentary making and produce documentaries in class. *Prerequisites:* MEDA 220 or MEDA 321. 3 sem. hrs. 3 crs.

**MEDA 359 Advanced Writing for Film and Television**

This course is about storytelling for the screen; the use of basic visual and dramatic techniques to create short scripts. Issues addressed include use of the step outline and the treatment in drafting half hour film and television scripts. Class work will include workshop discussion of student scripts, examination of professional scripts. *Prerequisite:* MEDA 258. 3 sem. hrs. 3 crs.

**MEDA 370 Understanding Media Technology**

This non-production media course focuses on the technology utilized in media communication. Designed for nontechnical students, the course offers a comprehensive view of the technologies both past and present that enable today's media: radio, television, satellite communications, and broadband. Through analytical reading, library and Web based research students will organize and write product and media production system overviews and present their work in class. *Prerequisite:* nine credits required in radio and/or television production. 3 sem. hrs. 3 crs.

**MEDA 380–381 Workplace Experience in Media Studies I and II**

This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students include corporations, non-profit organizations, magazines, radio and TV stations. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. 3 sem. hrs. 3 crs.

**COMM 385 The Media Revolution**

The central question this course poses is how has technology affected American culture? Media Ecology examines modern media from various theoretical perspectives while tracing the origins of language and writing to the modern age. 3 sem. hrs. 3 crs.

**MEDA 386 Seminar in Media Criticism**

This advanced course is based on the premise that our cultural values and system are largely shaped by media technologies. Students will examine the relationship between culture and media, as presented by popular and academic critics such as H.L. Mencken, Neil Postman, and George Orwell. 3 sem. hrs. 3 crs.

**MEDA 387 Challenges in American Journalism**

By stripping away the myths and assumptions made about “the news,” we may come to a deeper understanding about the way in which the journalist perceives the world and selects and writes the news. Using case studies, this seminar examines the issues in American journalism from four perspectives: professional, historical, political, and technological. 3 sem. hrs. 3 crs.

**MEDA 397 Independent Study in Media Studies**

A self-directed course initiated, designed, and carried out by the student with the consultation and guidance of a faculty member to pursue some special interest in the media. 3 crs.

**MEDA 399 Internship in Media Studies**

The student is given the opportunity to supplement classroom studies with on-the-job experience in the field of media. The student works under employer supervision and reports regularly to a faculty member. Up to three internships are allowable totaling no more than nine credits. *Prerequisite:* 18 credits in Media Studies courses and permission of the Media Studies program director. 3–6 crs.

**MEDA 400 Senior Seminar**

Capstone course: advanced studies in theory. This course allows the intensive exploration of the problematic, profound rifts among the different schools of film theorists. This is an application of theorists to current first-run films and to problematic films in cinema history. Each student will produce a senior dissertation. *Prerequisites:* MEDA 209 and MEDA 211. 3 sem. hrs. 3 crs.

## MUSIC

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**MUSI 101 Elements of Music**

Students study the rudiments of music notation, basic musical vocabulary and beginning piano technique. Theoretical concepts include; intervals; major & minor scales; and the fundamental structure of music (melody, rhythm, harmony, form and texture). 3 crs.

**MUSI 103 Theory & Musicianship I**

Students study scales, chord construction, harmonic progression and voice leading, while applying these concepts on the piano and through the analysis of the popular, jazz and classical music repertoire. *Prerequisite:* A basic understanding of music notation or MUSI 101. 3 crs.

**MUSI 104 Theory & Musicianship II**

A continuation of MUSI 103 with an introduction to composing and harmonizing a melody. Seventh chords, secondary dominant function and borrowed chords from the parallel key are introduced. Variations of minor key harmony are explored. Students apply these concepts on the piano with through simple compositions, voice leading exercises and analysis of various styles of music. *Prerequisite:* MUSI 103. 3 crs.

**MUSI 107 Music Appreciation**

This course serves as an introduction to the diverse styles and traditions of music of the world, drawing selectively on the United States, Western Europe, and other areas of the globe. It is within this context that the course aims to teach the fundamentals of listening, the basic elements of music, and the capacity to think critically about the nature of music in its vast cultural diversity. Directed listening, lectures, videos, and readings. 3 sem. hrs. *Prerequisite:* ENGL 111. 3 crs.

**MUSI 195 Topics in Honors Music**

This course will vary from year to year depending on student interest and concurrent honors program offerings. Subjects to be studied might include issues in the international music scene, comparisons of “art” music and popular music, western and non-western music, or music and political censorship. May replace General Education course MUSI 107. 3 sem. hrs. 3 crs.

**MUSI 201 Theory & Musicianship III**

A continuation of MUSI 104 with an introduction to more advanced compositional techniques. Concepts include: reharmonization; harmonic sequence and modulation; modes; pentatonic scales; suspended chords; extended and altered chords; passing diminished chords. Students apply these concepts through piano exercises, short compositions and analysis. *Prerequisite:* MUSI 104. 3 crs.

**MUSI 203 Theory & Musicianship IV**

A continuation of MUSI 201 with an emphasis on applied composition and keyboard harmony. Students will analyze compositional techniques and the melodic and harmonic language that distinguishes various musical genres. Students will study arranging and orchestral techniques and compose a larger scale composition project based on their skill level and area of interest. *Prerequisite:* MUSI 201. 3 crs.

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**MUSI 218 History of Jazz**

A survey of the major movements in jazz from Dixieland through Bop, including the avant garde movement of the late '60s and early '70s. Focus on the major jazz artists: Louis Armstrong, Charlie Parker, Miles Davis, and John Coltrane. A consideration of the social and psychological implications of jazz. Lectures, recordings, readings, and performances when possible. 3 sem. hrs. 3 crs.

**MUSI 260 American Popular Music**

A survey of American popular music since 1900 with an emphasis on the influence African Americans and Hispanics have had on its development. Analysis of musical styles and trends including their social and political significance and impact on society worldwide. 3 sem. hrs. 3 crs.

**MUSI 295 Topics in Music**

This course will vary from term to term, dealing with a subject not covered by existing courses. Topics can range from the intensive study of a single composer or work to the examination of a whole musical genre or milieu. 3 sem. hrs. 3 crs.

**MUSIC PRODUCTION AND RECORDING ARTS** (formerly *Music Industry and Technology*)

**MTEC 100 Music Business I**

An overview of the business aspects of creating, producing, distributing and marketing a musical product. Topics include copyright, publishing, licensing, royalties, performance rights organizations, producers, recording and production deals, recording studios and radio stations. *Prerequisite:* ENGL 111. 3 sem. hrs. 3 crs.

**MTEC 101 Audio Production I**

An introduction to fundamental audio theory and concepts including the physics of sound, analog to digital conversion, multi-track and hard-disc recording, signal flow, console operation and mixing. Students complete assigned mixing and recording projects in the Audio Lab. 3 sem. hrs. 3 crs.

**MTEC 105 Introduction to Music Technology**

A primer for those interested in the latest tools for music production. Students complete creative musical projects on individual workstations using the latest version of Apple's Garage Band, and are also introduced to Apple Logic Pro and Pro Tools LE software. Topics include: acoustics, microphones, digital audio conversion, audio file formats, effects processing, and MIDI recording and editing within the software environment. Open to all majors. No musical experience necessary. No Prerequisites. 3 crs.

**MTEC 110 Electronic Music I**

An introduction to the fundamental concepts and techniques of MIDI-based music production. Students learn basic techniques of computer-based MIDI sequencing and interfacing of related hardware using Emagic's state-of-the-art Logic software. Students complete assigned projects in the Electronic Music Lab. 3 sem. hrs. 3 crs.

**MTEC 200 Music Business II**

A continuation of MTEC 100, this course provides the student producer, engineer or artist with a more detailed study of the various processes and legalities involved in the production and release of a musical product. Special attention is placed on starting a company and developing associated Web-based promotion and distribution. *Prerequisite:* MTEC 100. 3 sem. hrs. 3 crs.

**MTEC 201 Audio Production II**

A continuation of MTEC 101, students further develop their theoretical foundations and complete mixing and recording projects in the Digital Audio Lab. In addition, students are introduced to Digidesign's Pro-Tools software. *Prerequisite:* MTEC 101. 3 sem. hrs. 3 crs.

**MTEC 210 Electronic Music II**

A continuation of MTEC 110, students continue to develop skills with MIDI sequencing using more advanced features of Logic software. In addition, students learn basic sound design editing skills using synthesizers in the Electronic Music Lab. *Prerequisite:* MTEC 110. 3 sem. hrs. 3 crs.

**MTEC 220 Recording Studio Workshop I**

Students develop skills associated with recording engineering in a recording studio environment. Topics include: studio acoustics, microphone techniques, headphone cue systems, alternate recording signal paths, external processors, set-up procedures, studio documentation, mixing and general recording studio protocol. *Prerequisite:* MTEC 301. 3 sem. hrs. 3 crs.

**MTEC 225 Sound Reinforcement**

This class explores the technical requirements, processes, and procedures necessary for remote recording and sound reinforcement. Topics include: pre-production, problems with varying acoustic environments, equipment set-up and power requirements for various location applications. *Prerequisite:* MTEC 220. 3 sem. hrs. 3 crs.

**MTEC 230 Audio System Design and Installation**

Students are introduced to audio system design and configuration including basic electronic theory and equipment maintenance. Topics include: audio system interfacing, studio wiring and installation. *Prerequisite:* MTEC 220. 3 sem. hrs. 3 crs.

**MTEC 295 Topics in Music Technology**

This course addresses special and specific topics beyond that which is covered within ordinary courses. The course will be offered on an occasional basis with varying topics as determined by student interest. 3 sem. hrs. 3 crs.

**MTEC 301 Audio Production III**

An overview of digital audio theory and applications. Students learn the principles of digital audio and develop skills in digital editing and processing using Digidesign's Pro Tools software. *Prerequisite:* MTEC 201. 3 sem. hrs. 3 crs.

**MTEC 302 Audio Production IV(cc)**

A continuation of Digital Audio Systems I, students further develop skills in digital editing and processing using Pro Tools software. *Prerequisite:* MTEC 301. 3 sem. hrs. 3 crs.

**MTEC 310 Electronic Music III**

Students explore advanced applications in computer-based music production. Topics include the integration of digital audio recording and processing with MIDI in Logic, and other MIDI software tools such as Propellerhead's Reason software and Cycling '74's MAX/MSP. Students complete assigned projects in the Electronic Music Lab and prepare works for concert presentation. *Prerequisite:* MTEC 210. 3 sem. hrs. 3 crs.

**MTEC 315 Electronic Music IV**

Students study the theory and practice of sound synthesis. The course covers common types of synthesis, including subtractive, frequency-modulation, wavetable and granular synthesis methods. Students complete assigned projects in the Electronic Music Lab and prepare works for concert presentation. *Prerequisite:* MTEC 210. 3 sem. hrs. 3 crs.

**MTEC 320 Recording Studio Workshop II**

A continuation of Recording Studio Workshop I, with an emphasis on more complex recording and mixing techniques explored through full-length recording projects. The course includes a review of all audio concepts covered in previous classes in preparation for a comprehensive exam. *Prerequisite:* MTEC 220. 3 sem. hrs. 3 crs.

**MTEC 325 Audio for Video**

Overview of the theory and practice of audio production for video and other related visual media. Topics include: creative and practical concepts of sound design, the production process, multiple media formats and conversion, audio synchronization and time-code, techniques for creating, editing and mixing sound effects, dialogue and music for visual media using Pro Tools software. *Prerequisite:* MTEC 302. 3 sem. hrs. 3 crs.

**MTEC 330 Recording Studio Production Techniques**

An advanced course that focuses on the effective and creative use of the recording studio as a tool for music production. Topics include: advanced mixing, record mastering, signal processing, and special effects used for specific styles of music. Additional topics include project planning and time management in the recording studio. Students develop a portfolio by completing album-quality projects using facilities and techniques appropriate to their projects. *Prerequisites:* MTEC 301, 220, and 210. 3 sem. hrs. 3 crs.

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### **MTEC 335 Survey of Music Production Styles**

The course provides the student with an overview of the history and techniques used in music production of pop music since 1955. Special attention is paid to the principal record producers and innovative engineers, as well as landmark recordings of the era. Students write assigned papers and give short oral presentations of their research. *Prerequisites:* MTEC 201 and MTEC 210. 3 sem. hrs. 3 crs.

### **MTEC 340 Techniques of Underscoring**

Students are introduced to the art of composing music for film and television. Topics include: a survey of music in film, the dramatic and psychological impact of music, stylistic considerations, timing and synchronization, acoustic and synthesized instruments, technology and production, the business aspects and licensing music for other visual media. Students score film scenes using MIDI workstations. *Prerequisites:* MTEC 210, MTEC 325 and MUSI 201. 3 sem. hrs. 3 crs.

### **MTEC 350 Advanced Mixing and Editing**

Students will develop advanced-level skills in aesthetic and technical aspects of music mixing and editing using Avid Pro Tools software integrated with studio hardware. This course will provide students with a deeper comprehension of mixing and editing tools and techniques applied to various styles and genres. Advanced concepts are covered related to a variety of signal processors, such as equalization, compression/limiting, reverb, delay, building tempo maps, plug-in automation, and multi-band processing. Students will learn to apply critical listening skills and equal emphasis will be placed on aesthetic and technical qualities of their mixes. 3 sem. hrs. 3 crs.

### **MTEC 397 Independent Study in Music Technology**

This course is designed to allow highly self-motivated students to develop special skills and conduct advanced research in topics beyond those found among the regular course descriptions. Working closely with a faculty mentor, students pursue subjects in their particular field of interest via guided readings, research and project assignments. *Prerequisite:* GPA of 3.0, successful completion of at least 75 credits toward their degree, and approval of the program director. 3 sem. hrs. 3 crs.

### **MTEC 399 Internship in the Music Industry**

Students perform supervised work at a company involved in the music industry. Students are required to keep a written log to document the tasks they perform and the skills they acquire. Upon culmination of the internship, students submit the log and a paper summarizing the experience. *Prerequisite:* GPA of 3.0, successful completion of at least 75 credits toward their degree, and approval of the program director. 3 sem. hrs. 3 crs.

### **MTEC 401 Senior Project**

This is a required culminating experience (capstone) for all Music Production and Recording Arts majors. Students will complete a self-directed Senior Project in their individual area of interest under the mentorship of a program faculty member. In addition, students will create an electronic portfolio to collect, refine, reflect upon, and present work they have completed throughout the program. Students should be in their final semester of their senior year. *Prerequisite:* Department permission or 105 accumulated credits. 3 sem. hr. 3 cr.

## **NURSING**

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### **NURS 198 Health Assessment and Health Promotion** *Offered fall semester only.*

This course focuses on concepts and exemplars related to health assessment and health promotion. Students use the potential findings from health assessments to develop health promotion and disease prevention strategies for various populations. Weekly readings of assigned topics allow students to demonstrate the integration of theory and practice into case studies. The role of communication in the assessment process is emphasized and barriers to health promotion, disease prevention and related communications are explored. *Corequisite:* NURS 198A must be taken concurrently with NURS 198. 2 sem. hrs. 2 crs.

### **NURS 198A Health Assessment and Health Promotion Nursing Lab** *Offered fall semester only.*

This course includes the lab experience that introduces the student to concepts and exemplars related to health assessment and health promotion. *Corequisite:* NURS 198 must be taken concurrently with NURS 198A. 2 sem. hrs. 1 cr.

### **NURS 200 Fundamentals of Nursing** *Offered spring semester only.*

This course introduces the student to basic nursing concepts. The emphasis is placed on scientific nursing practice, basic human needs, and the care of clients with diverse needs. Students are encouraged to examine issues central to contemporary

nursing practice such as wellness, health promotion, disease prevention, effective communication, ethic and holistic approach to nursing care. The nursing process is the organizing framework for the care provided to meet human needs. Students will develop a strong baseline of nursing knowledge and skills for future nursing practice. *Prerequisite:* NURS 198. *Co-Requisites:* NURS 200A, NURS 200S. 3 sem. hrs. 3 crs.

**NURS 200A Fundamentals of Nursing Lab** *Offered spring semester only.*

This course includes the lab experience that introduces the student to basic nursing concepts. The emphasis is placed on scientific nursing practice, basic human needs, and the care of clients with diverse needs. *Prerequisite:* NURS 198, *Corequisites:* NURS 200, NURS 200S. NURS 200A must be taken concurrently with NURS 200 and NURS 200S. 4 sem. hrs. 2 crs.

**NURS 200S Fundamentals of Nursing Clinical Experience and Clinical Simulation** *Offered spring semester only.*

This course includes the clinical simulation and clinical practicum that apply to basic nursing concepts. The emphasis is placed on scientific nursing practice, basic human needs, and the care of clients with diverse needs. The course contains a total of 50 clinical placement hours and 15 clinical simulation hours. *Prerequisite:* NURS 198. *Co-Requisites:* NURS 200, NURS 200A.

NURS 200S must be taken concurrently with NURS 200 and NURS 200A. 2 sem hrs. 1 cr.

**NURS 220 Pharmacology for Nurses** *Offered spring semester only.*

This course examines pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance and restoration of wellness in diverse individuals across the lifespan. Emphasis is on the principles of pharmacokinetics, pharmacodynamics and pharmacogenetics in the treatment of selected illnesses. The focus is on concepts of safe administration and monitoring the effects of pharmacotherapeutic agents. *Prerequisites:* CHEM 160, CHEM 160A, NURS 367. *Corequisite:* NURS 220A. 2 sem. hrs. 2 crs.

**NURS 220A Pharmacology for Nurses Lab** *Offered spring semester only.*

This course includes lab experiences that focus is on concepts of safe administration and monitoring the effects of pharmacotherapeutic agents. Students will participate in case studies and hands on experiences to enhance the understanding and knowledge by applying the content. *Prerequisites:* CHEM 160, CHEM 160A, NURS 367. *Corequisite:* NURS 220. 2 sem. hrs. 2 cr.

**NURS 225 Pediatric & Parent Child Nursing** *Offered fall semester only.*

This course includes the clinical simulation and clinical practicum that apply to human behaviors and alterations in those behaviors. The course contains a total of 70 clinical placement hours and 24 clinical simulation hours. *Prerequisites:* NURS 198, NURS 367, NURS 200, NURS 220. *Corequisites:* NURS 225A and NURS 225S. 3 sem. hrs. 3 crs.

**NURS 225A Pediatric/Parent-Child Nursing Lab** *Offered fall semester only.*

This course includes the lab experiences that apply the concepts of evidence-based nursing care of infants, children, adolescents and women, parents and newborns. Students will participate in case studies and on experiences to enhance the understanding and knowledge by applying the content. *Prerequisites:* NURS 198, NURS 367, NURS 200, NURS 220. *Corequisites:* NURS 225, NURS 225S. 2 sem. hrs. 1 cr.

**NURS 225S Pediatric/Parent-Child Nursing Clinical Experience and Clinical Simulation** *Offered fall semester only.*

This course includes the clinical simulation and clinical practicum that apply the concepts of evidence-based nursing care of infants, children, adolescents and women, parents and newborns. The course contains a total of 120 clinical placement hours and 30 clinical simulation hours. *Prerequisites:* NURS 198, NURS 367, NURS 200, NURS 220. *Corequisites:* NURS 225, NURS 225A. 2 sem. hrs. 2 crs.

**NURS 240 Medical Surgical Nursing I** *Offered spring semester only.*

This course focuses on human behaviors and alterations in those behaviors. Using theories to understand behaviors as well as communication and therapeutic use of self, students have the opportunity to learn in the didactic setting. *Prerequisites:* NURS 198, NURS 367, NURS 200, NURS 220, NURS 225. *Co-Requisites:* NURS 240S and NURS 240A. 3 sem. hrs. 3 crs.

**NURS 240A Medical Surgical I Nursing Lab** *Offered spring semester only.*

This course includes the lab experiences that apply the concepts of evidence-based nursing care of adults. Students will participate in case studies and hands on experiences to enhance the understanding and knowledge by applying the content. *Prerequisites:* NURS 200, NURS 220. *Corequisites:* NURS 240, NURS 240S. 2 sem. hrs. 1 cr.

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### **NURS 240S Medical Surgical Nursing I - Clinical Experience and Clinical Simulation** *Offered in spring semester only.*

This course focuses on human behaviors and alterations in those behaviors. Using theories to understand behaviors as well as communication and therapeutic use of self, students have the opportunity to learn in the didactic setting. *Prerequisites:* NURS 200, NURS 220. *Corequisites:* NURS 240S and NURS 240A. 3 sem. hrs. 3 crs.

### **NURS 241 Medical Surgical Nursing II** *Offered fall semester only.*

This course continues to focus on evidence-based nursing care of adult and geriatric clients. Information from liberal arts, information technology and all courses in the nursing curriculum are applied to complicated medical-surgical situations. Current therapies and interventions will be discussed and evaluated. Patient outcomes are used to determine effectiveness of nursing care. *Prerequisite:* NURS 240. *Corequisites:* NURS 241A, NURS 241S. 3 sem. hrs. 3 crs.

### **NURS 241A Medical Surgical Nursing II Lab** *Offered fall semester only.*

This course includes the lab experiences that apply the concepts of evidence-based nursing care of adults. Students will participate in case studies and hands on experiences to enhance the understanding and knowledge by applying the content. *Prerequisite:* NURS 240. *Corequisites:* NURS 241, NURS 241S. 2 sem. hrs. 1 cr.

### **NURS 241S Medical Surgical Nursing II - Clinical Experience and Clinical Simulation** *Offered fall semester only.*

This course includes the clinical practicum and clinical simulation experiences that apply the concepts of evidence-based nursing care of adults. The course contains a total of 90 clinical placement hours and 30 clinical simulation hours. *Prerequisite:* NURS 240. *Corequisites:* NURS 241, NURS 241A. 2 sem. hrs. 1 cr.

### **NURS 250 Psychiatric & Mental Health Nursing** *Offered spring semester only.*

This course focuses on human behaviors and alterations in those behaviors. Using theories to understand behaviors as well as communication and therapeutic uses in caring for patients in need of mental health and in mental health settings. *Prerequisite:* NURS 240. *Corequisite:* NURS 250S. 2.5 sem. hrs. 2.5 crs.

### **NURS 250S Psychiatric and Mental Health Nursing - Clinical Experience and Clinical Simulation**

*Offered spring semester only.*

This course includes the clinical simulation and clinical practicum that apply to human behaviors and alterations in those behaviors. The course contains a total of 70 clinical placement hours and 24 clinical simulation hours. *Prerequisites:* NURS 200, NURS 220. *Corequisites:* NURS 250. 2 sem. hrs. 1.5 crs.

### **NURS 251 Community Health Nursing: Advocacy for Population Health.** *Offered spring semester only.*

This course emphasizes advocacy of populations and addresses issues, trends, and patterns of health at local, national and international levels. By doing a thorough community assessment at assigned clinical sites, students will identify community problems and concerns. In collaboration with key persons at their clinical site, students will plan, implement, and evaluate an intervention specific to their clinical community. Nursing activities that promote the health of populations and that advocate for the marginalized will be stressed. Theories and principles of public health national policy and public health nursing will be analyzed and incorporated in both the didactic and clinical components of the course. *Prerequisites:* NURS 200, NURS 220. *Corequisites:* NURS 251S. 4 sem. hrs. 4 crs.

### **NURS 251S Community Health Nursing: Advocacy for Population Health - Clinical Experience and Clinical Simulation.**

*Offered spring semester only*

This course includes the clinical simulation and clinical practicum that apply to community problems and concerns. The course contains a total of 90 clinical placement hours and 30 clinical simulation hours. *Prerequisites:* NURS 200, NURS 220. *Corequisite:* NURS 251. 3 sem. hrs. 2 crs.

## **UPPER DIVISION NURSING COURSES**

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### **NURS 361 Contemporary Concepts in Professional Nursing**

This course provides the history and contemporary issues in nursing and their impact on current nursing practice. Additionally, this course addresses student transition into the role of baccalaureate nurse, which consists of professional standards of moral, ethical, and legal conduct. 3 sem. hrs. 3 crs.

### **NURS 362 Transcultural Nursing (only required for some RN to BS completion students)**

This course examines cultural aspects of health care. Transcultural issues include (but are not limited to) culture, religion, socioeconomic status, gender and sexual orientation. Examination of cultures includes the understanding that each

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encounter includes at least 3 cultures: that of nursing, the institution, and the client. An emphasis is placed on recognizing contemporary challenges and developing skills needed for the practice of professional nursing. Students develop the knowledge needed to provide culturally appropriate care. 3 sem. hrs., 3 crs.

### **NURS 363 Nursing Research for Evidence-Based Professional Nursing**

This course focuses on the research process in nursing as a component of evidence-based nursing practice. Students explore the research process and critique research studies for quality and application to professional nursing practice. *Prerequisite:* MATH 117 or NURS 371. 3 sem. hrs., 3 crs.

### **NURS 364 Nursing Informatics**

This course examines information management and technological advances for practice of professional nursing care. The history of nursing informatics, health care information systems, patient privacy and financial considerations are examined. This course explores future directions in computerized integrated health care delivery system for the future. 3 sem. hrs., 3 crs.

### **NURS 365 Introduction to Health Policy**

This course provides an overview of health policy and health economics. The legislative process and its impact on the development of policy at the local, state and national level will be discussed. Health economics are explored through discussions of financing. Students examine public and private payers both for-profit and not-for-profit. Uninsured and underinsured as well as impact of social class and culture as examined. International health policy and economics are discussed as a point of comparison and contrast. Key health policy issues are explored. 3 sem. hrs., 3 crs.

### **NURS 366 Leadership and Management<sup>(cc)</sup>**

This course examines leadership concepts in the health care delivery system. Theories regarding leadership, management, power, chaos, change, influence, delegation, communication and empowerment are analyzed. Strategies for effective multidisciplinary collaboration are explored. Learning activities are directed toward the professional nurse's development in developing power and expanding one's sphere of influence. 3 sem. hrs., 3 crs.

### **NURS 367 Pathophysiology and Clinical Reasoning for Nursing**

Basic principles and processes are introduced early in the course, including descriptions of cellular biology; genes and genetic diseases; forms of cell injuries; fluids and electrolytes and acids and bases; immunity; and tumor biology. Knowledge of these processes is applied to the pathophysiology of common diseases. The presentation of each disease/disorder entity includes relevant risk factors, pathophysiology, clinical manifestations and a brief review of treatment. Clinical reasoning will be augmented by applying models for nursing clinical judgment to clinical case studies. *Prerequisites for Traditional students only:* BIO 130/130A, BIO 265/265A. 3 sem. hrs., 3 crs.

### **NURS 368 (RN-BS Completion and RN-BS-MS Programs): Health Assessment and Health Promotion**

This course focuses on health assessment and health promotion. Students will develop the health assessment skills necessary for professional nursing practice. Weekly readings allow the student to synthesize theory and practice. Health promotion and disease prevention strategies are analyzed for use with various populations. Barriers to health communication are explored and students examine the issues that affect health behaviors. Case study methods are used. *Corequisite:* NURS 367. 3 sem. hrs., 3 crs.

### **NURS 371 Statistics for Nurses**

This course is an introduction to the major statistical methods used in summarizing, understanding and interpreting numerical data and research in nursing practice. The course covers a full range of descriptive and inferential statistics including: frequency distributions; measures of central tendency and variability; probability theory; the normal curve model; correlation; and a wide range of statistical tests such as the T test, F test, analysis of variance, and Chi-square. *Prerequisite:* Math 116. 3 sem. hrs., 3 crs.

### **NURS 397 Independent Study in Nursing**

This course allows students to pursue an area of research or clinical practice. Permission of program director or designee required. 1–3 crs.

### **NURS 401 (RN-BS Completion and RN-BS-MS Programs): Community Health Nursing: Advocacy for Population Health**

This course emphasizes advocacy of populations and addresses issues, trends, and patterns of health at local, national and international levels. By doing a thorough community assessment at assigned clinical sites, students will identify community problems and concerns. In collaboration with key persons at their clinical site, students will plan, implement, and evaluate an intervention specific to their clinical community. Nursing activities that promote the health of populations and that

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advocate for the marginalized will be stressed. Theories and principles of public health national policy and public health nursing will be analyzed and incorporated in both the didactic and clinical components of the course. This course includes 135 clinical hours. 6 sem. hrs. 6 credits; Lecture 4 crs. Clinical Practicum 2 crs. *Prerequisites:* Must take at least three of the following courses at Mercy College: NURS 361, 362, 363, 364, 365, 366, 367, 368, or 371.

## **OCCUPATIONAL THERAPY ASSISTANT**

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**No student may take an occupational therapy assistant course without first being admitted to the program.**

**OCTR 201 Occupational Therapy Practice for the Assistant: An Overview<sup>(co)</sup>** *Offered in fall semester only.*

The foundations of the practice of occupational therapy will be explored via didactic and activity-based learning. Areas discussed include the history of the profession, occupational therapy philosophy, scope of practice, ethics, standards of practice and the Occupational Therapy Framework as well as cultural diversity and its impact on health care. Role delineation between the occupational therapy assistant and the occupational therapist are defined and students are introduced to the concept of professionalism. 3 sem. hrs. 3 crs.

**OCTR 203 Occupational Therapy Practice for the Assistant: Therapeutic Modalities I** *Offered in fall semester only.*

A practicum in the most current treatment modalities and standardized testing measurements commonly used with children and adolescents to ameliorate dysfunction and maximize occupational performance in play, school, self-care skills, leisure activities and social participation. *Prerequisites:* OCTR 201, OCTR 204 (for part-time OTA students). *Corequisites:* OCTR 201, OCTR 204, OCTR 260 (for full-time OTA students). 3 sem. hrs. 3 crs.

**OCTR 204 Occupational Therapy Practice for the Assistant: Medical Conditions** *Offered in fall semester only.*

This course focuses on developing an understanding of the basic medical conditions affecting individuals throughout their life-span. Medical conditions are examined from the perspective of pediatrics, adolescence, adulthood and maturity over the course of the semester from the perspective of the occupational therapy assistant. These medical conditions are examined from the point of view of how they affect occupational performance and how occupational therapy intervention may improve the function and quality of life of the client. *Prerequisite:* BIOL 130 / BIOL 130A. *Corequisites:* OCTR 201, OCTR 203, OCTR 260 (for full-time OTA students). 3 sem. hrs. 3 crs.

**OCTR 206 Occupational Therapy Practice for the Assistant: Therapeutic Modalities II**

*Offered in spring semester only.*

A practicum in the most current treatment modalities and standardized testing measurements commonly used with adults and the elderly to ameliorate dysfunction and maximize occupational performance in rest and sleep, social participation, work, leisure, and activities of daily living. *Prerequisites:* OCTR 201, OCTR 203, OCTR 204, OCTR 218, OCTR 260. *Corequisites:* OCTR 207, OCTR 214, OCTR 218. 3 sem. hrs. 3 crs.

**OCTR 207 Occupational Therapy Practice for the Assistant: Synopsis** *Offered in spring semester only.*

Concepts relevant to the operation of occupational therapy services will be explored via didactic and activity-based learning as well as through independent group and individual resource review. Topics included in this course are: evidence based treatment; human resource functions; program evaluation and quality improvement. In addition, management and leadership theory and legal issues will be addressed. Students will also gain valuable information about regulatory agencies, professional organizations, research and wellness. *Prerequisites:* OCTR 201, OCTR 203, OCTR 204, OCTR 218, OCTR 260. *Corequisites:* OCTR 206, OCTR 214, OCTR 218. 3 sem. hrs. 3 crs.

**OCTR 209 and 210 Occupational Therapy Practice for the Assistant: Advanced Clinical Education I and II**

Supervised full time internships in various clinical and community settings following the completion of all Occupational Therapy Assistant Program didactic coursework. *Prerequisites:* OCTR 201, OCTR 203, OCTR 204, OCTR 206, OCTR 207, OCTR 214, OCTR 218, OCTR 260. Semester offered depends on fieldwork site placement. 3 crs. per fieldwork.

**OCTR 209A/210A Clinical Hours**

Students enrolled in this no cost course while registered for their first Level II fieldwork experience. 3 crs. each.

**OCTR 214 Occupational Therapy Practice for the Assistant: Adulthood and Maturity**

*Offered in spring semester only.*

The study of the developmental stages of adulthood and maturity. This course addresses the normal aging process, the health-related disorders commonly associated with these stages and the roles of the occupational therapy assistant in serving adults and the elderly in order to achieve maximum independence in occupational performance. One credit is given to Fieldwork I placement. *Prerequisites:* OCTR 201, OCTR 203, OCTR 204, OCTR 218, OCTR 260 *Corequisites:* OCTR 206, OCTR 207, OCTR 218. 7 sem. hrs. 6 crs. + 1 cr. (Fieldwork I.)

**OCTR 218 Occupational Therapy Practice for the Assistant: Interaction Skills** *Offered in spring semester only.*

Through experiential and didactic learning, this course will explore human interaction from solitary activities, simple one-to-one experiences and group experiences. 3 sem. hrs. 3 crs.

**OCTR 260 Occupational Therapy Practice for the Assistant: Childhood and Adolescence** *Offered in fall semester only.*

The study of the developmental stages of childhood and adolescence. This course addresses the normal aging process, the health-related disorders commonly associated with these stages and the roles of the occupational therapy assistant in serving pediatric and adolescent clients in order for them to achieve maximum independence in occupational performance. One credit is given to Fieldwork I placement. *Prerequisites:* OCTR 201, OCTR 204 (for part-time OTA students). *Corequisites:* OCTR 201, OCTR 203, OCTR 204 (for full-time OTA students). 7 sem. hrs. 6 crs. 1 cr. (Fieldwork I.)

## **PARALEGAL STUDIES\***

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**For Legal Studies majors, LAWS 130 is a Prerequisite or co-requisite for all PARA courses numbered 202 or above or consent of program director. ENGL 111 or the equivalent is a Prerequisite for all PARA courses numbered 300 or above.**

**PARA 201 Family Law**

This course will survey the law, procedures and documents involved in a domestic relations law practice. Areas covered: cohabitation; marriage; divorce and separation; maintenance; equitable distribution; family offenses. (Previously Titled: Domestic Relations Law) 3 sem. hrs. 3 crs.

**PARA 202 Business Organizations**

This course trains the student to manage the practical aspects of business organizations. A review of the lawyer's role in the formation of business entities with a survey of the fundamental principles of law applicable to each entity and the preparation of the documents necessary to the organization and operation of each. 3 sem. hrs. 3 crs.

**PARA 206 Substantive Law and Document Drafting**

This course will introduce the student to the law of torts, agency, contracts, commercial transactions, tax and bankruptcy. The student will learn how legal documents are structured and the art of drafting them, and will draft documents pertinent to the substantive areas of law covered in this course. Additional course fee may apply. 3 sem. hrs. 3 crs.

**PARA 260 Legal Research and Writing I**

An introduction to the study of law that acquaints the students with an analysis and synthesis of cases and other legal materials. The course develops research techniques and basic writing skills designed to put the law into a usable form. The students will develop a familiarity with various methods of legal research including indexes, digests, Shepard's citations, encyclopedias and the West Key Number System. 3 sem. hrs. 3 crs.

**PARA 295 Contemporary Issues**

A discussion of current topics concerning the paralegal profession: elder law; workmen's compensation laws; securities law; use of computers; and legislative updates. Specific topics to be covered will be announced by the department. 3 sem. hrs. 3 crs.

**PARA 300 Legal Research and Writing II**

An in-depth study of legal research and writing which prepares a student to develop a mastery of legal writing techniques. The student will learn to prepare and draft various legal documents including law office and trial memoranda, a trial court brief and an appellate brief. Prerequisite : PARA 260. (Previously Numbered: PARA 200.) Additional course fee may apply. 3 sem. hrs. 3 crs.

**PARA 301 Real Property and Mortgages**

This course will study the practical aspects involving conveyance from the drafting of purchase and sale agreements to the passing of papers; mechanics of the title examination; the preparation of documents for mortgages, foreclosures, recordings

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and closings. In addition, attention will be given to the substantive law relating to the ownership, sale, leasing, financing and government regulation of real property. Additional course fee may apply. 3 sem. hrs. 3 crs.

### **PARA 302 Litigation**

This course offers a basic working knowledge in handling civil litigation. Special emphasis will be placed upon the CPLR covering such topics as organization and jurisdiction of the civil courts of New York; the methods of commencing a lawsuit; the concept of venue; the content, form and use of pleadings; the form, uses and procedures commencing motion practice under the CPLR; the pre-trial procedures including bills of particulars and various disclosure devices; the method of placing a matter on the trial calendar and post-trial procedures. Additional course fee may apply. 3 sem. hrs. 3 crs.

### **PARA 303 Probate, Estates, and Trusts**

This course offers an in-depth analysis of all aspects of handling estates in the Surrogate's Court in New York State, including the preparation and filing of the necessary documents with the court and the appropriate taxing authorities. Moreover, the student will be introduced to the basic conceptual aspects of estates and trust law covering such topics as the law of wills, family rights, perpetuities, fiduciary powers, guardians and accountings. 3 sem. hrs. 3 crs.

### **PARA 380–381 Workplace Experience in Paralegal Studies, I and II**

This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Paralegal Studies include attorneys' offices, courts and governmental offices, and bar associations. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. 3 sem. hrs. 3 crs.

### **PARA 400 Law Office Management**

The student will learn how a law office is organized and managed, and will study the impact of the automation revolution on the operation of the law office. The course will also focus on the importance of preventing malpractice, conflict of interest and other ethical issues that arise in day to day law office situations. The use of software tutorials will be included in this course. Prerequisite : PARA 206. Additional course fee may apply. 3 sem. hrs. 3 crs.

### **PARA 410 Advanced Seminar in Paralegal Studies**

This course is the capstone course for paralegal majors that will assist the student in integrating his/her knowledge of ethical issues, theoretical concepts with the practical applications of legal research, legal writing and document drafting. Each student will be challenged to take the skills that he/she has learned throughout the Paralegal Studies major and apply them to assignments presented by the faculty that simulate law office situations. Prerequisite s: PARA 206, PARA 300. Additional course fee may apply. 3 sem. hrs. 3 crs.

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*\*All courses listed under this section are Legal Specialty courses as defined by the Guidelines of the Standing Committee on Paralegals of the American Bar Association.*

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## **PHILOSOPHY**

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### **PHIL 110 Introduction to Philosophy**

An introduction to philosophy through readings of contemporary and historical philosophers, with focus on major issues in metaphysics, the theory of knowledge, and ethics. 3 sem. hrs. 3 crs.

### **PHIL 112 Logical Thinking**

An introduction to logic, both deductive and inductive, with emphasis on ways logic is most commonly useful: identification of arguments in context; common fallacies in argument; deduction and validity; categorical propositions and their interpretation; categorical syllogism in standard form and its interpretation; disjunctive and hypothetical syllogisms and other common argument forms; the nature of inductive argument; reasoning from analogy; Mill's canons; scientific method. *Prerequisite:* Satisfactory completion of ENGL 109 or placement at the ENGL 110 level or higher. 3 sem. hrs. 3 crs.

### **PHIL 190 Honors Philosophy I**

Selected topics in philosophy, addressing contributions of historically important thinkers, or views of the human condition,

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or perennial questions of philosophy, in metaphysics, epistemology, or ethics. May replace General Education course PHIL 110. 3 sem. hrs. 3 crs.

**PHIL 207 Business Ethics**

This course examines ethical questions that arise in business and professional activity, such as consumer protection, employee benefits, environmental policies, and corporate responsibilities. Students identify appropriate ethical theories and apply them to the case study approach in considering ethical questions and in critiquing contemporary solutions. 3 sem. hrs. 3 crs.

**PHIL 294 Live Issues in Philosophy**

An investigation of some topic of philosophical interest under current discussion; topic(s) are announced specifically when the course is offered. 3 sem. hrs. 3 crs.

**PHIL 317 (PSYN 317) Perspectives on Death**

An interdisciplinary approach to death as known and unknown phenomenon: what science can tell us about death; what philosophers have said about death; recent research on needs of the dying person, bereavement experiences of survivors, and children's understanding of death; significance of death as it relates to human dignity and autonomy. 3 sem. hrs. 3 crs.

**PHIL 397 Independent Study in Philosophy**

Readings and research individually arranged with an instructor. 3 crs.

## **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 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:* HLSC 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

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the lifespan. 1 sem. hrs., 1 cr.

### **PHTR 509 Physiology** *Offered fall trimester only.*

This course is a continuation of human anatomy (HLSC 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.

### **PHTR 511 Rehabilitation Research I** *Offered fall trimester only.*

This is the first course in a three course sequence designed to develop the doctor of physical therapy student as a researcher, an advanced consumer of research, and an evidence based practitioner. This course provides a thorough introduction to research methodology and evidence based practice. Students will learn to search the literature, critically analyze studies, and apply research results to clinical practice. The course will emphasize critical thinking and will include an introduction to the scientific method, the research process, study designs, research validity, research ethics and critical appraisal. 1.25 hrs. lecture, .75 hrs. online, 2 crs.

## **PHYSICIAN ASSISTANT**

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### **PHAS 500 Human Gross Anatomy With Cadaver – Part I<sup>(cc)</sup>** *Offered summer semester only*

This course is the first component of a two part course in human gross anatomy. Component 1 focuses on the anatomy of the back, thorax, abdomen, pelvis, and extremities, with a strong emphasis on body cavities and organ systems. Theoretical concepts taught in lecture are explored in further the dissection lab. In lab, students will be provided with a thorough understanding of normal human anatomy and its variations, surgical interventions and disease sequelae. 3 hours lecture, 2 credits.

### **PHAS 500A Human Gross Anatomy With Cadaver Lab** *Offered summer semester only*

This course complements material learned in PHAS 500 and provides students an in-depth knowledge of structures of the human body through cadaver dissection. A regional approach will be taken, emphasizing the relationship between various structures including, but not limited to, muscles, nerves, arteries, bony landmarks, ligaments, and the viscera of the thorax, abdomen, and pelvis. The laboratory is designed to facilitate the study of human anatomy through the dissection of human cadavers and examination of anatomical models. 3 semester hrs. lab, 1 credit. *Co-requisite:* PHAS 500

### **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.*

This course is the first in a series of three courses focusing on the study of medicine and disease processes. 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 also be explored. In addition to lectures, clinical case discussions through case presentations, case write-ups, and case-based scenarios will be used to present course material. 2 sem. hrs., 2 crs.

### **PHAS 504 Fundamentals of Clinical Medicine II** *Offered fall semester only.*

This course is the second in a series of three courses focusing on the study of medicine and disease processes. 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 also be explored. In addition to lectures, clinical case discussions through case presentations, case write-ups, and case-based scenarios will be used to present course material. 4 sem. hrs., 4 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. 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 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.*

This course focuses on the process of using research evidence in the practice of medicine and how it can help guide clinical decision-making. 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 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 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 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 534 Human Gross Anatomy With Cadaver – Part II** *Offered fall semester only*

This course is the second component of a two part course in human gross anatomy. Component 2 is an 8 week course that focuses on the anatomy of the head, neck, and central nervous system. Particular attention is paid to the brain and spinal cord. Theoretical concepts taught in lecture are explored in further the dissection lab. In lab, students will be provided with a thorough understanding of normal human anatomy and its variations, surgical interventions and disease sequelae. *Prerequisites:* PHAS 500/500A. 3hrs. lecture, 3 hrs. lab, 1 credit.

**PHAS 540 Clinical Laboratory Procedures I** *Offered fall semester only.*

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.

## **PHYSICS**

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**PHYS 110 Introduction to Physics**

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A concepts-based survey of the basic physical principles that are applicable in everyday situations: motion, force, energy, sound, light, electricity, magnetism, atomic and nuclear physics. 3 sem. hrs. 3 crs.

### **PHYS 120 Physics of the Human Body**

Introductory physical concepts that underlie human biomechanics and human physiology will be explored, with a focus on how to optimize function in daily activities and exercise. 3 sem. hrs. 3 crs.

### **PHYS 160 Physics for the Life Sciences I**

This is the first in a two-semester sequence of introductory physics with integrated laboratory. Algebra-based introduction to general physical principles in the areas of mechanics, energy, thermodynamics with conceptual and quantitative applications to phenomena in the life and health sciences. *Prerequisite:* MATH 201 or the equivalent. 3 hrs. lecture. 3 hrs. lab, 4 crs.

### **PHYS 161 Physics for the Life Sciences II**

This is the second in a two-semester sequence of algebra-based, introductory physics with integrated laboratory. The physical principles in the areas of fluids, oscillations, waves, magnetism, electricity, quantum and nuclear physics, with conceptual and quantitative applications to phenomena in the life and health sciences. *Prerequisites:* MATH 201 or the equivalent; PHYS 160. 3 hrs. lecture. 3 hrs. lab, 4 crs.

### **PHYS 180 Physics for the Biological Sciences I**

A calculus-based introduction to the general physical principles in mechanics, oscillations, thermodynamics and fluids, and their application to living systems. Laboratory and biologically relevant problem solving techniques are integrated. *Prerequisite:* Math 260, *Corequisite:* Math 261, or the equivalent; High school physics or the equivalent; 3 hrs. lecture. 3 hrs. lab, 4 crs.

### **PHYS 181 Physics for the Biological Sciences II**

A continuation of PHYS 180. calculus-based introduction to the general physical principles in waves and optics, electricity and magnetism, modern and nuclear physics, and their application to living systems. Laboratory and biologically relevant problem solving techniques are integrated. *Prerequisite:* PHYS 180. 3 hrs. lecture. 3 hrs. lab. 4 crs.

## **POLITICAL SCIENCE**

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### **POLS 101 Political Power in America**

The use of political science theory and method to investigate American political institutions: executives, legislature, judiciaries, bureaucracies, mass media, parties, interest groups, elites, and publics; comparisons with foreign political institutions, including their relationship to American institutions as manifested in foreign politics and international relations; the importance of political institutions, American and foreign, to the lives of students. 3 sem. hrs. 3 crs.

### **POLS 190 Honors Political Science**

Selected topics in political science, studied in terms of how they illuminate themes basic to an understanding of political processes: i.e., the various ways power is employed to influence the allocation of values in the public domain and the consequences of such employment. Admission by permission of the director. May replace General Education course POLS 101. 3 sem. hrs. 3 crs.

### **POLS 255 (LAWS 255, PSYN 255, SOCL 255) Managing Human Conflict I**

This course introduces the student to the field of conflict analysis and resolution through the examination of theory and role-play. Major theories of conflict studies are considered and the student will explore whether these theories are useful in the resolution of conflict. The student will be introduced to the resolution of conflict. The student will be introduced to the various forms of conflict resolution such as negotiation, mediation and arbitration. *Prerequisite:* SOCL 101 or PSYN 101. 3 sem. hrs. 3 crs.

### **POLS 256 (LAWS 256, PSYN 256, SOCL 256) Managing Human Conflict II**

This course continues the study of the theories utilized in conflict resolution. The language of conflict management will be explored and the active listening skills of the student will be developed. The theory and application of negotiation will be studied and applied through role-play. *Prerequisite:* LAWS/PSYN/SOCL/POLS 255. 3 sem. hrs. 3 crs.

### **POLS 282 Comparative Politics**

An exploration of selected Democratic, Communist, and Third-World political systems, showing both the great variations in the ways nations are governed and the practices that all share. The course will compare legislative, executive, bureaucratic, [Back to Table of Contents](#)

and judicial institutions and processes, and the behavior of parties and interest groups in various countries, such as England, France, Russia, China, Mexico and Tanzania. 3 sem. hrs. 3 crs.

**POLS 295 Topics in Government**

This offering will vary from term to term, allowing for the coverage of new subject matter, or the opportunity to make available an instructor's special knowledge. 3 sem. hrs. 3 crs.

**POLS 301 (CRJU 301) Constitutional Law and Criminal Justice(cc)**

Analysis of the leading U.S. Supreme Court and State Court decisions impacting Criminal Justice. The historical development of the Bill of Rights and its application to the states through the Due Process Clause of the Fourteenth Amendment. *Prerequisite:* Six credits in Criminal Justice. 3 sem. hrs. 3 crs.

**POLS 340 (IRDP 340) The Art and Science of International Relations**

This course is an introduction to the theory and practice of international relations. A spectrum of issues is addressed, including differing perspectives on the state, sovereignty, the international system, international organizations, international law, regional integration, conflict and cooperation, international finance, trade, transnationalism, interdependence, human rights, international development, environmental issues, the role of diplomacy, and foreign policy. Students will be introduced to the variety of theoretical perspectives in political philosophy and learn to apply these frameworks to current affairs issues. This course emphasizes both theoretical and practical approaches to international relations. 3 sem. hrs. 3 crs.

**POLS 350 Public Administration**

Competing theories of bureaucracy, organization, and accountability; managerial versus political aspects of governing; budgeting and other decision making; policy planning, implementation, and evaluation. 3 sem. hrs. 3 crs.

**POLS 355 (LAWS 355, PSYN 355, SOCL 355) Mediation Theory and Practice**

This course examines the theory and practical application of mediation. Integration of ethical and policy issues and application through role-play. Study of how the various applications affect the mediation process and the court's role in the development of mediation. Role-play is an important component of this course. *Prerequisite:* LAWS/ PSYN/SOCL/POLS 255. 3 sem. hrs. 3 crs.

**POLS 356 (IRDP 356) International Negotiation and Diplomacy**

This course provides an introduction to the core concepts, processes, and techniques of international negotiation and diplomacy. The course focuses on the role of diplomacy by governments (Track I diplomacy) and other types of diplomacy (Track II and III diplomacy). In addition, the course will address the nature of international conflict, negotiation in an international context, mediation, arbitration, conflict management, negotiation dynamics, strategy and tactics, agreement implementation, the role of economic and psychological incentives and constraints, and other factors like the influence of force, culture, and power. The course draws on exercises and role-playing, as well as case studies of real-world events. 3 sem. hrs. 3 crs.

**POLS 360 (LAWS 360, PSYN 360, SOCL 360) Practicum in Conflict Resolution**

This course assists students in bringing together the theoretical and practical skills developed in the program through case studies and field projects. Co/Prerequisite s: LAWS/PSYN/SOCL/ POLS 256 or PSYN/SOCL/POLS 355. 3 sem. hrs. 3 crs.

**POLS 361 (LAWS 361) Constitutional Law and Policy**

An examination of major constitutional problems in the United States; analysis of Supreme Court decisions concerning federalism; separation of powers; individual rights. 3 sem. hrs. 3 crs.

**POLS 363 American Political Parties**

The colonial and revolutionary background of the development of parties; the emergence of the Federalists and Democratic Republicans; party struggles of the Jacksonian era; the influence of the Civil War; the role of third parties in the 19th and 20th centuries; the impact of social, economic, and ideological forces on the two-party system in modern America. 3 sem. hrs. 3 crs.

**POLS 364 Community, State, and Regional Politics**

Structure and function of subnational governments in the United States; politics of intergovernmental conflict and cooperation, including emerging developments in federalism; problems of policy formulation and administration, involving

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such issues as taxation, transportation, education, welfare, and population shifts. 3 sem. hrs. 3 crs.

### **POLS 365 (HIST 365) The American Presidency**

A review of the office and its occupants covering the legal, constitutional, and political development of the Executive Branch, as well as the contributions of several major presidents. 3 sem. hrs. 3 crs.

### **POLS 367 (HIST 367) American Foreign Policy**

The development of the political, military, economic, and cultural relations of America with the rest of the world. How United States foreign policy is made. Traditional institutions and means of diplomacy and newer techniques. 3 sem. hrs. 3 crs

### **POLS 370 International Relations**

The international system. Topics include historical background, East-West and North-South conflicts, international organizations, economic power, environmental issues, non-governmental organizations, international law and diplomacy, negotiation, war, military power, disarmament, regionalism and integration, and ideology. Case studies are used to illuminate problems. *Prerequisite:* ENGL 110. 3 sem. hrs. 3 crs.

### **POLS 372 (IRDP 372) International Organizations: Fundamentals**

This course is an introduction to international governmental and non-governmental organizations as well as other types of transnational organizations. The course focuses on the fundamentals of the United Nations and the role of the Member States. The course will address how different types of international organizations function in a rapidly changing world. Students will explore how international cooperation can provide solutions to global challenges. The focus on peacekeeping, economic development, and human rights will serve to expand the student's understanding of global politics. 3 sem. hrs. 3 crs.

### **POLS 373 (IRDP 373) International Organizations: Model UN**

This course involves preparation for and participation in Model United Nations conferences. Each year colleges and universities send delegations of students to represent countries at Model UN conferences, meetings, and committees. Topics include international peace and security, disarmament, development and finance, peacekeeping operations, human rights, transnational justice, education, environmental issues, humanitarian assistance, and gender issues. Preparation is extensive and involves thorough understanding of the functioning and the work of the UN and the committees that students are assigned to. In depth research and analysis of the country to be represented is also required. Students are expected to demonstrate their skills by presenting, negotiating, and networking with other delegations to identify and draft possible solutions to the issues being discussed. The course culminates in a five-day stay in New York City in which students participate in meetings in and near UN headquarters. 3 sem. hrs. 3 crs. *Prerequisite:* IRDP 372 (POLS 372)

### **POLS 380–381 Workplace Experience in Political Science, I and II**

This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Political Science include federal, state and local government offices. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. 3 sem. hrs. 3 crs.

### **POLS 397 Independent Study in Political Science**

A course designed to take into account the individual student's political science and/or historical interests. Offered under the direction of a faculty member. 3 crs.

### **POLS 399 Internship in Political Science**

The History and Political Science Programs provide students with creative and useful personal development opportunities outside of the classroom. Under the Intern Program qualified juniors and seniors receive academic credit for work done in political and governmental offices at the local, state, and national levels. The programs assist students in finding appropriate opportunities and insuring that the actual work is a meaningful supplement to the undergraduate classroom experience. Some internships would give those qualifying a chance to live and work in Albany; Washington, D.C.; or abroad. Please contact Division for specific criteria and requirements.

## **PSYCHOLOGY**

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### **PSYN 101 Introduction to Psychology**

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An introduction to the science of psychology, including a review of major historical perspectives, methods of research, and contemporary theory and knowledge. Major areas of study include the biological basis of behavior, emotion and motivation, learning and conditioning, human development, personality, and abnormal behavior. 3 sem. hrs. 3 crs.

**PSYN 120 (BHSC 120, SOCL 120) Career and Life Planning**

This course is designed to assist students in matching their college experience to their personal and professional development. Topics range from guidance in selecting a college curriculum to choosing and getting a job. Through processes and group interaction, students learn to assess their workplace competency and are encouraged in their pursuit of career and life planning. 3 sem. hrs. 3 crs. (Elective credit only.)

**PSYN 101 or the equivalent is a Prerequisite for all other psychology courses numbered 121 and above.**

**PSYN 195 Honors Introduction to Psychology**

This course will encompass the PSYN 101 Introduction to Psychology. In addition, the course will include a wide range of readings focusing on specific contemporary and historical issues of interest in psychology. Students may have the opportunity to participate in an experiment. May replace general education course PSYN 101. 3 sem. hrs. 3 crs. Permission of Honors program director required.

**PSYN 207 Psychology of Learning**

This course is a basic review of such learning concepts as classical and instrumental conditioning, extinction, reward, motivation, and personality. Also included is a general survey of the major theorists: Pavlov, Skinner, Hull, Tolman, et. al. (Previously numbered PSYN 132.) 3 sem. hrs. 3 crs.

**PSYN 209 Introduction to Forensic Psychology**

An introduction to the theory and practice of Forensic Psychology. It will expose the student to both the theoretical and practical applications, as well as basic terminology of Forensic Psychology. The course will include: Police and Investigative Psychology; Criminal Psychology; Victimology and Victim Services Psychology; and the Courts & Correctional Psychology. 3 sem. hrs. 3 crs.

**PSYN 210 Modern Psychology in Historical Perspective (cc)**

An analysis of the major systematic viewpoints in the history of psychology. This course should be taken early in the major program of study. 3 sem. hrs. 3 crs.

**PSYN 213 Psychology of Personality**

The development of personality: contributions of various theorists and their work to the understanding of the normal personality; techniques for assessing personality. 3 sem. hrs. 3 crs.

**PSYN 219 (SPCM 219) Group Behavior**

The course addresses the theory and research of groups, as well as actual group experiences. This course is conducted partially as a workshop to promote interaction, leadership, solidarity, and problem solving. *Prerequisite:* SPCM 110; PSYN 101. 3 sem. hrs. 3 crs.

**PSYN 226 (BHSC 226, SOCL 226) Computers for the Social and Behavioral Sciences**

An introduction to computers as a professional tool in the social and behavioral sciences. Topics include: data collection, data description and data analysis (with statistical software, e.g., SPSS for Windows), presentation packages, use of the Internet, use of on-line professional data bases, computers in teaching and learning, and computerized techniques in psychological testing. *Prerequisite:* CISC/MATH 120 or equivalent and SPCM 110. 3 sem. hrs. 3 crs.

**PSYN 228 (BHSC 228) The Psychology of the Preschool Child**

A study of the child between birth and six years of age. Topics will include: physical and perceptual development; cognition and language; social relationships; and day care as it affects the developmental processes. (Previously numbered: PSYN/ EDUC 129.) Not open to students who have taken PSYN 254 Child Psychology or the equivalent. 3 sem. hrs. 3 crs.

**PSYN 230 Cognitive Psychology**

An investigation of current research, concepts, and issues in the study of cognitive psychology. Topics include: human learning and memory, information processing, reasoning, problem solving, language, and artificial intelligence. 3 sem. hrs.

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3 crs.

### **PSYN 232 Health Psychology**

A study of the relationship between physical and psychological factors in determining health. Topics include: psychophysiological disorders, responses to stress, Type A behavior, addictive behaviors, responses to illness and treatment settings, and behavioral and cognitive strategies for modifying health-impairing responses. 3 sem. hrs. 3 crs.

### **PSYN 233 Developmental Psychology Across the Lifespan:**

A systematic study 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 including cultural influence. (Primarily for students who have not taken PSYN 228, PSYN 239, PSYN 254 and PSYN 263.) 3 sem. hrs. 3 crs.

### **PSYN 234 (SOCL 234) Perspectives on Parenting**

The course examines the parenting process and the tasks parents carry out as they raise children from birth through adolescence. The focus will be on effective parenting skills with the responsibility of fostering a stimulating learning environment and open channels of communication. Current family issues will be addressed. (Previously numbered: PSYN 173.) 3 sem. hrs. 3 crs.

### **PSYN 235 Psychology of Sports**

This course will cover various psychological principles associated with sport founded upon scientific research and empirical data. Areas of study will include but are not limited to the science of sport, motivation and emotion, stress and communication. Discussions will consist of psychological issues that can hinder as well as enhance athletic performance. Prerequisite : PSYN101. 3sem. hrs. 3 crs.

### **PSYN 236 Introduction to Counseling**

The field of counseling is an interdisciplinary field that has been growing and contributing to real-world enhancement and functioning for over a century. The course will cover all of the relevant information for a basic understanding of the field and study of counseling, including both theory and research techniques. All introductory topics will be covered including the definitions of counseling, the foundations and history of the field, areas of practice for counselors, the major theoretical and research approaches to counseling, basic counseling skills, and ethical and legal considerations. *Prerequisite:* PSYN101. 3sem. hrs. 3 crs.

### **PSYN 237 (SOCL 237) Human Sexual Behavior**

This course examines physiological, psychological, and cultural factors in human sexuality. Topics include: socialization of the sexes through the life cycle, normal and deviate sexual behavior, sexual dysfunction and therapy. (Previously numbered ED/PY 137) 3 sem. hrs. 3 crs.

### **PSYN 238 (SOCL 238) Gender Role Dynamics**

Cultural and demographic factors in the definition of gender roles, "femininity," and "masculinity." Topics include: socialization of the sexes in childhood, adolescence, and adulthood; current redefinitions of roles; and projections for the future. 3 sem. hrs. 3 crs.

### **PSYN 239 Adult Development and Aging**

This course emphasizes a developmental approach focusing on the adult years of the life span. Critical issues of adult life considered include: identity and intimacy; cultural influence, work, retirement, and leisure; continuity and change in personality; aging and end of life concerns. (Previously titled Personality Development in Adulthood.) Not open to students who have taken PSYN 233 or equivalent. 3 sem. hrs. 3 crs.

### **PSYN 241 Religion and Psychology**

A study of contemporary psychology in its relation to religion. An analysis of the religious dimension in the thought of such thinkers as Freud, Jung, Maslowe, Frankl and William James as well as an investigation into the scientific study of religion. 3 sem. hrs. 3 crs.

### **PSYN 243 Psychological Tests and Measurements**

Theory and practice in the administration, scoring, and interpretation of tests and measurements. Students will develop an understanding of the application, administration, and interpretation of psychological and intelligence, aptitude, achievement,

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interest, personality and educational tests used in childhood, childhood education, and adulthood. *Prerequisites:* PSYN 101. (Previously Titled: PSYN 243 Testing and Assessment in Special Education.) 3 sem. hrs. 3 crs.

**PSYN 244 (BHSC 244, SOCL 244) Social Psychology**

A study of behavior, attitudes, and emotions shaped by interpersonal influences and social structures race and gender. Topics include: aggression, altruism, persuasion leadership, the self, conformity, human relations, and group processes. 3 sem. hrs. 3 crs.

**PSYN 250 (SPCM 250) Psychology of Communication**

The course examines the nature of the communication process in terms of its ultimate purpose of social control. Emphasis will be placed on self-awareness and the “gap” quality of communication. Values, self-concept, listening, verbal and nonverbal language, and perceptions will be evaluated as communicating agents. *Prerequisite:* SPCM 110, except for organizational management students. 3 sem. hrs. 3 crs. (Only open to organizational management students.)

**PSYN 254 (BHSC 254) Child Psychology**

Consideration of theories and research findings with respect to physical growth, sensorimotor, emotional and intellectual development, and cultural influences in the individual prior to adolescence. Developmental, psychoanalytic, and cognitive theories are emphasized. Not open to students who have taken PSYN/EDUC 228 or the equivalent. (Previously numbered PSYN 130.) Not open to students who took PSYN 233 or 228 or equivalent. 3 sem. hrs. 3 crs.

**PSYN 255 (LAWS 255, POLS 255, SOCL 255) Managing Human Conflict I**

This course introduces the student to the field of conflict analysis and resolution through the examination of theory and role-play. Major theories of conflict studies are considered and the student will explore whether these theories are useful in the resolution of conflict. The student will be introduced to the resolution of conflict. The student will be introduced to the various forms of conflict resolution such as negotiation, mediation and arbitration. *Prerequisite:* SOCL 101 or PSYN 101. 3 sem. hrs. 3 crs.

**PSYN 256 (LAWS 256, POLS 256, SOCL 256) Managing Human Conflict II**

This course continues the study of the theories utilized in conflict resolution. The language of conflict management will be explored and the active listening skills of the student will be developed. The theory and application of negotiation will be studied and applied through role-play. *Prerequisite:* LAWS/PSYN/SOCL/POLS 255. 3 sem. hrs. 3 crs.

**PSYN 257 Psychology of the Exceptional Child**

A study of the adjustment and needs of exceptional children, including gifted children and children with intellectual, emotional or physical disabilities. Cognitive and emotional disorders arising in childhood and adolescence will be discussed, as well as problems of etiology and treatment. *Prerequisites:* PSYN 101. (Previously titled: PSYN 257 Psychology of the Special Education Child; Psychology of Students with Disabilities.) 3 sem. hrs. 3 cr.

**PSYN 262 (BHSC 262, SOCL 262) Alcohol, Drugs, and Behavior**

Principles of pharmacology, neural transmission, behavior, and psychological assessment will be discussed. Specific psychopharmacologic issues will be presented with sedative-hypnotic, benzodiazepine, opiate, stimulant, and antipsychotic drugs as primary examples. Other discussion areas include behavioral toxicology, inhalant drugs, drugs and schoolchildren, nutritional and legal aspects to drug use, cigarette smoking, and the effects of drugs on the developing organism (e.g., fetal alcohol syndrome.) 3 sem. hrs. 3 crs.

**PSYN 263 Psychology of Adolescence**

A study of human development and behavior during adolescence; emphasis on anatomical and functional interrelationships as well as cultural influences and their significance for psychosocial development. (Previously numbered PSYN 131) 3 sem. hrs. 3 crs.

**PSYN 267 (BHSC 267, SOCL 267) Strategies for Child Care Providers<sup>(cc)</sup>**

An introduction to the challenges and opportunities involved in the delivery of child care services in the community and in institutional settings. Emphasis is placed on stimulating awareness, interest and inquiry into the historical trends, issues, controversies and realities of providing meaningful programs for substance clients. Attention will be given to the following issues: cultural diversity, bioethics, interdisciplinary teams in child care settings, case management, family relationships, functional assessment, client abuse, and environmental impact on functional capacity in work with this population. (Previously numbered: SOCL/ BHSC/PSYN 323.) 3 sem. hrs. 3 crs.

**PSYN 280 (BHSC 280, SOCL 280) Philosophy and the Social Sciences**

This course examines the nature of explanation in the social sciences; objectivity and value judgments, human behavior and actions; methods of investigation and the construction of theories about the human world. This course emphasizes the role of organizations in society. 3 sem. hrs. 3 crs. (Only open to organizational management students.)

**PSYN 295 (BHSC 295, SOCL 295, SOWK 295) Contemporary Issues**

An analysis of current questions in behavioral science, psychology, sociology, and social work. Specific topics are announced each semester by the School of Social and Behavioral Sciences. 3 sem. hrs. 3 crs.

**PSYN 300 (CMDS 300) Language Disorders**

Examination of language disorders associated with aphasia, mental retardation, and emotional problems; discussion of language disorders of children with learning disabilities; exploration of restricted linguistic codes and resulting speech patterns. Prerequisite : SPCM 110. 3 sem. hrs. 3 crs.

**PSYN 310 Career/Life Assessment and Ethics**

This course establishes the philosophy of the EDGE program. It links the concept of ethics to career/life assessment and organizational mission. It shows how individual careers are enhanced by adhering to an ethical model. 3 sem. hrs. 3 crs. (Only open to organizational management students.)

**PSYN 311 Psychological Disorders of Childhood and Adolescence**

Behavioral, emotional, developmental and learning disorders of childhood and adolescence are discussed. The topics will include: autism spectrum disorders, attention deficit/ hyperactivity disorders, conduct problems, anxiety disorders, mood disorders substance abuse and eating disorders. 3 sem. hrs. 3 crs.

**PSYN 312 Abnormal Psychology**

Causes, symptoms, treatments and prevention of abnormal behavior are surveyed. Different theoretical and cultural perspectives are examined, along with the problems of diagnosis and research. Other topics treated include: history of mental illness, ethical and legal problems, and new approaches to therapy. (Previously numbered: PSYN 212) 3 sem. hrs. 3 crs.

**PSYN 315 Aging and Mental Health**

Critical problems of old age: retirement, failing health, loss of others through death; mental illnesses and confused states: symptoms, diagnosis, treatment and prevention. Mental health and the future of gerontology. (Previously numbered: PSYN 215) 3 sem. hrs. 3 crs.

**PSYN 317 (PHIL 317) Perspectives on Death**

An interdisciplinary approach to death as at once a known and an unknown phenomenon: what science can tell us about death; what philosophers have said about death; the examination and critique of recent research concerning the needs of the dying person, the bereavement experiences of the survivors, and children's understanding of death; the significance of death as it relates to human dignity and autonomy. Prerequisite s: PHIL 110 or RELG 110. (Previously numbered: PSYN/ PHIL 217) 3 sem. hrs. 3 crs.

**PSYN 320 Psychobiology**

This course is designed to introduce the human being as a biological organism with special emphasis on neural and hormonal interactions in the initiation and maintenance of behavior. A study of the structure and functional organization of the brain as well as the effect of drugs on behavior will be discussed in relation to learning, language, motivation, therapy, and other human systems and behaviors. (Previously numbered: PSYN 224) 3 sem. hrs. 3 crs.

**PSYN 340 Psychology of Crisis**

Examination of the theoretical concepts, research results, and specific mechanism for coping with crisis. The course attempts to bring together the points of view of various disciplines in an effort to organize what is known about psychic trauma and its pathological consequences. Such questions as the "typical" reaction to disaster, the factors influencing emotional shock, and the long-term effects of crisis are considered. (Previously numbered PSYN 240) 3 sem. hrs. 3 crs.

**PSYN 345 Industrial Psychology**

An introduction to I/O or industrial and organizational psychology. The course will discuss how a business and its organization impacts employee behavior. Topics include: employee relations and motivation, environment, occupational

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health, team work and leadership and psychological assessment in the work place. In addition, personnel decisions and union/ management issues will be discussed. 3 sem. hrs. 3 crs.

#### **PSYN 349 Directed Research in Psychology**

This course provides students with a hands-on research experience in the discipline of psychology. A more in-depth and comprehensive study of a specific topic than is typically available in the classroom where students have an opportunity to work in small groups under the close supervision of a faculty mentor on all aspects of an active research project in psychology. Research design, experimental method, hypothesis development, literature review, data analysis, and presentation skills are applied to the research project. *Prerequisite:* PSYN 101. 3 sem. hrs. 3 crs. Instructor permission is required.

#### **PSYN 355 (LAWS 355, SOCL 355, POLS 355) Mediation Theory and Practice**

This course examines the theory and practical application of mediation. Integration of ethical and policy issues and application through role-play. Study of how the various applications affect the mediation process and the court's role in the development of mediation. Role-play is an important component of this course. *Prerequisite:* LAWS/ PSYN/SOCL/POLS 255. 3 sem. hrs. 3 crs.

#### **PSYN 360 (LAWS 360, SOCL 360, POLS 360) Practicum in Conflict Resolution**

This course assists students in bringing together the theoretical and practical skills developed in the program through case studies and field projects. Co/Prerequisite s: LAWS/PSYN/SOCL/ POLS 256 or PSYN/SOCL/POLS 355. 3 sem. hrs. 3 crs.

#### **PSYN 370 (BHSC 370, SOCL 370) Statistics for the Social and Behavioral Sciences**

A review of the major statistical methods used in summarizing, understanding, and interpreting numerical data and research use of the computer. The course covers a full range of descriptive and inferential statistics including: frequency distributions; measures of central tendency and variability; probability theory; the normal curve model; correlation; and a wide range of statistical tests such as the T test, F test, analysis of variance, and Chi-square. 3 sem. hrs. 3 crs.

#### **PSYN 372 Experimental Psychology I: Methodology**

An introduction to experimental methods in psychology, including: the logic and nature of experimental investigation; the basic concepts in the experimental process, such as hypotheses, sampling, bias, and control; a review of simpler experimental designs that statistical methods applied to each design; psychophysical methods and research use of the computer. Students are sensitized to the rights of subjects in research and in particular to concerns of minorities. *Corequisite:* PSYN 374; ENGL 110 *Prerequisite:* ENGL 110 or equivalent, and completion of PSYN/BHSC/SOCL 370. 3 sem. hrs. 3 crs.

#### **PSYN 374 Experimental Psychology II: Applications**

This hands-on course will allow the practical application of concepts and skills acquired in the PSYN 370 course, and concepts and skills being developed simultaneously in the PSYN 372 course. Faculty-led instruction will focus on the different phases of a research project: (a) generating research questions; (b) developing hypotheses, (c) implementing adequate research designs, (d) data collection, (e) data analysis using IBM SPSS software, (f) understanding theoretical frameworks and implications, and (g) communication and dissemination of findings. Students' final projects will generate and address original research questions, and will culminate in an APA-style written research report and presentation. *Corequisite:* PSYN 372. *Prerequisite:* ENGL 110 or equivalent and PSYN/BHSC/SOCL 370. 3 sem. hrs. 3 crs.

#### **PSYN 380–381 Workplace Experience in Psychology I, II**

This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Psychology include residential treatment centers, after-school programs, shelters, substance abuse programs and hospitals. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the Workplace experience. A maximum of six credits of workplace credits may be applied to the major. Career and Professional Development department approval required. 3 sem. hrs. 3 crs.

#### **PSYN 399 (BHSC 399, SOCL 399) Internship in the Social and Behavioral Sciences**

Practice experience, program planning and/or research provide the student with an opportunity to interact with children, adolescents, adults, and the elderly and become acquainted with the complexities of administering programs in the human service professions. Field placements will be available in a wide variety of locations such as preschools, day care centers, residential and outpatient drug treatment centers, social service agencies, senior centers, nursing homes, municipal housing projects, community outreach services, and hospitals. A minimum of 135 hours of fieldwork for the semester is required for 3 credits, 270 hours for 6 credits. A maximum of six credits of cooperative education or internship credits may be applied to

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the major. Students meet in small groups with faculty on a regular basis. 3–6 crs.

### **PSYN 426 (BHSC 426, SOCL 426) Classics in the Social and Behavioral Sciences**

A guided reading seminar in the social and behavioral sciences utilizing primary source material with critical analysis of such authors as: Allport, Durkheim, Freud, James, Jung, Marx, Skinner, Weber. *Prerequisite:* PSYN 210 or BHSC/SOCL 348 or must have completed 12 credits in the major. (Previously numbered BHSC/PSYN/SOCL 326.) 3 sem. hrs. 3 crs.

### **PSYN 497 Independent Study in Psychology**

Readings and research in a specific area of psychology under supervision of individual faculty members. 3 sem. hrs. 3–6 crs.

### **PSYN 498 Practicum in Instructional Methods in Psychology**

The practicum provides the advanced student with an opportunity to serve, under the close supervision of a faculty member, as a teaching assistant in an undergraduate psychology course. Permission of the Chairperson required. 3 sem. hrs. 3–6 crs.

## **RELIGION**

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### **RELG 109 Introduction to World Religions**

The course is an introduction to the academic study of religion. The initial part of the course takes up definitions and theories. A wide variety of the world's religions are then discussed, including Hinduism, Buddhism, Confucianism, Judaism, Christianity, and Islam. Emphasis is placed on each religion's origins and historical development, concepts of the divine, worldview, sacred texts, main doctrines, and modes of teaching and worship. The course utilizes a number of approaches, namely, the philosophical, the theological, the historical, and the anthropological. 3 sem. hrs. 3 crs.

### **RELG 111 Judaism, Christianity, Islam**

This course introduces students to the central beliefs and practices of three world religions: Judaism, Christianity, and Islam, which are also known as the Abrahamic religions. These religions deeply share in the faith of the Patriarch, Abraham, and this affinity encourages a comparative approach. The course covers each religion's origins and historical development, concepts of the divine, worldview, sacred texts, main doctrines, and modes of teaching and worship. The course also takes up the diverse cultural contexts of each of the three religions, and the ways in which they have produced remarkable traditions of God, scripture, ethical codes, authority and ritual practices. 3 sem. hrs. 3 crs.

### **RELG 112 Far Eastern Religions**

The living religions of the Far East in classical and contemporary forms: Hinduism, Buddhism, Confucianism, Taoism, and Shintoism. 3 sem. hrs. 3 crs.

### **RELG 294 Contemporary Issues in Religion**

An investigation of some topic of religious interest that is currently much discussed, but not the focus of an existing course; topic(s) are announced specifically when the course is offered. 3 sem. hrs. 3 crs.

### **RELG 397 Independent Study in Religion**

Reading and research individually arranged with an instructor. 3 crs.

## **SCIENCE**

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### **SINC 110 The Principals of Science I**

The Principals of Science I course is designed for prospective elementary school teachers emphasizing content from the major science disciplines of earth science, biology, chemistry and physics. This course is intended for non-science majors to enhance their general knowledge, skills, and confidence associated with teaching science in the elementary school. Two semesters will be required in order to adequately cover the basic information, concepts and materials associated with each of the sciences mentioned. Some problem solving is necessary and participants should be familiar with the simple or basic math taught in the elementary grades. The laboratory component will consist primarily of "hands-on" investigations and activities appropriate for inclusion (with modification) into any grade at the elementary level. 3 sem. hrs. 3 crs.

### **SINC 111 The Principals of Science II**

The Principals of Science II course is designed for prospective elementary school teachers emphasizing content from the four major science disciplines of earth science, biology, chemistry and physics. This course is intended for non-science majors

to enhance their general knowledge, skills, and confidence associated with teaching science in the elementary school. Two semesters will be required in order to adequately cover the basic information, concepts, and material associated with each of the sciences mentioned. Some problem solving is necessary and participants should be familiar with the simple or basic math taught in the elementary grades. The laboratory component will consist primarily of "hands-on" investigations and activities appropriate for inclusion (with modification) into any grade at the elementary level. 3 sem. hrs. 3 crs.

#### **SINC 161 Forensic Science I**

This is the first in a two-semester sequence of interdisciplinary science courses that apply the principles of physics, chemistry, and biology to the forensic analysis of evidence. This course is taught in three modules, focused respectively on physical, chemical, and biological analysis of evidence. Topics include impact and injury, ballistic trajectories and blood spatter, death and decomposition, and drugs and toxicology. Laboratory activities exploring the scientific analysis of forensic evidence will be integrated within the modules. 3 sem. hrs. 3 crs.

#### **SINC 162 Forensic Science II**

This course is a continuation of Forensic Science I and is taught in two modules. Topics include fingerprint analysis, forensic serology, DNA analysis, and forensic autopsy. A variety of laboratory techniques used to analyze physical and biological evidence will be explored. Laboratory components that will be integrated within the modules include DNA analysis by polymerase chain reaction and cadaver dissection. *Prerequisite:* SINC 161. 3 sem. hrs. 3 crs.

## **SOCIAL WORK**

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#### **SOWK 201 (BHSC 201) Introduction to Social Work**

This course is an introductory survey of the social work profession. It provides an overview of principal social work values, codes of ethics, practice and research methods, fields of social work practice, and social welfare policy issues. The course emphasizes the unique experiences of diverse and at-risk population groups facing various social challenges. REQUIRED COURSE FOR SOCIAL WORK MAJORS. 3 sem. hrs. 3 crs.

#### **SOWK 295 (BHSC 295, PSYN 295, SOCL 295) Contemporary Issues**

An analysis of current questions in behavioral science, psychology, sociology, and social work. Specific topics are announced each semester by the School of Social and Behavioral Sciences. 3 sem. hrs. 3 crs.

#### **SOWK 311 Human Behavior and the Social Environment I**

The first course of a two-semester sequence in which theory, knowledge and research findings are presented regarding the factors affecting human development and functioning. The course sequence focuses on the biological, psychological, social, and cultural factors that influence normal development and differences in development. The impacts of social systems are presented as they interact and shape individual behaviors. This course introduces the study of the life cycle. Prerequisite: PSYN 101 and SOCL 101. Non-majors must obtain permission of the director of the Social Work Program. 3 sem. hrs. 3 crs.

#### **SOWK 312 Human Behavior and the Social Environment II**

The second course of a two-semester sequence continues its focus on the biological, psychological, social, and cultural factors that affect human development and functioning and the impact of social systems in shaping individual and collective behaviors. This course also focuses on the study of the full life cycle and life issues, including differences in bio-psychosocial functioning, disorders, and conditions. *Prerequisite:* SOWK 311. 3 sem. hrs. 3 crs.

#### **SOWK 314 Issues of Diversity in Social Work Practice**

This course is designed to provide students with an understanding of the impact of race, ethnicity, class, gender and sexual orientation on life styles, options and choices. Students will also learn how oppression, discrimination, stigma, racism and sexism create and affect diverse populations. Implications will be drawn for service delivery and social work practice with and on behalf of clients. Prerequisite : Non-majors must obtain permission of director of the Social Work Program. 3 sem. hrs. 3 crs.

#### **SOWK 322 Social Work Practice I**

This course introduces students to social work practice. The focus will be on generalist practice and the different roles and methods practitioners assume in providing service to individuals, families, groups, communities, and organizations.

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Students will learn about the helping process, its application to work with different populations and problems, and about the ethics and values underpinning practice. *Prerequisites:* Junior standing, SOWK 311, or consent of director of Social Work Program. 3 sem. hrs. 3 crs.

### **SOWK 332 Social Work Research**

This course provides a basic introduction to methodology. Topics covered include: developing a researchable question; the values, ethical and political issues involved in developing the question; conducting a literature review; issues of design, measurement techniques, data collection and analysis. Attention paid to linking research to social work practice and the evaluation of service delivery systems. Pre or Corequisite: CISC/MATH 120. 3 sem. hrs. 3 crs.

### **SOWK 342 Social Welfare Policy and Services I**

Students are introduced to the development of social work as a profession. The course focuses on major social welfare policies and programs and the philosophical, economic, social, and political forces that shape their development. Students will explore contemporary approaches to social problems, such as health and welfare issues facing families, children and older adults; poverty; unemployment; homelessness; AIDS; mental illness; and developmental disabilities. The course highlights issues of social and economic justice and the inequities that exist and affect ethnic and racial minorities, women, and other at-risk populations. Prerequisite : Non-majors must obtain permission of director of Social Work Program. 3 sem. hrs. 3 crs.

### **SOWK 423 Social Work Practice II**

Students will be introduced to theories, concepts, research findings, and skills common to professional practice. Specific attention will also be devoted to those skills required for working with individuals, and collectives (family, groups, communities) and for intervening in the client's environment. Students will examine the phases of the helping process, starting with the initial phase and assessment and consider their application in different life situations, especially with at-risk populations. Students will be taking this course concurrent with their fieldwork placement. *Prerequisite:* SOWK 322. Open only to majors. 3 sem. hrs. 3 crs.

### **SOWK 424 Social Work Practice III**

This course builds on the content introduced in Social Work Practice II. Students will continue to examine the helping process concentrating on the ongoing and ending phases. The focus will be on using assessment to determine opportunities for multiple levels of intervention and the use of different helping approaches for problem solving. Students will deepen their knowledge of generalist practice concepts and skills for providing service to individuals, families, groups, and communities and their application in work with different populations, especially those at-risk. The course also emphasizes specific strategies for representing clients' needs and securing resources through environmental interventions and in carrying out case management and interdisciplinary team activities. Students will learn the skills for practice evaluation. This course is taken concurrently with fieldwork. *Prerequisite:* SOWK 423. Open only to majors. 3 sem. hrs. 3 crs.

### **SOWK 426 Social Welfare Policy II: Influencing Communities, Organizations and Social Policy**

This course builds on SOWK 342, Social Welfare Policy and Services by providing students an opportunity to explore in-depth knowledge, values and skills that are required to identify social problems and to assess and influence communities, organizations and social policies that affect their clients' lives. The focus will be on locating dysfunctional structures, processes, and policies that create unjust and oppressive conditions and on developing strategies to influence change. Professional dilemmas or obstacles encountered in that pursuit will be examined. *Prerequisites:* SOWK 342 and SOWK 423.

### **SOWK 431 Field Practicum I<sup>(cc)</sup>**

Students are assigned to social agencies or social work programs for 20 hours a week (a minimum of 275 hours a semester.) These settings provide students with assignments to acquire skills in social work practice and with the opportunity to apply theories and principles learned in the classroom to work in the field setting. Students receive individual weekly supervision from a professional social worker and attend periodic field seminar meetings at the College. This course is taken concurrently with SOWK 423. Open only to majors. 6 sem. hrs. 6 crs.

### **SOWK 432 Field Practicum II**

A continuation of Field Practicum I. Students remain in the same field placement for 20 hours weekly (a minimum of 275 hours a semester) and attend periodic field seminar meetings at the College. This course is taken concurrently with SOWK 424. *Prerequisite:* SOWK 431. 6 sem. hrs. 6 crs.

### **SOWK 435 Social Work with Children and Adolescents**

This course focuses on the settings that provide services to children and adolescents. Students explore special problems that

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children and adolescents experience and how these problems affect them and their families. Students learn intervention strategies and techniques, specific to work with this population. Ethical issues and the impact of legislation and policy on practice and resources are considered. Prerequisite : SOWK 322. 3 sem. hrs. 3 crs.

#### **SOWK 436 Social Work in Health and Mental Health Services**

This course provides an overview of health and mental health settings and the current policies that affect the delivery of services. Emphasis is placed on the major roles carried out by social workers in work with clients and with interdisciplinary staff. Students are familiarized with the range of problems that affect this population and their families and learn strategies and methods for offering help. *Prerequisite:* SOWK 322. 3 sem. hrs. 3 crs.

#### **SOWK 497 Independent Study in Social Work**

Independent study is designed for students interested in areas beyond scheduled courses. Studies are mentored by a faculty member. 3 sem. hrs. 3 crs.

## **SOCIOLOGY**

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#### **SOCL 101 Introduction to Sociology**

Introduction to the scientific study of human behavior as related to group membership. Major areas of study in sociology: basic structure of human society and of smaller groups; transmission of culture and regulation of behavior; acquisition of the social self; violation of norms; stratification by class, race, ethnicity, sex, and age; major social institutions; populations dynamics; and sociocultural change. 3 sem. hrs. 3 crs.

#### **SOCL 110 (IRDP 110) World Cultures**

This is an introductory course to the anthropology and political aspects of cultural and linguistic difference. A spectrum of issues concerning human origins and expansion, and regional and linguistic differences, are addressed. Use of anthropological and linguistic understanding in relation to international affairs and diplomacy is discussed. 3 sem. hrs. 3 crs.

#### **SOCL 120 (BHSC 120, PSYN 120) Career and Life Planning**

This course is designed to assist students in matching their college experience to their personal and professional development. Topics range from guidance in selecting a college curriculum to choosing and getting a job. Through processes and group interaction, students learn to assess their workplace competency and are encouraged in their pursuit of career and life planning. 3 sem. hrs. 3 crs. (Elective credit only.)

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**SOCL 101 or the equivalent is a Prerequisite for all sociology courses numbered 121 or above.**

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#### **SOCL 201 Law, Order, and Justice**

Comparative analysis of legal systems; their relations to social structures and processes; investigation of social evolution as reflected in changing patterns of law; various theoretical perspectives in writings of Durkheim, Weber, Timasheff, Kelsen and others; the development, maintenance, and change of American legal institutions. 3 sem. hrs. 3 crs.

#### **SOCL 202 (BHSC 202) Ethics and the Family**

A philosophical examination of the rights and responsibilities of parents and children, and of the rights and responsibilities of the state toward both, drawing on legal and non-legal case materials, as well as on classic and contemporary philosophical sources, and including a consideration of child abuse, foster care and adoption, divorce, and women's liberation and its effect on the family. 3 sem. hrs. 3 crs.

#### **SOCL 205 (LAWS 205) Aging and the Law**

This course will introduce students to legal issues affecting older adults. Some of the topics to be covered are: health care proxies, living wills, Medicare, Medicaid, Social Security benefits, elder abuse, conservatorships, nursing homes and long term estates planning. 3 sem. hrs. 3 crs.

#### **SOCL 206 Sociology of Violence**

This course analyzes violence problems challenging contemporary societies and their different kinds of possible manifestations. This covers a wide range from old forms of urban/ rural violence to the new and re-defined aspects of

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terrorism, including institutional / police violence; violence among generations, religions, gender and races. It takes into account the varied and multicultural meanings of the violence; its sources and results. Moreover, the course addresses violence as a global phenomenon. 3 sem. hrs. 3 crs.

### **SOCL 212 (CRJU 212) Criminology**

The nature and causes of criminal behavior as they relate to effective means of prevention and rehabilitation, theories of criminal behavior focused on the individual, the family, the neighborhood, and society as the primary causal factors; various interdisciplinary schemes also considered. 3 sem. hrs. 3 crs.

### **SOCL 215 (BHSC 215, CRJU 215) The Juvenile Justice System**

Origins, philosophy, and objectives of the juvenile justice system; measures of delinquency; theoretical perspectives on delinquency; legal processes; roles of the actors and current trends within the juvenile justice system. 3 sem. hrs. 3 crs.

### **SOCL 222 The Family in Transition**

A cross-cultural examination of family patterns viewed within the context of cultural variation throughout the world; relations of the family to other institutions; role of the family in the development of personality. 3 sem. hrs. 3 crs.

### **SOCL 226 (BHSC 226, PSYN 226) Computers for the Social and Behavioral Sciences**

An introduction to computers as a professional tool in the social and behavioral sciences. Topics include data collection, data description and data analysis (with statistical software, e.g., SPSS for Windows), presentation packages, use of the Internet, use of on-line professional databases, computers in teaching and learning, and computerized techniques in psychological testing. Prerequisite : CISC/MATH 120 or equivalent and SPCM 110S. 3 sem. hrs. 3 crs.

### **SOCL 231 Sociology of Religion**

This course examines the sociological analysis of religion's relation to politics and the state, at home and abroad. With the War on Terrorism, the fate of Afghanistan and Iraq, and the religious conflicts raging in places like India, Israel, Northern Ireland or the former Soviet Union, there are critical issues that need to be addressed. Religion in its various forms will be subject to myriad interpretations in such contexts as: immigration, globalization, race, religious freedom, tolerance, democratization and gender politics. 3 sem. hrs. 3 crs

### **SOCL 234 (PSYN 234) Perspectives on Parenting**

The course examines the parenting process and the tasks parents carry out as they raise children from birth through adolescence. The focus will be on effective parenting skills with the responsibility of fostering a stimulating learning environment and open channels of communication. Current family issues will be addressed. (Previously numbered: SOCL 173)3 sem. hrs. 3 crs.

### **SOCL 236 Social Deviance**

This course analyzes the causes and control of deviant behavior. There is a survey of social problems along with an analysis of the causes and nature of these problems. Topics include: how definitions of deviance change, how people become deviant, how deviant groups are organized, and how transactions among deviants occur. 3 sem. hrs, 3 crs.

### **SOCL 237 (PSYN 237) Human Sexual Behavior**

This course examines physiological, psychological and cultural factors in human sexuality. Topics include: socialization of the sexes through the life cycle; normal and deviate sexual behavior, sexual dysfunction and therapy. 3 sem. hrs. 3 crs.

### **SOCL 238 (PSYN 238) Gender Role Dynamics**

Cultural and demographic factors in the definition of gender roles, "femininity," and "masculinity." Topics include: socialization of the sexes in childhood, adolescence, and adulthood; current redefinitions of roles; and projections for the future. 3 sem. hrs. 3 crs.

### **SOCL 241 Urban Sociology: City and Community**

This course will examine research and theory that explores the sociological aspects of the metropolis. Topics include: urban history, communities, suburbia, immigration, social networks, spatial studies, studies that connect specific places to general forces, urban movements, virtual communities, and studies that examine the core concepts of "place" and "community." 3 sem. hrs, 3 crs.

**SOCL 244 (BHSC 244, PSYN 244) Social Psychology**

A study of behavior, attitudes, and emotions shaped by interpersonal influences and social structures. Topics include: aggression, altruism, persuasion, leadership, the self, conformity, human relations, and group processes. 3 sem. hrs. 3 crs.

**SOCL 246 (CRJU 246) the Death Penalty in America**

This course will discuss the various issues surrounding the death penalty as a punishment in the United States. Areas covered will include the history of the death penalty and legal and Constitutional questions. Social, psychological, and philosophical issues will also be explored. 3 sem. hrs. 3 crs.

**SOCL 249 (BHSC 249) Race, Culture, and Ethnicity<sup>(cc)</sup>**

This course examines the historical development of ethnic and race-based cultural complexes, the emergence and persistence of stereotypes, the character of ethnic, racial and religious beliefs, and current problems in groups in American society. There is an emphasis on understanding individual attitudes and behaviors in relation to the structure of social institutions. 3 sem. hrs. 3 crs.

**SOCL 252 (IRDP 252) Globalization**

This course is an introduction to the process of rapidly increasing globalization and its impact on the role of the state. The course will look at the process of increasing inter-connectedness between societies, where events in one part of the world have increasing effects on people and societies far away. Advances in market integration, information technology, cultural diffusion and homogenization, and the growth of power among non-state actors have all contributed to the emergence of global communities, issues, and actions. The course focuses on the changing interactions among states, individuals, the private sector, and civil society – and the consequences for the world's economic, social, and political structures and actors. The course explores globalization's costs, benefits, and challenges. *Prerequisite:* SOCL 101 Introduction to Sociology 3 sem. hrs. 3 crs.

**SOCL 255 (LAWS 255, POLS 255, PSYN 255) Managing Human Conflict I**

This course introduces the student to the field of conflict analysis and resolution through the examination of theory and role-play. Major theories of conflict studies are considered and the student will explore whether these theories are useful in the resolution of conflict. The student will be introduced to the resolution of conflict. The student will be introduced to the various forms of conflict resolution such as negotiation, mediation and arbitration. *Prerequisite:* SOCL 101 or PSYN 101. 3 sem. hrs. 3 crs.

**SOCL 256 (LAWS 256, POLS 256, PSYN 256) Managing Human Conflict II**

This course continues the study of the theories utilized in conflict resolution. The language of conflict management will be explored and the active listening skills of the student will be developed. The theory and application of negotiation will be studied and applied through role-play. *Prerequisite:* LAWS/PSYN/SOCL/POLS 255. 3 sem. hrs. 3 crs.

**SOCL 261 (BHSC 261, SOWK 261) Computer-Assisted Data Analysis**

This course is designed to teach students how to use statistical computer packages to perform complex statistical data analyses. Students conduct a study and use statistical packages to perform and understand complex statistical analyses, e.g., correlation, cross-tabulation, analysis of variance, multiple regression, and path analysis. Mathematical theory is neither a Prerequisite nor a component of this course. *Prerequisite:* SOCL 248. 3 sem. hrs. 3 crs.

**SOCL 262 (BHSC 262, PSYN 262) Alcohol, Drugs and Behavior**

Principles of pharmacology, neural transmission, behavior and psychological assessment will be discussed. Specific psychopharmacologic issues will be presented with sedative-hypnotic, benzodiazepine, opiate, stimulant and antipsychotic drugs as primary examples. Other topics include behavioral toxicology, inhalant drugs, drugs and schoolchildren, nutritional and legal aspects to drug use, cigarette smoking and the effects of drugs on the developing organism (e.g., fetal alcohol syndrome.) 3 sem. hrs. 3 crs.

**SOCL 267 (BHSC 267, PSYN 267) Strategies for Child Care Providers<sup>(cc)</sup>**

An introduction to the challenges and opportunities involved in the delivery of child care services in the community and in institutional settings. Emphasis is placed on stimulating awareness, interest and inquiry into the historical trends, issues, controversies and realities of providing meaningful programs for substance clients. Attention will be given to the following issues: cultural diversity, bioethics, interdisciplinary teams in child care settings, case management, family relationships, functional assessment, client abuse, and environmental impact on functional capacity in work with this population.

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(Previously numbered: SOCL/ BHSC/PSYN 323.) 3 sem. hrs. 3 crs.

### **SOCL 269 (BHSC 269) Strategies for Alcohol/Substance Abuse Providers<sup>(cc)</sup>**

An introduction to the challenges and opportunities involved in the delivery of substance abuse services in the community and in institutional settings. Emphasis is placed on stimulating awareness, interest and inquiry into the historical trends, issues, controversies and realities of providing meaningful programs for substance clients. Attention will be given to the following issues: cultural diversity, bioethics, interdisciplinary teams in substance abuse settings, case management, family relationships, functional assessment, client abuse, and environmental impact on functional capacity in work with this population. (Previously numbered: SOCL/ BHSC/PSYN.) 3 sem. hrs. 3 crs.

### **SOCL 271 (BHSC 271) Medical Sociology Health Care in the Modern Society**

This course aims to provide the student with an understanding of the ways in which American society promotes (or fails to promote) health as well as copes with illness. Course will examine the following topics: the interaction of social and cultural factors (such as gender, ethnicity, race, and social class) with health and illness; illness (disability) as a social issue; careers in health care; settings in which health care services are delivered; financing health care services; comparisons with the health care services of other countries; and uses and applications of computers/microcomputers in the health field. 3 sem. hrs. 3 crs.

### **SOCL 280 (BHSC 280, PSYN 280) Philosophy and the Social Sciences**

This course examines the nature of explanation in the social sciences; objectivity and value judgments, human behavior and actions; methods of investigation and the construction of theories about the human world. This course emphasizes the role of organizations in society. 3 sem. hrs. 3 crs.

### **SOCL 282 (BHSC 282) Perspective on Aging**

An introduction to the challenges and opportunities involved in the delivery of geriatric services in the community and in institutional settings. Emphasis is placed on stimulating awareness, interest and inquiry into the historical trends, issues, controversies and realities of providing meaningful programs for elderly clients. Attention will be given to the following issues: cultural diversity, bioethics, interdisciplinary teams in geriatric settings, case management, family relationships, functional assessment, client abuse, and environmental impact on functional capacity in work with this population. (Previously numbered: SOCL/BHSC/PSYN/SOWK 325.) 3 sem. hrs. 3 crs.

### **SOCL 295 (BHSC 295, PSYN 295, SOWK 295) Contemporary Issues**

An analysis of current questions in behavioral science, psychology, sociology, and social work. Specific topics are announced each semester by the School of Social and Behavioral Sciences. 3 sem. hrs. 3 crs.

### **SOCL 308 (BHSC 308) Health Care Management<sup>(cc)</sup>**

This course is designed to provide the student with an understanding of the management process within the context of the health care organization. Topics include study of the environment of the organization, environmental scanning and strategic planning, goal setting, issues of health care financing and reimbursement, the management process, program review and evaluation. Particular emphasis will be placed on issues of organizational effectiveness in an environment of cost containment. 3 sem. hrs. 3 crs.

### **SOCL 315 Terrorism**

This course provides a comprehensive exploration of contemporary terrorism. It focuses on the theories and cases related to the causes, perpetration, and results of terrorist activities. It includes an analysis of religious terrorism, ideological terrorism, gender-focused political violence, criminal enterprises and terrorist violence. Among the specific issues to be covered are the changing definitions and perceptions of terrorism; the origins of terrorism; the impact of terrorism upon community and media; tactics and targets; and the major scholarly issues in the field of terrorism. 3 sem. hrs. 3 crs.

### **SOCL 348 (BHSC 348) Methodology for the Social and Behavioral Sciences**

An introduction to the process of doing research in the social and behavioral sciences: literature review, hypothesis formation, research design, techniques of data collection, data analysis, and report writing. Students learn to use the scientific method as a tool to both answer questions and solve problems in the social sciences, social work practice, health services, and education. Course includes qualitative and quantitative approaches to research, computer applications at all stages of the research process, statistical analysis of data, and particular attention to issues of doing research in a multicultural context — e.g. ethical concerns (including rights of participants) formulation of questions, and use of findings. Pre or Corequisite: BHSC/PSYN/ SOCL 226. (Previously numbered: SOCL/BHSC 248.) 3 sem. hrs. 3 crs.

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**SOCL 349 Directed Research in Sociology**

This course provides students with a hands-on research experience in the discipline of social science. A more in-depth and comprehensive study of a specific topic than is typically available in the classroom where students have an opportunity to work in small groups under the close supervision of a faculty mentor on all aspects of an active research project in sociology. Research design, experimental method, hypothesis development, literature review, data analysis, and presentation skills are applied to the research project. *Prerequisite:* PSYN 101, SOCL 101. 3 sem. hrs. 3 crs. Instructor permission is required.

**SOCL 355 (LAWS 355, POLS 355, PSYN 355) Mediation theory and Practice**

This course examines the theory and practical application of mediation. Integration of ethical and policy issues and application through role-play. Study of how the various applications affect the mediation process and the court's role in the development of mediation. Role-play is an important component of this course. *Prerequisite:* LAWS/ PSYN/SOCL/POLS 255. 3 sem. hrs. 3 crs.

**SOCL 360 (PSYN 360, LAWS 355, POLS 360) Practicum in Conflict Resolution**

This course assists students in bringing together the theoretical and practical skills developed in the program through case studies and field projects. Pre or Corequisite: LAWS/PSYN/SOCL/ POLS 256 or PSYN/SOCL/POLS 355. 3 sem. hrs. 3 crs.

**SOCL 366 (BHSC 366) Medical Ethics**

An examination of ethical questions that arise in health care and in the relationship between health care professionals and those they serve, including: the rights of individuals to self-determination and the obligations of health care professionals both to the individuals they serve and to society at large; life as a value and such issues as abortion, euthanasia, and suicide; the questions of mental health and mental illness and the right of the mentally ill; eugenic programs and the possibilities of genetic engineering; the cost of health care and the delivery of health care as a social and political issue. (Previously numbered: SOCL/PSYN/ BHSC 266) 3 sem. hrs. 3 crs.

**SOCL 370 (BHSC 370, PSYN 370) Statistics for the Social and Behavioral Sciences**

A review of the major statistical methods used in summarizing, understanding, and interpreting numerical data and research use of the computer. The course covers a full range of descriptive and inferential statistics including: frequency distributions; measures of central tendency and variability; probability theory; the normal curve model; correlation; and a wide range of statistical tests such as the T test, F test, analysis of variance, and Chi-square. *Prerequisites:* MATH105 or placement at the MATH 115, or MATH 116 level or the equivalent. 3 sem. hrs. 3 crs.

**SOCL 380–381 Workplace Experience in Sociology I, II**

This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Sociology include residential treatment centers, after school programs, shelters, substance abuse programs and hospitals. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. 3 sem. hrs. 3 crs.

**SOCL 397 Independent Study in Sociology**

Independent study is designed for students interested in areas beyond the scheduled courses. 3 sem. hrs. 3–6 crs.

**SOCL 399 (BHSC 399, PSYN 399) Internship in the Social and Behavioral Sciences**

Practice experience, program planning and/or research provide the student with an opportunity to interact with children, adolescents, adults, and the elderly and become acquainted with the complexities of administering programs in the human service professions. Field placements will be available in a wide variety of locations such as preschools, day care centers, residential and outpatient drug treatment centers, social service agencies, senior centers, nursing homes, municipal housing projects, community outreach services, and hospitals. A minimum of 135 hours of fieldwork for the semester is required for 3 credits, 270 hours for 6 credits. A maximum of six credits of fieldwork can be applied to the major. Students meet in small groups with faculty on a regular basis.

**SOCL 420 Society and Social Change: Science and Technology**

This course provides an overview of social change, internal and external sources, with a focus on the global development of science and technology. Also, it examines modernization and its social consequences from a cross cultural perspective. There is an emphasis on the role technological advances and science have on the powerful forces (economic, political, ideological, religious) inside and beyond the boundaries of the United States. 3 sem. hrs. 3 crs. (Only open to organizational

management students.)

**SOCL 426 (BHSC 426, PSYN 426) Classics in the Social and Behavioral Sciences**

A guided reading seminar in the social and behavioral sciences utilizing primary source material with critical analysis of such authors as: Allport, Durkheim, Freud, James, Jung, Marx, Skinner, and Weber. *Prerequisite:* PSYN 210 or BHSC/SOCL 348 or must have completed 12 credits in the major. (Previously numbered BHSC/PSYN/SOCL 326.) 3 sem. hrs. 3 crs.

## **SPANISH**

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### **APPLIED LINGUISTICS**

**SPAN 115 Spanish for Communication**

A beginning Spanish course designed to help develop listening and speaking skills in the Spanish language. The course will help students deal with real, everyday situations (identifying needs, shopping, seeking medical assistance, gathering information, etc.). The aim of the course is to enable students to understand basic spoken Spanish within the limits of the topics presented in the course, including (but not limited to) business, travel, and social interaction. This course is not open to students who have studied Spanish in high school for more than two semesters or to students who have native or near-native fluency in Spanish. 3 sem. hrs. 3 crs.

**SPAN 116 Communicating in Spanish**

This course is a continuation of Spanish 115 and is designed to further the progress made by students in developing basic communication skills in Spanish. Students will continue to learn the basic elements of Spanish sentence structure and vocabulary necessary for an ability to communicate in this language. A large emphasis of the course is on speaking and understanding Spanish as it is spoken today in twenty countries in Europe and in the Americas. *Prerequisite:* SPAN 115 or the equivalent, two years of high school Spanish or approval of the Language Program Head. This course is not open to students who have native or near native fluency in Spanish. Those students should register for SPAN 121. 3 sem. hrs. 3 crs.

**SPAN 121 Spanish for Heritage Speakers**

This course is designed for students who are heritage speakers of Spanish. This course will strengthen and affirm professional written and conversational skills in Spanish as well as give students a clear and systematic understanding of Spanish grammar. 3 sem. hrs. 3 crs.

**SPAN 160 Translation Techniques**

This course is designed for students who will be doing translations from Spanish to English and from English to Spanish. These translations can be both written and spoken. Translations can include business, commerce, health care, social work, legal, as well as literary topics. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

**SPAN 215 Intermediate Spanish I**

This intermediate Spanish course is a continuation of SPAN 116. It allows students to develop their listening, speaking, reading, and writing skills in the Spanish language, and helps students navigate real-life situations through both oral and written communication. It gives students an understanding of Spanish grammar and syntax and allows students to gain an appreciation of Hispanic cultures. Topics covered in this course include formal and informal social interaction, travel, technology, and commerce. *Prerequisite:* SPAN 116 or the equivalent, three years of high school Spanish, or approval of the Modern Foreign Languages Program Director. 3 sem. hrs. 3 crs.

**SPAN 216 Intermediate Spanish II**

This intermediate Spanish course is a continuation of SPAN 215. It allows students to develop their listening, speaking, reading, and writing skills in the Spanish language, and helps students navigate real-life situations through both oral and written communication. It gives students an understanding of Spanish grammar and syntax and allows students to gain an appreciation of Hispanic cultures. Topics covered in this course include formal and informal social interaction, academic disciplines, health, business, and arts and leisure. *Prerequisite:* SPAN 215 or the equivalent, four years of high school Spanish, or approval of the Modern Foreign Languages Program Director. 3 sem. hrs. 3 crs.

**SPAN 225 Spanish for Community Services**

This course has been designed for police, firemen, social workers, hospital personnel, and teachers. Practice in the language

skills and vocabulary necessary for communication with Spanish-speaking people in a variety of everyday situations. *Prerequisite:* one or two years of high school Spanish or SPAN 115 or permission of the Program Head. 3 sem. hrs. 3 crs.

### **SPAN 230 La Gramática Española**

An intensive review of grammar at the advanced level with application to writings accomplished by students and to materials furnished by the instructor. Oral presentations will also be required of the student. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

### **SPAN 265 Reading and Composition**

This course will provide students with a thorough review of essential grammar points as well as an introduction to more idiomatic constructions leading to an advanced understanding of the Spanish language. Short stories, essays and other academic writing will be utilized for a stylistic study of modern Spanish. *Prerequisites:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

### **SPAN 275 Beginning Spanish for Business**

This course exposes students to the Spanish language used in business, including the terminology and idioms of Spanish business language in special oral and written communication. Emphasis is placed on the structure and content of Spanish business correspondence. Authentic materials are used to give students a contemporary view of business as it is conducted in Hispanic society. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

### **SPAN 276 Intermediate Spanish for Business**

This course is devoted to the continued development of business language skills, with a focus on the accurate use of business vocabulary and business style. Emphasis is on preparing students to function in Spanish in a business setting via practice of receptive and productive linguistic skills. This course also provides training in cross-cultural communication skills and is designed to help students achieve levels of proficiency to meet foreign language needs for business and international trade. *Prerequisite:* SPAN 275 or permission of the Program Head. 3 sem. hrs. 3 crs.

### **SPAN 350 International Business in Spanish**

An introduction to international business. Topics will include the international environment, international trade, foreign direct investment, foreign exchange, regional economic integration, the role of the multinational corporation and business strategies. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

### **SPAN 355 Introduction to Business Environment in Spanish**

An introduction to the major components of the business world. Topics, which will be studied in English and Spanish, include marketing, management, accounting, economics, finance, and their interrelationships. Students will learn how business relates to them in both their personal and professional lives. *Prerequisite:* SPAN 350 or permission of the Program Head. 3 sem. hrs. 3 crs.

### **SPAN 372 Spanish Conversation**

A course designed to improve oral expression; geared toward everyday conversation and speech patterns. Topics include fashion, student life, mass media, cuisine, theater and current events. Emphasis may be placed on the students' areas of interest. Written work reinforces oral expression. *Prerequisite:* SPAN 116 or SPAN 121 or the equivalent. 3 sem. hrs. 3 crs.

## **SPANISH CULTURE**

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### **SPAN 220 Latin America Through Film**

This course focuses on the development of written and oral communication skills in the Spanish language through the medium of Latin American film. Through viewing and discussing Latin American films students will learn about the cultures and histories of various Latin American countries and further develop the Spanish language skills necessary for effective communication. This is an intermediate Spanish course so the films will have subtitles to scaffold student learning and to make it possible for non-native Spanish speakers to comprehend the films and participate in the various oral and written activities that will be assigned. *Prerequisite:* SPAN 116 or SPAN 121 or approval of the Modern Foreign Languages Program Head. 3 sem. hrs. 3 crs.

### **SPAN 233 The Culture of the Spanish Golden Age**

A study of the many aspects of the sixteenth and seventeenth-century culture of Spain and its strong influence in the European and Latin American world. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs.

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3 crs.

### **SPAN 235 Spanish Culture**

The student is introduced to the main ideas that have shaped Spain's literature, art, history, politics and linguistic landscape. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

### **SPAN 236 Latin American Cultures**

The student is introduced to the main ideas that have shaped Latin America's literature, art, history, politics and linguistic landscape. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

### **SPAN 237 "Preceptiva Literaria" for Hispanic Studies**

A required course for all Spanish majors designed to equip the students with the nomenclature of the morphology, syntax, literary genres and figures of speech to get a better appreciation of language and literature in prose and poetry. Practical analysis, related readings and literary reports. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

### **SPAN 238 Introduction to Literary Criticism for Hispanic Studies**

A required course for all Spanish majors to serve as an introduction to equip the student with methods and ways to comment on a literary text. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

### **SPAN 240 Aspects of Caribbean Culture**

A study of the main aspects of Caribbean civilizations with emphasis on its literature, art and folklore. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

### **SPAN 241 Main Currents in Puerto Rican Civilization**

A consideration of the main trends in the literature, art, and music of Puerto Rico from the time of the discovery up to the contemporary period. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

### **SPAN 256 Spain Today**

This course will examine the cultural, linguistic, literary, cinematic, and political landscape of contemporary Spain. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

### **SPAN 258 Latin America Today**

This course will examine the cultural, linguistic, literary, cinematic, and political landscape of contemporary Latin America. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

### **SPAN 295 Special Topics in Literature and Linguistics**

Offered in response to particular interests of students and faculty. Intensive study of a major work, author, genre, theme, literary period, or specialized topic. 3 sem. hrs. 3 crs.

## **LITERATURE**

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### **SPAN 301 Masterworks in the Spanish Language<sup>(cc)</sup>**

Selected readings from works of outstanding writers in Spanish: with a view of their influence on Latin American and world literary movements. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs., Spanish

### **SPAN 305 Cervantes and His World**

This course introduces the student to the life and times of Cervantes through a reading of his major works: Novelas ejemplares and Don Quixote. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

### **SPAN 311–312 Main Currents in Spanish Civilization I, II**

A course designed to instill a sense of the richness of Spanish civilization from its beginnings to the present day through an examination of Spain's literature, art, music, culture, and history. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

### **SPAN 325 The Spanish Golden Age**

An insight into the general characteristics of the period by means of intensive study and analysis. The works of representative authors of the essay, the novel, poetry and theater will be read with emphasis given to the mystical writer. *Prerequisites:* [Back to Table of Contents](#)

SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

**SPAN 344 Nineteenth-Century Spanish Literature**

Readings and discussions of the romantic, post-romantic, naturalist and realist periods in the literature of Spain. *Prerequisites:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

**SPAN 346 “Modernismo” in Spain and Latin America**

A view of the “modernista movement” in Spanish and Latin American letters, its characteristics and its most representative writers, with special attention given to Rubén Darío and José Martí. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

**SPAN 347 The Generation of 1898**

Readings and discussion of the works of Unamuno, Ganivet, Baroja, Azorín, Machado, and Valle-Inclán, among others. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the instructor. 3 sem. hrs. 3 crs.

**SPAN 348 The Generations of Ortega y Gasset and García Lorca**

Readings and discussions of the works of José Ortega y Gasset, Federico García Lorca and select authors from the Generations of 1914 and 1927. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

**SPAN 349 Contemporary Spanish Literature**

A study of the development of Spanish literary movements in the areas of poetry, the novel, theater and the short story. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

**SPAN 351–352 Main Currents in Latin American Civilizations I, II**

A consideration of Latin American geography, history, literature, art, film, music, religion and folklore, from prehistoric times to the present day, recognizing the cultural contribution of Latin America to Western Civilization. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

**SPAN 359 Afro-Hispanic Literature**

A study of Afro-Hispanic poetry and prose with an emphasis on the works of Luis Palés Matos, Nicolás Guillén, Gertrudis Gómez de Avellaneda and others. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

**SPAN 397 Independent Study in Spanish**

The life and works of an outstanding author. Guided readings and discussion of the works of the author chosen by the student after consultation with the seminar director. A presentation of the results of such study required. *Prerequisite:* SPAN 116 or SPAN 121 or permission of the Program Head. 3 sem. hrs. 3 crs.

## **SPEECH COMMUNICATION/THEATRE AND FILM**

**SPCM 110 Oral Communication**

Study of the nature of speech, sound production, and communication production, and the communication process; practical experience in the skills of the oral communication process. SPCM 110 offered in distance learning is restricted to online students with the permission of the Instructor. 3 sem. hrs. 3 crs.

**SPCM 144 (ARTT 144) Understanding Movies**

A basic overview of the historical development of film with an emphasis upon the aesthetic elements of cinema, its particular terminology and interrelationships with other arts. Students will discover how to read films through selected readings, screenings and written reports. 3 sem. hrs. 3 crs.

**SPCM 190 Honors Speech**

This course examines the physical and physiological features of voice and speech production and factors related to active listening. It will provide practice and in organizing and presenting speeches for various purposes, including persuasion. Aristotelian principles of rhetoric will be applied to contemporary controversial issues, identified and analyzed by students. May replace general education requirement SPCM 110. 3 sem. 3 hrs. 3 crs.

**SPCM (COMM 200) Interpersonal Communication**

What are the different challenges of communicating one-on-one as well as within large groups? What does our non-verbal language — our styles and body language — really express to the outside world? Students will develop an intrapersonal

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perspective to critically evaluate their interpersonal communications and relationships, as well as the various issues surrounding human interaction. An emphasis will be placed on the functions of human communication, the development of the "self," conversation dynamics and skills, relationship development, conflict management strategies, and other subjects. *Prerequisites:* ENGL 111, SPCM 110. 3 sem. hrs. 3 crs.

### **SPCM 219 (PSYN 219) Group Behavior**

The course addresses the theory and research of groups, as well as actual group experiences. This course is conducted partially as a workshop to promote interaction, leadership, solidarity and problem solving. *Prerequisites:* SPCM 110; PSYN 101. 3 sem. hrs. 3 crs.

### **SPCM 230 Speaking for Success**

Study and practice of the skills needed for control of voice production and diction, (articulation, pronunciation, intonation, prosody). Emphasis will be placed on phonetics and ear. 3 sem. hrs. 3 crs.

### **SPCM 244 (ARTT 244) Topics in Film**

The study of selected film topics through viewing, in-class analysis and discussion. Topics range from significant directors, producers, and cultural issues reflected in various films, to historical periods and special film genres. 3 sem. hrs. 3 crs.

### **SPCM 245 (ARTT 245) Film and Videotape Production**

A practical course in filmmaking. Introduction to the techniques and vocabulary of film production. Each student produces, directs and edits a short film of his own design. 3 sem. hrs. 3 crs.

### **SPCM 246 (MEDA 246) Elements of Theatre**

Students are taught to appreciate the many elements that come together to create the total theatre experience. Beginning with the cultural impulses toward theatrical expression, through the development of written texts, the spoken word, acting and movement, the use of color, lighting, and the stage space and extending to the aftermath of performance to reviews, students will recognize the multi-dimensional, multi-layered nature of the theatrical event. They will be introduced to the responsibilities of the actor, the director, and the critic in this exploration of theatre production and its all-important audience. Attendances at professional and amateur performances supplement the classroom experience. 3 sem.; hrs. 3 crs.

### **SPCM 249 Persuasion**

Study and practice in the art of persuasive techniques. How to reinforce or change the existing attitudes or beliefs of the listener. 3 sem. hrs. 3 crs.

### **SPCM 250 (PSYN 250) Psychology of Communication**

The course will examine the nature of the communication process in terms of its ultimate purpose of social control. Emphasis will be placed on self-awareness and the "gap" quality of communication. Values, self-concept, listening, verbal and nonverbal language and perceptions will be evaluated as communicating agents. 3 sem. hrs. 3 crs.

### **SPCM 259 (ENGL 259) Oral Performance of Literature**

Principles of and practice in the oral presentation of prose, poetry, and drama with a focus on understanding and control of voice production and diction. 3 sem. hrs. 3 crs.

### **SPCM 262 (MEDA 262) Introduction to Acting**

Students explore the basis of acting in the reality of doing. The course aims to facilitate an encounter between the student actor and those personal impulses that happen within the collaborative framework of the classroom-theater. Emphasis is placed upon gaining an understanding of the actor's primary instrument for performance, himself, while developing a basic technique for working within the context of a theatrical performance. 3 sem. hrs. 3 crs.

### **SPCM 263 (MEDA 263) Scene Study**

Provides opportunity for students to learn and practice the skills actors need in order to live truthfully, moment-to-moment in the given imaginary circumstances of a scene. Scenes from the classics and from contemporary dramatists will be studied.) or permission of instructor. 3 sem. hrs. 3 crs.

### **SPCM 265 (ENGL 265) Introduction to Play Writing**

This course will offer a step-by-step practical guide for the budding playwright from idea or scenario through to a finished one act play. We will focus on developing full characters within articulate environments and illustrating concepts through

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dramatic situations. 3 sem. hrs. 3 crs.

### **SPCM 282 (MEDA 282) Play Directing**

Students experience first-hand the process of directing theatrical productions from conception through completion while assimilating the principles that control the manner of their art and craft. 3 sem. hrs. 3 crs.

### **SPCM 295 Topics in Speech Communication**

Issues selected from the broad field of Speech and Communication Arts in response to particular interests of students and faculty. Providing an opportunity for examination of subjects not already the focus of other courses, and to make available an instructor's special knowledge. 3 sem. hrs. 3 crs.

### **SPCM 370 (COMM 370) Effective Presentations**

This course focuses on the principles and techniques of preparing and delivering oral presentations. Students will practice a variety of speech forms and styles used in business and will have the opportunity to critique their own videotaped performance. The preparation and effective use of accompanying visuals will also be covered. *Prerequisite:* SPCM 110. 3 sem. hrs. 3 crs

### **SPCM 397 Independent Study**

Practical "experience-oriented" projects in theatre or film. Students may elect to study acting, directing, set-design lighting, costume design, construction, film production, writing for film or theatre, publicity and management of theatre, fundraising and producing the play or film, or in-depth study of outstanding theatrical or film personalities (director, authors, performers). Independent study projects may also be done in conjunction with Mercy College Players, and in certain instances a written and/or oral report may be required by the instructor to supplement the work done in performance by the student. 3 crs.

## **SPORT MANAGEMENT**

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### **SPMG 300 Foundations of Sport Management**

This course will provide students with an introduction to the sports industry, theories of recreation and leisure, planning, policy-making, program evaluation, budgeting and public relations. It provides an overview of the responsibilities of those involved in the sports industry, (interscholastic, intercollegiate and professional) as well as how general management principles apply to the industry. Topics include a business overview, historical development, organizational development, research methodology, and the psychology of sport. Strong emphasis is placed on the future development of sport and career opportunities. *Prerequisite:* MGMT 225. 3 sem. hrs. 3 crs.

### **SPMG 330 Sport Marketing**

This course focuses on the marketing mix and its unique application to the sport enterprise. It is designed to give students an understanding and appreciation for the marketing process as it relates to sports. Emphasis is on sales and marketing strategies for professional, intercollegiate, and amateur sports, as well as on health and athletics facilities, and special events. Special topics will include the development of a marketing strategy, promotion, sponsorship, sales, advertising and licensing. The course also deals with ethical issues and international sport marketing. *Prerequisite:* MKTG 220. 3 sem. hrs. 3 crs.

### **SPMG 336 Sport Law**

This course explores the application of legal issues to the sport enterprise and allows students to develop a familiarity with legal terminology. Upon completion, students will have a basic knowledge of a wide range of principles relating to agency, tort, contract, labor/union, and constitutional law. This course is designed for students interested in the growing problems of sports litigation. Specific topics include; due process, anti-trust, free speech, coed competition, duty of ordinary care and of care owed athletes and spectators, injuries, assumption of risk and contributory negligence. The course stresses the application of the principles of law to the sports setting. Actual court cases relating to these principles are examined. *Prerequisites:* BLAW 240 and SPMG 300. 3 sem. hrs. 3 crs.

### **SPMG 399 (FINC 399, INBU 399, MGMT 399, MKTG 399, SPMG 399) Internship in Business**

The internship is designed as a "real-life" work experience working within a sport organization. Involvement in operational areas of the organization allowing students to consolidate knowledge, apply skills and techniques, and organize a

philosophical framework vital for success in their chosen field. Internships have also become the distinguishing factor in recruitment selection amongst new graduates by employers. The skills students will acquire from the internship program will enhance their business knowledge and solidify their management skills. The student must complete a minimum of 150 hours of work at the site of the internship. *Prerequisites:* Completion of 60+ credits, minimum of a 3.0 GPA, three SPMG courses must be completed and/or enrolled in at the time of the internship. 3 sem. hrs. 3 crs.

#### **SPMG 430 Sport Facility and Event Management**

This course provides the students with an overview of all elements involved in sport event and facility management. Topics include: planning and design, services management, marketing and PR, maintenance, funding, operations, administration and legal aspects. Students will be asked to plan and conduct an event on campus. Includes visits to major sport facilities. *Prerequisites:* MGMT 225, MKTG 220, FINC 235, SPMG 300. 3 sem. hrs. 3 crs.

#### **SPMG 432 Sport Finance and Administration**

This course provides a foundation in the application of financial methods and procedures for sport enterprises. Topics include: the development and management of budgets, financial strategies for debt service, ticket and concession sales, corporate sponsorship, licensing sport merchandise, fund raising, and franchising. This course discusses the financial concepts and theories and their application in the professional, intercollegiate, and commercial sport industries. The student will also study the various activities involved in sport financial administration. *Prerequisites:* FINC 235, SPMG 300. 3 sem. hrs. 3 crs.

#### **SPMG 434 Sport and Society**

This course examines the relationship between sport and society. Students will develop an understanding of how sports, professional and amateur, can influence social life. The course also addresses social issues from within the sports world, how they are perceived, and how fans respond to them. The various perceptions and social limits of sport across diverse cultures will also be studied. It will also examine the social and cultural history of sports and its influence on our social institutions, such as politics, the economy and government. Highlighted will be issues such as race, gender, deviance and social problems, and youth socialization in relationship with sports. *Prerequisites:* SOCL 101, SPMG 300. 3 sem. hrs. 3 crs.

#### **SPMG 450 Applied Research Analysis in Sport Management**

Senior level discipline course for students specializing in sport management. Students will develop their own sport facility using what they have learned in previous sport management classes. Students will conduct research and design a facility that meets the wants and needs of sport consumers. *Prerequisites:* ENGL 112; any 3 Sport Management specialization courses. 3 sem. hrs. 3 crs. Students should have completed 3 of their specialization courses before registering for SPMG 450.

## **VETERINARY TECHNOLOGY**

**Students in the undecided – veterinary technology or veterinary technology major concentration must earn a minimum letter grade of B or better in ENGL 111 Written English and Literary Studies I and MATH 116, C+ or better in BIOL 160/160A General Biology I Lecture/Lab, and C or better in all veterinary technology courses and all other natural science courses (other than BIOL 160/160A) that are required in the curriculum. Students must maintain a 2.75 cumulative GPA in Veterinary Technology courses for admittance into clinical courses VETC 340, VETC 341, VETC 350, VETC 350A, VETC 360, VETC 375, VETC 495 and VETC 496. A minimum GPA of 2.75 is required for graduation from the Veterinary Technology Program as a Veterinary Technology major.**

**Students in the undecided – pre-veterinary medicine or veterinary technology major concentration with a specialization in pre-veterinary medicine must earn a minimum grade of B or better in all natural science and veterinary technology courses, ENGL 111 Written English and Literary Studies I, MATH 116 College Algebra, and MATH 201 Pre-Calculus. Students must maintain a 3.2 cumulative GPA in veterinary and natural science courses for admittance into clinical courses. Recommendations and/or evaluations will not be given for pre-veterinary medicine majors with a minimum cumulative GPA of less than 3.2 in veterinary technology and natural science courses. A minimum GPA of 3.2 is required for graduation from the Veterinary Technology Program as a pre-veterinary medicine major.**

**Students enrolled in the undecided – veterinary technology, the undecided – pre-veterinary medicine, the veterinary technology or the veterinary technology with the pre-veterinary medicine specialization major concentrations may not repeat a course required in the curriculum more than once.**

For any veterinary technology lecture course that has a laboratory course as a corequisite, both the lecture and laboratory courses must be taken concurrently. In the event that a student must withdraw from the lecture course, the student must also withdraw from the corequisite laboratory course. Students who wish to take the lecture or laboratory course alone will require Program Director authorization and may be required to participate in relevant labs or audit relevant lecture topics.

Students who receive an unsatisfactory evaluation in any category, including but not limited to professional and ethical behavior, or required skill in clinical courses VETC 340, VETC 341, VETC 350, VETC 350A, VETC 360, VETC 375, VETC 495 or VETC 496, or who are dismissed from any externship site, will receive an "F" in the course and will have their records reviewed by the Veterinary Technology Faculty. The faculty will determine if the student will be given the opportunity to repeat the experience in a future semester, and/or be placed on probation, or be dismissed by the Program.

If a student is dismissed from any externship site because of an inability to demonstrate content knowledge, the faculty may require the student to pass a competency exam and either re-take or audit the course covering the content prior to reassignment to an externship site. Any student that is dismissed from the Veterinary Technology Program is not eligible to reapply to the Veterinary Technology Program.

#### **VETC 101 Introduction to Veterinary Science**

This course is an introduction to the veterinary profession. It provides students with an overview of veterinary science and technology. Subjects pertinent to all the veterinary sciences are discussed, with brief introductions to medical terminology, anatomy, physiology, pharmacology, behavior, exotics and pathology. *Prerequisites:* ENGL 111, MATH 116. Corequisite BIOL 160, BIOL 160A. 3 sem. hrs., 3 crs.

#### **VETC 110 Applied Animal Behavior**

In this course, students learn techniques of animal training, including proper selection and socialization of animals. Behavioral problems, causes and approaches to treatment will be discussed. Students learn to read emotional and aggressive signs in dogs and cats with safety as a priority. *Prerequisites:* VETC 101; ENGL 111; MATH 116; BIOL 160; BIOL 160A 3 sem. hrs., 3 crs.

#### **VETC 140 Veterinary Management**

This course introduces students to management theory applicable to clinical veterinary practice and the research laboratory. Management techniques, inventory procedures, medical records, personnel management, safety, regulatory matters, laws and ethics, and the psychology of client relations are covered. *Prerequisites:* VETC 101; ENGL 111; MATH 116; BIOL 160; BIOL 160A. 3 sem. hrs., 3 crs.

#### **VETC 256 Anatomy of Domestic Animals**

This course provides students with a sound working knowledge of mammalian anatomy. Topographical, applied and clinical anatomy of the cat and dog are presented with emphasis placed on the relationship between anatomical structure and function. Functional adaptation in mammals will be explored by comparative study of common domestic animals: cat, dog, cow, and horse. A review of avian species will provide further understanding of structure and function. A group trip to the Museum of Natural History in New York City will be a required component of the curriculum. *Prerequisites:* VETC 101; BIOL 160; BIOL 160A; BIOL 161; BIOL 161A. Corequisite : VETC 256A, VETC 300 3 sem.hrs., 3 crs.

#### **VETC 256A Anatomy of Domestic Animals Laboratory**

This course is designed to complement concepts taught in the VETC 256 lecture course. Students study skeletal materials from domestic animals and complete dissections of the cat. Organs from other species may be dissected as well. *Prerequisites:* VETC 101; BIOL 160; BIOL 160A; BIOL 161; BIOL 161A. Corequisite: VETC 256, VETC 300, 3 sem. hrs. lab., 1 cr.

#### **VETC 258 Animal Handling and Restraint**

In this course, students acquire knowledge of and gain hands-on experience in the safe and effective handling and restraint of animals. Appropriate techniques are demonstrated and performed using live animals, including dogs, cats and

exotic species. Lecture includes husbandry requirements and theory related to the safe handling of a number of species. Registration requires Program Director authorization. *Prerequisites:* VETC 101; VETC 110; VETC 256; VETC 256A; BIOL 160; BIOL 160A; BIOL 161; BIOL 161A. 3 sem. hrs., 3 crs.

### **VETC 295 Special Topics in Veterinary Technology**

An offering of current topics in veterinary medicine that varies from term to term allowing for the coverage of new subject matter of interest to students and faculty, or the opportunity to make available an instructor's special expertise. *Prerequisites:* VETC 101; ENGL 111; MATH 116; BIOL 160; BIOL 160A. 3 sem. hrs., 3 crs.

### **VETC 300 Physiology of Domestic Animals**

A comparative study of the physiological mechanisms, functions, and metabolism of the organ systems within the body. A regional approach is used to study the various classes of domestic animals including canine, feline, equine, ruminants, and swine. *Prerequisites:* VETC 101; BIOL 160; BIOL 160A; BIOL 161; BIOL 161A; CHEM 160; CHEM 160A; *Corequisites:* VETC 256, VETC 256A, 4 sem. hrs., 4 crs.

### **VETC 305 Global Veterinary Experiences Offered Spring semester only**

In this course, students acquire knowledge of and gain hands-on experience in the care and rehabilitation of a variety of animals in a global setting. Students will learn how to properly handle and examine different animal species. They will perform daily treatments and assist in the rescue and rehabilitation of injured animals. This experience will immerse them in a different culture, exposing them to a variety of animal species and providing them with an opportunity to become engaged global citizens. Lectures include husbandry requirements, normal physical exam criteria and theory relating to the treatment and rehabilitation of these animals. This course involves travel. All travel expenditures are the responsibility of the student. Registration requires Program Director Authorization. *Prerequisites:* VETC 101; VETC 256; VETC 256A; VETC 300; BIOL 160; BIOL 160A; BIOL 161; BIOL 161A; MATH 116; ENGL 111. 3 sem. hrs., 3 crs.

### **VETC 306 Clinical Laboratory Techniques and Analysis**

This course examines clinical laboratory techniques, particularly relating to blood chemistry, hematology, urinalysis, and parasite identification. Emphasis is placed on understanding and interpretation of both normal and abnormal laboratory results. *Prerequisites:* VETC 101; VETC 256; VETC 256A; VETC 300; BIOL 160; BIOL 160A; BIOL 161; BIOL 161A; CHEM 160; CHEM 160A. *Corequisites:* VETC 306A; BIOL 265; BIOL 265A. 4 sem. hrs., 4 crs.

### **VETC 306A Clinical Laboratory Techniques Laboratory**

This laboratory course is designed to complement concepts taught in the VETC 306 lecture course. *Prerequisites:* VETC 101; VETC 256; VETC 256A; VETC 300; BIOL 160; BIOL 160A; BIOL 161; BIOL 161A; CHEM 160; CHEM 160A. *Corequisites:* VETC 306; BIOL 265; BIOL 265A 3 sem. hrs. lab., 1 cr.

### **VETC 320 Pharmacology and Toxicology<sup>(cc)</sup>**

A study of the fundamental principles of pharmacology and toxicology. Students are acquainted with the clinical application of drugs in current veterinary practice, including mechanisms of action, therapeutic uses, contraindications, common adverse effects and drug interactions. Emphasis is placed on regulations and safety; weights and measures; medication orders; dosage calculations; administration routes and methods; and preparing, labeling and dispensing medications. *Prerequisites:* VETC 101; VETC 256; VETC 256A; VETC 300; VETC 306; VETC 306A; BIOL 160; BIOL 160A; BIOL 161; BIOL 161A; CHEM 160; CHEM 160A. 4 sem. hrs., 4 crs.

### **VETC 340 Clinical Veterinary Team Communication**

This course provides instruction on the core skills that are critical aspects of teamwork in the veterinary clinical setting. The content of this course is based on the TeamSteps<sup>®</sup> initiative which is a set of evidence-based tools and strategies for healthcare professionals that are designed to optimize patient care. Principles of team leadership, mutual performance monitoring, mutual support and communication are emphasized and reinforced by simulation of clinical situations. Communication skills required of the veterinary technologist within the context of the veterinary healthcare team are also taught. *Prerequisites:* VETC 256, VETC 256A, VETC 258, VETC 300, VETC 306, VETC 306A, VETC 320. *Corequisites:* VETC 341, VETC 350; VETC 350A; 1 sem. hr., 1 cr.

### **VETC 341 Small Animal Diseases: A Case Based Approach**

This course includes a general study of small animal diseases, their definition, etiology, pathogenesis, clinical signs, diagnosis, prevention and treatment. The material will be taught using a case based approach. Registration requires

Program Director authorization. *Prerequisites:* VETC 256; VETC 256A; VETC 258; VETC 300; VETC 306; VETC 306A; VETC 320. *Corequisites:* VETC 350, VETC 350A, VETC 360. 3 sem. hrs. 3 crs.

### **VETC 350 Applied Clinical Veterinary Nursing Lecture**

Principles of essential entry-level nursing skills required of the veterinary technologist are taught such as medical nursing, including emergency and critical care; and surgical nursing, including routine surgical procedures and equipment, asepsis, positioning and surgical assistance. This course provides instruction on fundamentals of anesthesia and analgesia, including preoperative, intraoperative, and postoperative care. Basic principles of radiography, including digital, are presented with emphasis on radiation safety measures, proper maintenance of radiographic equipment and appropriate positioning of animals to obtain diagnostic radiographs. Registration requires Program Director authorization. *Prerequisites:* VETC 256; VETC 256A; VETC 258; VETC 300; VETC 306; VETC 306A; VETC 320; *Corequisites:* VETC 341; VETC 350A; VETC 360, 3 sem. hrs., 3 crs.

### **VETC 350A Applied Clinical Veterinary Nursing Skills**

This clinical skills course is designed to complement concepts taught in the VETC 350 lecture course. Practicums feature hands-on experience with live animals and models. Registration requires Program Director authorization. *Prerequisites:* VETC 256; VETC 256A; VETC 258; VETC 300; VETC 306; VETC 306A; VETC 320 *Corequisites:* VETC 341, VETC 350; VETC 360. 6 sem. hrs., 2 cr.

### **VETC 360 Fundamentals of Animal Research**

The study of laboratory animals as integral parts of biomedical research. Rats, mice and rabbits are studied in regard to husbandry, sex identification and reproduction, handling and restraint, drug administration, injection and blood collection methods, anesthesia, common diseases and necropsy. A major emphasis of the course is an overview of laws and regulations governing animal research and a thorough understanding of the proper care and use of research animals. Course given at New York Medical College, Valhalla, NY. *Prerequisites:* VETC 101; VETC 256; VETC 256A; VETC 258; VETC 300; VETC 306; VETC 306A; VETC 320; BIOL 265; BIOL 265A. *Corequisites:* VETC 341; VETC 350; VETC 350A. 3 sem. hrs., 3 crs.

### **VETC 375 Principles of Large Animal Medicine** *Offered Summer semester only.*

This course introduces students to fundamental large animal nursing skills and husbandry. Students learn to properly restrain, conduct a physical examination, and administer medication to farm animal species. Registration with permission of the Program Director. *Prerequisites:* VETC 256; VETC 256A; VETC 258; VETC 300; VETC 306; VETC 306A; VETC 320; VETC 341; VETC 350; VETC 350A; VETC 360. 4 sem hrs., 4 crs. Note: Preference for registration in this course will go to graduating seniors. Students should anticipate taking the didactic portion of this course online during the spring semester followed by a one-week, hands-on portion at SUNY-Delhi in the summer. Students are responsible for transportation to and accommodations at SUNY-Delhi.

### **VETC 397 Independent Study in Veterinary Technology**

Individual readings and research in areas of Veterinary Medicine. Registration with permission of the program director. *Prerequisites:* VETC 101; BIOL 160; BIOL 160A; MATH 116; ENGL 111. 1-3 crs.

### **VETC 380–381 Workplace Experience in Veterinary Science I, II**

This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Veterinary Sciences include veterinary practices and laboratory animal facilities. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department and approval of Chair required. *Prerequisites:* VETC 101; VETC 110; VETC 256; VETC 256A; VETC 258; BIOL 160; BIOL 160A; BIOL 161; BIOL 161A; CHEM 160; CHEM 160A. 3 crs.

### **VETC 495 Externship I: General Small Animal Medicine and Surgery**

The student participates as a veterinary technology extern in an approved small animal practice for a minimum of 45 days, consisting of eight hours each, or a total of 360 hours. The student is to achieve competency in skills and decision-making abilities commensurate with the Committee on Veterinary Technician Education and Activities (CVTEA) requirements. Twenty-seven contact hours with the instructor are scheduled for lecture, demonstration and student participation. Registration with the permission of the program director. *Prerequisites:* VETC 101; VETC 110; VETC 256; VETC 256A; VETC 258; VETC 300; VETC 306; VETC 306A; VETC 320; VETC 341; VETC 350; VETC 350A; VETC 360. 6 crs.

**VETC 496 Externship II: Veterinary Specialty**

Following satisfactory completion of VETC 495 Externship I, the student participates as a veterinary technology extern in a specialty/referral practice for a total of 360 hours. Options may include advanced surgical nursing and anesthesia, emergency and critical care, imaging, internal medicine, neurology, oncology, ophthalmology and physical rehabilitation. Alternatives may include zoo animal medicine, laboratory animal medicine and equine practice. The student is to achieve competencies in skills and decision-making abilities commensurate with the Committee on Veterinary Technician Education and Activities requirements. Twenty-seven contact hours with the instructor are scheduled for lecture, demonstration and student participation. Registration with the permission of the program director. *Prerequisites:* VETC 101; VETC 110; VETC 256; VETC 256A; VETC 258; VETC 300; VETC 306; VETC 306A; VETC 320; VETC 341; VETC 350; VETC 350A; VETC 360; VETC 495. 6 crs.

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# Special Academic Opportunities

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## HONORS PROGRAM

Irina Ellison, Ph.D., and K. Patrick Fazioli, Ph.D., *Co-Directors*  
Daniel Salamone, MSOL, *Program Manager*  
honors@mercy.edu

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### Mission Statement

The mission of the Mercy College Honors Program is to transform highly motivated and talented students into intellectually sophisticated and civically-minded college graduates through an integrated curricular and co-curricular program that emphasizes interdisciplinary, collaborative, experiential, and self-directed learning. The Honors Program promotes the core mission and values of the college in its commitment to fostering diversity, social responsibility, and lifelong learning.

### Program Advantages

Advantages of participating in the Honors Program include, but are not limited to:

- Enrollment in small, engaging seminar-style classes that allow for close interaction with hand-picked Honors faculty as well as other highly motivated students;
- Priority registration;
- Opportunity to participate in unique learning experiences and established High Impact Practices, including Living Learning Communities, Study Abroad and Alternative Spring Break, common reads, community-based learning, self-directed research, and attendance or presentation at undergraduate conferences;
- Opportunities to participate in a variety of special extracurricular activities and events, including receptions, invited speakers, and trips to local cultural and historical attractions;
- Mentorship from students and faculty in the honors program;
- Official recognition at Commencement.

### Admission to the Mercy College Honors Program

Admission to the Mercy College Honors Program is through application only and is highly competitive. Students are evaluated holistically on their application as well as their history of academic success, rigorous curriculum and commitment to service and engaged leadership.

In order to be eligible to apply for admission to the Honors Program, students must be full-time and be registered for a majority of their classes at a physical on-campus location (fully Distance Learning students are currently not eligible for admission to the Honors Program).

**Freshmen:** Students applying to the program after High School must have a minimum High School GPA of 86.

**Transfer Students:** Student applying to the program after completion of credits at another undergraduate institution must have a minimum GPA of 3.2 and must be transferring 12-75 credits towards their Mercy College degree completion. Students transferring more than 75 credits towards their Mercy College degree are not eligible for application. Students transferring fewer than 12 credits will be evaluated on their High School GPA.

**Continuing Students:** Continuing students at Mercy College may apply for admission to the Program after a minimum of 12 credits and up to a maximum of 75 credits, have been completed at Mercy College. Students must have a minimum GPA of 3.2. Students must submit two letters of recommendation from Mercy College faculty.

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### Maintaining Satisfactory Progress

Honors Program students must make adequate progress in achieving program expectations to remain in the Mercy College Honors Program. Satisfactory progress is defined as:

- Maintaining a cumulative GPA of 3.2 or above
- Maintaining an Honors course GPA of 3.2 or above
- Registered as a full-time student and registered for a majority of their classes at a physical on-campus location
- Completing a minimum of twenty hours of community service per academic year
- Attending a minimum of four Honors Program-approved Mercy College academic events per academic year
- Demonstrating the academic and behavioral standards of Mercy College students
- Completing approximately one Honors course per semester

If adequate progress is not maintained, a student will be placed on Honors Program probation for one semester. If satisfactory progress is not resumed, the student may be dismissed from the Honors Program thereafter.

### Successful Completion of the Honors Program

In order for students to be recognized at graduation as successfully completing the Mercy College Honors Program they must:

- Complete their degree with a cumulative GPA of 3.2 or above
- Complete their Honors Program curriculum with a GPA of 3.2 or above
- Earn a grade of C or above in all Honors Program courses
- Complete all service and engagement requirements of the program
- Complete an Honors Capstone project

Students who entered the program as Freshmen must additionally:

- Complete a minimum of 27 credits of Honors courses (no more than 6 credits can be completed as Honors contracts)

Students who entered the program as Transfers or Continuing students must additionally:

- Complete a minimum of 15 credits of Honors courses (no more than 6 credits can be completed as Honors contracts)

### Honors Courses

Honors Courses foster a unique learning environment where students are given focused opportunities to deepen their learning and develop skills in collaboration and self-directed learning. All Honors Courses will share a common set of learning outcomes (in addition to the other course student learning outcomes) that are included on the course outline and that are assessed in these courses.

Students who complete Honors Courses should be able to:

1. Examine an issue or theme related to course material through two or more distinct disciplinary lenses (Interdisciplinarity)
  2. Demonstrate effective collaboration with peers in pursuit of a shared goal (Collaboration)
  3. Reflect upon how experiential learning has deepened their understanding of course material (Experiential Learning)
- Honors courses are generally reserved for students admitted to the Honors Program and by virtue of their priority scheduling get first admission to the courses. However, students who have completed at least 15 credits at the College and who have a Mercy GPA of 3.2 or higher may enroll in Honors courses, if space is available.

### ARTT 190 Honors History of Art I

This course studies issues in the history of art in a more detailed and in-depth fashion than in ARTT 107. The class takes full advantage of the College's proximity to New York City and students are encouraged to visit museums to complete assignments. Students will understand art as a vital part of history that links our modern culture with earlier eras. We emphasize the sociological, historical, religious and other cultural meanings of art as well as focusing on the formal aspects. Admission by permission of instructor. May replace General Education course ARTT 107. Prerequisite: For Honors students only. 3 sem. hrs. 3 crs.

### BIOL 190 Honors Biology

A seminar approach to basic biological concepts and scientific methodology. Topics range from current trends in biotechnology to human evolution and environmental issues. May replace a general education biology course numbered 113 or below. Prerequisite: For Honors students only. 3 sem. hrs. 3 crs.

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**CINQ 190/HONR 190 Honors Freshman Seminar/Critical Inquiry**

Honors Critical Inquiry is a General Education course in which reading, thinking, and information literacy competencies are introduced, reinforced and assessed. Each section of CINQ 190 focuses on a particular topic; students analyze assigned readings, prepare and respond to arguments related to the topic, and complete projects that require research and assessment of relevant print and online sources. CINQ 190 is the honors-level version of CINQ 101, which is required of all entering freshmen and of transfer students with 30 credits or less. May replace general education requirement CINQ 101. Prerequisite: For Honors students only. 3 sem. hrs. 3 crs.

**ECON 190 Honors Economics and Public Policy**

This course introduces students to the ways different economists view the free market economy in America and to economic policies and their impact on public issues. Economic approaches to public policy questions ranging across the political spectrum help students critically evaluate the diversity of opinion on today's economic issues. This is an interactive course in which students analyze the economics of social and political issues. In an open classroom forum students present, discuss, and defend their positions. May replace General Education course ECON. Prerequisite: For Honors students only. 3 sem. hrs. 3 crs.

**ENGL 191/HONR 191 Honors English I**

This course will focus on the development of critical reading and critical thinking skills and the development of formal academic writing skills. This will be done through close readings and analyses of literary texts of diverse literary traditions from the ancient world to the early modern world. Writing assignments include essay writing and the writing of a research paper. This course replaces the general education requirement ENGL 111. Prerequisite: For Honors students only. 3 sem. hrs. 3 crs.

**ENGL 192/HONR 192 Honors English II**

This course will focus on the development of critical reading and critical thinking skills and the development of formal academic writing skills. This will be done through close readings and analyses of literary texts of diverse literary traditions from the ancient world to the early modern world. Writing assignments include essay writing and the writing of a research paper. This course replaces the general education requirement ENGL 111. Prerequisite: For Honors students only. 3 sem. hrs. 3 crs.

**FORL 190 Honors Foreign Languages**

An introduction to various languages not regularly available at the College. In the past, the Honors Program — by student request — has offered Latin, German and Chinese. 3 sem. hrs. 3 crs.

**HIST 195 Honors History**

Select historical occurrences are studied in terms of how they illuminate themes basic to an understanding of historical processes. Admission by permission of the director. May replace General Education History requirement. Prerequisite: For Honors students only. 3 sem. hrs. 3 crs.

**MATH 193/HONR 193 Honors Math**

This course is intended for all Honors Program students. The emphasis of this course is the improvement of problem solving skills and extended understanding of mathematics. Topics include linear and quadratic equations, inequalities, graphing, polynomials, factoring, operations with rational and irrational expressions, systems of linear equations, functions and others. May replace general education requirement MATH 116. Prerequisite: For Honors students only. 3 sem. hrs. 3 crs.

**MUSI 195 Topics in Honors Music**

This course varies from year to year, depending on student interest and concurrent Honors program offerings. Subjects to be studied may include issues in the international music scene, comparisons of "art" music and popular music, Western and non-Western music, or music and political censorship. May replace General Education course MUSI 107. Prerequisite: For Honors students only. 3 sem. hrs. 3 crs.

**PHIL 190 Honors Philosophy I**

Selected topics in philosophy, addressing contributions of historically important philosophical thinkers, or views of the human condition, or perennial questions of philosophy, in metaphysics, epistemology, or ethics. Admission by permission of the director. May replace General Education course PHIL 110. Prerequisite: For Honors students only. 3 sem. hrs. 3 crs.

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### **POLS 190 Honors Political Science**

Select topics in political science, studied in terms of how they illuminate themes basic to an understanding of political processes, that is, the various ways power is deployed to influence the allocation of values in the public domain — and the consequences of such deployment. Admission by permission of the director. May replace General Education course POLS 101. *Prerequisite:* For Honors students only. 3 sem. hrs. 3 crs.

### **PSYN 195 Honors Introduction to Psychology**

This course encompasses the PSYN 101 Introduction to Psychology. In addition, the course includes a wide range of readings focusing on contemporary and historical issues of interest in psychology. Students may have the opportunity to participate in an experiment. May replace general education course PSYN 101. *Prerequisite:* For Honors students only. 3 sem. hrs. 3 crs

### **PSYN 198 Honors Human Conflict I**

In this course students learn the language of conflict management and learn to handle disputes through reading, critical thinking, training, and practice on the micro and macro levels. Students identify the advantages and disadvantages of negotiation, mediation, and arbitration, as well as the constructive and destructive environments of conflict. Equivalent to PSYN 255. *Prerequisite:* For Honors students only. 3 sem. hrs. 3 crs.

### **RELG 190 Honors Religion**

This course introduces students to a range of religious traditions in their classical formulations and contemporary practices, and deepens their understandings of religious traditions such as Hinduism, Buddhism, Judaism, Christianity, and Islam. The course is experientially engaging, with visits to religious sites or worship spaces. May replace General Education Course RELG 109 *Prerequisite:* For Honors students only. 3 sem. hrs. 3 crs.

### **SPAN 190 Honors Spanish**

This upper-level Spanish course is designed for Honors students who are native speakers of Spanish or have high competency Spanish language skills. The purpose of this course is to develop students' reading and writing skills in Spanish through a study of critical Latin American issues. This is carried out through a variety of media, such as literature, film, journalism, and historical texts. *Prerequisite:* For Honors students only. 3 sem. hrs. 3 crs.

### **SPCM 194/HONR 194 Honors Oral Communications**

Honors Oral Communications focuses on the study of the nature of speech, sound production, and communication process. Classroom activity involves practical experience in the skills of the oral communication process. It provides practice in organizing and presenting speeches for various purposes, including persuasion. The class critically analyzes the process of community and investigates how the mediums of communication and language are used, manipulated, controlled, and re-invented by this process. Aristotelian principles of rhetoric will be applied to contemporary controversial issues, identified and analyzed by students. May replace general education requirement SPCM 110. 3 sem. 3 hrs. 3 crs.

### **HONR 295 Special Topics in Honors (previously Advanced Research and Writing)**

An offering of current interdisciplinary topics that varies from term to term allowing for the coverage of new subject matter of interest to students and faculty, or the opportunity to make available an instructor's special expertise. *Prerequisite:* For Honors students only. 3 sem hrs. 3 crs.

### **\*HUMN 298 Honors Topics in Humanities**

Intensive study of a theme or topic, which lends itself to a humanistic, interdisciplinary approach. *Prerequisite:* For Honors students only. 3 sem. hrs. 3 crs.

### **JRSM 301 Honors Junior Seminar**

The Junior Seminar is designed as a general education capstone course to be taken by all Mercy College students as a requirement for graduation. Its purpose is to ensure that students have achieved acceptable performance in the practical application of skills taught in the basic courses: 1) critical reading, 2) critical thinking, 3) critical writing, 4) information literacy, 5) quantitative analysis, and 6) public speaking. Honors Junior Seminar students engage in projects ranging from intensive research and essay-writing, to digital storytelling, to service learning. Students document, self-assess, and showcase their learning achievement in an ePortfolio. Students can register for the course after completing 60-90 credits (*Prerequisites:* ENGL 112; SPCM 110; MATH 115 or 116). May replace general education JRSM requirement. *Prerequisite:* For Honors students only. 3 sem. hrs. 3 crs.

**HONR 490 Honors Capstone**

In the Capstone course of the Honors Program, students develop a project (e.g. research paper, creative work laboratory experiment, community-based learning project, etc.) that explores a topic of intellectual or social significance from an interdisciplinary perspective. Under the guidance of a faculty member, students craft innovative questions, investigate the relevant scholarly literature, select appropriate methods for executing the project (individually or in teams), and present their findings to a public audience. Prerequisites: JRSM 301, satisfactory progress in the Honors Program, for Honors students only. Time commitment for the course will vary depending on the type of project and will be coordinated with the faculty member. 3 crs.

\* N.B. The Honors Program has undergone a major revision. Students who entered the program prior to Fall 2018 are strongly encouraged to consult the catalog in the year in which they entered and/or reach out to the program Co-Directors for further guidance.

# CERTIFICATE PROGRAMS

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## Admission

Certificate Programs are designed to meet the career needs of self-directed, mature students who are interested in acquiring knowledge and skills that will promote their professional objectives. They are open to all qualified applicants whose academic preparation and/or appropriate work experience indicate potential for successful completion of the program.

Applicants seeking admission to Certificate Programs must have a high school diploma.

Applicants seeking admission to Certificate Programs should contact the Office of Admissions. Matriculated students need only submit a formal application. A student who has completed the requirements for a Certificate may not apply for that Certificate after graduation.

## Registration

Upon admission to the program, applicants for Certificate Programs may register for courses on a part-time basis at any of the College's campuses.

## Requirements for the Certificate Program

All students, both matriculated and non-matriculated, must apply for admission into the Certificate Program. All students are required to maintain a minimum GPA of 2.0 in the Certificate Program being pursued. Upon successful completion of the specific curriculum requirements for a given program, students must apply for the actual certificate.

All credits earned in a Certificate Program are applicable toward the associate and bachelor's degrees. A maximum of six credits in transfer will be allowed toward a certificate. Ordinarily students pursuing a degree program in a related area will not be allowed to use the courses taken in such a program to satisfy the requirements for a certificate.

## Certificate Program Fees

Application Fee (Non-Matriculated students only)                      \$10

Certificate Completion Fee (per Certificate)                              \$16

*Certificates are issued in February, May and August.*

## Certificate Programs Offered

All certificate programs are offered at the main campus in Dobbs Ferry (DF). In addition, certain certificates are offered at the branch campuses in Yorktown Heights (YH), the Bronx (BX) and Manhattan (MT).

Effective July 1, 2011, the United States Department of Education requires colleges and universities to disclose information about their Gainful Employment programs. Gainful Employment programs include any Title IV financial aid eligible certificate program that "prepares students for gainful employment in a recognized occupation." Mercy College's Gainful Employment programs include only the certificate programs: Management Accounting, Public Accounting, Child Care, General Business Administration, Gerontology, Health Services Management, Management, Marketing and Substance Abuse Counseling. Information about the Gainful Employment programs offered at Mercy College can be found at <https://www.mercy.edu/academics/degrees-and-programs/certificate-programs/>.

**MANAGEMENT ACCOUNTING I (5002) (DF, BX, YH)**

Ten courses (30 credits)

ACCT 120 Introduction to Financial Accounting  
 ACCT 121 Introduction to Management Accounting  
 ACCT 240 Intermediate Accounting I  
 ACCT 241 Intermediate Accounting II  
 ACCT 250 Cost Accounting<sup>(cc)</sup>  
 ACCT 261 Computer Applications for Accountants  
 ACCT 410 Accounting Information Systems *or*  
 ACCT 450 Advanced Management Accounting  
 ECON 125 Statistical Applications for Business Decision Making  
 FINC 235 Financial Management  
 MATH 116 College Algebra

*Prerequisite:* None.

A maximum of 15 transfer credits can be accepted for the Management Accounting Certificate Program. However, as to Accounting courses, transfer credits can be accepted only for Introduction to Financial Accounting (ACCT 120), Introduction to Management Accounting (ACCT 121), and/or Intermediate Accounting I (ACCT 240).

**GENERAL ACCOUNTING I (5002) (DF, BX, YH)**

Six courses (18 credits)

ACCT 120 Introduction to Financial Accounting  
 ACCT 240 Intermediate Accounting I  
 ACCT 241 Intermediate Accounting II<sup>(cc)</sup>  
 ACCT 340 Introduction to Federal Income Taxation  
 MATH 116 College Algebra  
 MATH 120 Introduction to Computers and Application Software

*Prerequisite:* None.

A maximum of six transfer credits can be accepted for the General Accounting I Certificate Program. However, as to Accounting courses, transfer credits can be accepted only for Introduction to Financial Accounting (ACCT 120).

**GENERAL ACCOUNTING II (5002) (DF, BX, YH)**

Six courses (18 credits)

ACCT 121 Introduction to Management Accounting  
 ACCT 250 Cost Accounting  
 ACCT 330 Advanced Accounting<sup>(cc)</sup>  
 ACCT 341 Advanced Federal Income Taxation  
 BLAW 240 Business Law I  
 BLAW 340 Business Law II

*Prerequisite:* General Accounting I Certificate or equivalent.

A maximum of six transfer credits can be accepted for the General Accounting II Certificate Program. However, as to Accounting courses, transfer credits can be accepted only for Introduction to Management Accounting (ACCT 121).

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### **PUBLIC ACCOUNTING (5002) (DF, BX, YH)**

Ten Courses (30 credits)

ACCT 261 Computer Applications for Accountants

ACCT 320 Governmental, Not-for-Profit and Other Special Topics

ACCT 420 Auditing<sup>(cc)</sup>

ACCT 430 Topics from Professional Examinations in Accounting

ECON 125 Statistical Applications for Business Decision Making

ECON 220 Macro-Economics

ECON 221 Micro-Economics

FINC 235 Financial Management

*and two additional three-credit courses with a prefix of ACCT (Accounting), BLAW (Law), FINC (Finance), MGMT (Management), and/or MKTG (Marketing). Workplace Experience courses may not be used toward the Public Accounting Certificate.*

*Prerequisites:* General Accounting I and General Accounting II Certificates or equivalent.

A maximum of 15 transfer credits can be accepted for the Public Accounting Certificate Program.

However, as to Accounting courses, no transfer credits can be accepted.

### **CHILD CARE (5503) (DF, BX)**

Nine courses (30 credits)

PSYN 101 Introduction to Psychology

SOCL 101 Introduction to Sociology

PSYN 254 Child Psychology

BHSC/PSYN/SOCL 244 Social Psychology

PSYN/SOCL 173 Perspectives on Parenting

PSYN/SOCL 202 Ethics and the Family

PSYN 257 Psychology of the Exceptional Child

PSYN/BHSC 267 Strategies for Child Care Providers<sup>(cc)</sup>

*and one of the following six credit field experiences:*

BHSC/PSYN/SOCL 399 Internship in the Social and Behavioral Sciences

PSYN 380–381 Workplace Experience in Psychology I & II

SOCL 380–381 Workplace Experience in Sociology I & II

BHSC 380–381 Workplace Experience in Behavioral Sciences I & II

### **CORPORATE AND HOMELAND SECURITY (2105) (BX, DF, MT)**

Six courses (15 credits)

CHSC 140 Introduction to Homeland Security, Public Safety and Terrorism<sup>(cc)</sup>

CHSC 235 Foundations of Risk Management

CHSC 245 Legal Aspects of Security Management

*and*

Pick two electives from

CHSC 315 Terrorism

CHSC 325 Personnel and Physical Property Security

CHSC 350 Security Crisis Management

CHSC 445 Homeland Defense Structures: The National Incident Management System

**CRIMINAL JUSTICE (5505) (DF, BX, YH)**

Five courses (15 credits)\*\*

CRJU 102 Introduction to the Criminal Justice System

CRJU 104 Introduction to Corrections

CRJU 301 Constitutional Law and Criminal Justice<sup>(cc)</sup>

*and two CRJU courses numbered 120 or above.*

*\*\* Optional internships are available in appropriate subject areas as indicated.*

**GENERAL BUSINESS ADMINISTRATION (5001) (DF, BX, YH)**

Ten courses (30 credits)

ACCT 120 Introduction to Financial Accounting(cc)

ACCT 121 Introduction to Management Accounting

ECON 125 Statistical Applications for Business Decision Making

ECON 220 Macro-Economics

ECON 221 Micro-Economics

FINC 235 Financial Management

BLAW 240 Business Law I

MATH 116 College Algebra

MGMT 225 Principles of Management

MKTG 220 Principles of Marketing

**GERONTOLOGY (5506.2) (DF, BX, YH)**

Nine courses (30 credits)

PSYN 101 Introduction to Psychology

BHSC/SOCL 202 Ethics and the Family

PSYN 315 Aging and Mental Health

PSYN 239 Adult Development and Aging

SOCL 101 Introduction to Sociology

SOCL 244 Social Psychology

SOCL 271 Medical Sociology: Health Care in Modern Society

BHSC/SOCL 282 Perspectives on Aging

*and one of the following six credit field experiences:*

BHSC/PSYN/SOCL 399 Internship in Behavioral Science

BHSC/PSYN/SOCL 380–381 Workplace Experience in Psychology / Sociology / Behavioral Sciences

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### **HEALTH SERVICES MANAGEMENT (5299) (BX, DF, YH)**

Eleven Courses (36 credits)

PSYN 101 Introduction to Psychology

SOCL 101 Introduction to Sociology

BHSC/SOCL/PSYN 244 Social Psychology

BHSC/SOCL/PSYN 226 Computers for the Social and Behavioral Sciences

BHSC/SOCL 366 Medical Ethics

BHSC/PSYN/SOCL 271 Medical Sociology: Health Care in the Modern Society

BHSC/SOCL 308 Health Care Organization and Management<sup>(cc)</sup>

PSYN 345 Industrial Psychology

*and two of the following:*

ACCT 120 Introduction to Financial Accounting

ACCT 121 Introduction to Management Accounting

BHSC 310 Epidemiology

BHSC 285 Working: Changes and Choices

BHSC/PSYN/SOCL/SOWK 295 Contemporary Issues

BHSC/PSYN/SOCL 370 Statistics for the Social and Behavioral Science

BHSC/PSYN/SOCL 262 Alcohol, Drugs, and Behavior

PSYN/PHIL 317 Perspectives on Death

PSYN/SPCM 219 Group Experience

PSYN 340 Psychology of Crisis

PSYN/SPCM 250 Psychology of Communication

MGMT 225 Principles of Management

MKTG 220 Principles of Marketing

FINC 235 Financial Management

MGMT 340 Organizational Behavior

MGMT 446 Human Resource Management

AND

BHSC/PSYN/SOCL 399 Internship in Social and Behavioral Sciences — (six credits)

### **PRIVATE SECURITY (5005) (DF, BX)**

Five courses (15 credits)

CRJU 130 Security Management and Loss Control

CRJU 213 Legal Aspect of Private Security<sup>(cc)</sup>

*and three of the following:*

CRJU 256 Principles of Criminal Investigation

CRJU 205 Arson Investigation

CRJU 301 Constitutional Law and Criminal Justice

LAWS 234 Criminal Law

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# GRADUATE STUDIES

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## Graduate Advisement

Students who are interested in applying to graduate schools should seek the assistance of their department chairperson or program head, as well as their PACT or COP mentor. Students may also utilize the reference library maintained by the Career Services Center, which provides graduate school data and catalogs and which assists students in applying for graduate fellowships and assistantships.

## Graduate Studies for Seniors

Undergraduate students who are not registered for a dual degree program and have completed at least 90 credits with a cumulative GPA of 3.0 or above and who satisfy other admissions requirements may enroll in one graduate course at Mercy College per semester, for a total of six credits during their senior year. Graduate courses may not count towards the residency requirement for the major or for program honors. Students who meet the eligibility requirements must get approval from the graduate program director and department chairperson. An Authorization Form is available from the office of each School Dean.

Full-time undergraduate students who receive permission to take graduate courses will be charged the undergraduate tuition rate for the graduate courses. If the student is part-time, the graduate rate will be charged for graduate courses and the undergraduate rate for undergraduate courses. Students receiving financial aid in the form of grants and/or loans should confirm that the additional charges will be covered by their aid by speaking to a Student Services Counselor.

## Dual Degree Programs

Undergraduate students in a variety of majors may pursue a dual degree BS/MS program. Master's degrees available through dual degree programs are in Accounting, Business, Education, Nursing, Health Sciences, Cybersecurity, or Psychology. Some programs allow undergraduate students to take graduate credits in their junior and senior years, to make early progress towards the Master's degree.

Students who major as undergraduates in Psychology or Behavioral Science may receive, upon completion of the Master's program in the School of Education, teacher certification in Childhood or Early Childhood Education. Students who major as undergraduates in English, Science (Biology), Mathematics, or History may receive, upon completion of the Master's program in the School of Education, teacher certification in Adolescence Education, Childhood Education or Early Childhood Education.

## Mercy College Intensive STEM Teacher Initiative (MISTI)

Mercy undergraduate students in math and biology who are interested in the 4+1 BS and MS dual degree program are eligible to apply for participation in the Mercy College Intensive STEM Teacher Initiative (MISTI) program, the Mercy College implementation of the NSF Robert Noyce Teacher Scholarship Program. For further information, please see "Programs of Special Interest".

For additional information concerning Graduate Programs at Mercy College, please refer to the Mercy College Graduate Catalog.

# PROGRAMS OF SPECIAL INTEREST

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## **College Opportunity Programs**

The mission of the College Opportunity Programs is to provide academic, social, and personal support to historically underrepresented students in a nurturing and academically focused environment. The goal is to empower motivated students and our engaged colleagues to achieve their highest level of success.

Several federal and state funded programs fall under the umbrella of College Opportunity Programs (COP). In support of our nation's commitment to provide educational opportunity for all persons, the United States Congress established a series of programs to assist eligible individuals to enter college and successfully graduate. These federal TRiO programs include Student Support Services and the McNair Program (listed separately, under Undergraduate Research Opportunities).

## **TRiO Programs**

### **Student Support Services Project**

The Student Support Services Project (SSSP) provides opportunities for academic development and assists students with basic college requirements and serves to motivate students towards the successful completion of their post-secondary education. The goal of SSSP is to increase the College retention and graduation rates of its participants. Student must meet the federal eligibility guidelines that include first generation, low- income and have academic need for acceptance into the program. SSSP also invites applications from transfer students who were enrolled in SSSP at a previous college or university. Applications for SSSP are made available through the College Opportunity Program Office. For more details on SSSP, contact the Director of Student Support Services Project, Mercy College, 555 Broadway, Dobbs Ferry, NY 10522, 914-674-7239.

### **New York State Education Department Programs**

STEP, CSTEP, and HEOP share a common overall purpose, namely, to expand the educational opportunities available to various historically disadvantaged populations.

### **Science and Technology Entry Program (STEP)**

STEP is designed to increase the number of historically under-represented and economically disadvantaged students in mathematics, science, technology, health-related, and licensed professions.. The program provides academic enrichment for students in grades seven through twelve from northern Westchester communities. STEP offers students a more intensive exploration of math, science and technology during its Summer Academic Camp. For more details on the Science and Technology Entry Program, contact the Director of STEP, CSTEP, and HEOP, Mercy College, 555 Broadway, Dobbs Ferry, NY 10522, 914-674-7204.

### **Collegiate Science and Technology Entry Program (CSTEP)**

CSTEP is funded by the New York State Education Department to provide academic enrichment, internships and research experiences for students who are economically disadvantaged and historically under-represented in scientific, technical, health-relation or licensed professions. The CSTEP student must demonstrate an interest in, and potential for, a CSTEP-targeted profession. CSTEP students must be enrolled full-time and be in good academic standing in an approved scientific, technical, health-related, pre-professional or professional undergraduate or graduate program of study. For more details on the Collegiate Science and Technology Entry Program, contact the Director of STEP, CSTEP, and HEOP, Mercy College, 555 Broadway, Dobbs Ferry, NY 10522, 914-674-7204.

### **Higher Education Opportunity Program (HEOP)**

HEOP is funded by the New York State Education Department to provide supportive services and supplemental financial aid to eligible New York State residents. Students are eligible for this program if they are both economically disadvantaged and academically under-prepared. High school graduates may be eligible if they were not in a college preparatory program in high school. Individuals may also be eligible if they possess a General Equivalency Diploma (GED) or if they have neither a high school diploma nor a GED and they are 18 years of age or older. A transfer student enrolled in a NYS-Opportunity program (HEOP, EOP, SEEK, or College Discovery) may be eligible if there is availability of space within the program before entering the College. There is no wait-list for HEOP transfer admissions. Application for HEOP is made available through the College Opportunity Program Office. For more details on the Higher Education Opportunity Program, contact the Director of STEP, CSTEP, and HEOP, Mercy College, 555 Broadway, Dobbs Ferry, NY 10522, 914-674-7204.

### **Undergraduate Research Opportunities**

#### **The Ronald E. McNair Post-Baccalaureate Achievement Program**

The purpose of the McNair Program is to provide enriching experiences that prepare eligible students for doctoral study. The program was established by the U.S. Department of Education in 1989 and named for astronaut and Challenger crew member physicist, Dr. Ronald E. McNair. The McNair Program at Mercy College targets low-income, first-generation students, and those from groups under represented in graduate education.

One of the most exciting aspects of the McNair Program is the opportunity for undergraduate students at the junior and senior levels to participate in research experiences. Program participants receive a stipend to conduct research and engage in other scholarly activities with faculty mentors from the areas in which they hope to pursue graduate study. McNair Scholars also attend professional conferences with their mentors, go to graduate school fairs, prepare for graduate school entrance exams, receive guidance for the graduate school application process, and obtain information on securing fellowships, graduate assistantships, and loans. Participants learn about graduate school life, advanced library skills, and effective ways to present their work.

At the completion of the research projects, McNair scholars make formal presentations of their research to faculty and peers at local and national conferences and submit papers summarizing their work, for publication in the Mercy McNair Program journal, "The Challenger." For more details on the McNair Scholars Program, please contact the McNair Program Office, Mercy College, 555 Broadway, Dobbs Ferry, NY 10522, 914-674-7766 or [mcnair@mercy.edu](mailto:mcnair@mercy.edu).

#### **The Robert Noyce Teacher Scholarship Program - Mercy College Intensive STEM Teacher Initiative (MISTI)**

Mercy students in math and science can pursue a rewarding career path as a math or science teacher in K-12 schools through the MISTI Program. Under this program, sponsored by the National Science Foundation's Robert Noyce Teacher Scholarship Program, MISTI Scholars earn significant scholarships and stipends during their five years of participation. Each participating undergraduate student studies math and science and completes the steps to become an effective math or science teacher, earn a bachelors and Master's degree, and complete New York State Teaching Certification.

MISTI Scholars enter the program as college juniors, continue their math or science studies, begin observations in K-12 schools, and participate in a pedagogical seminar with other MISTI Scholars. These activities continue during their senior year, along with hands-on teaching experiences. Following their senior year, Scholars participate in a summer engineering experience for teachers, developing integrated STEM lessons. During their Master's year, MISTI Scholars engage in a yearlong clinical residency in a local K-12 school, supported extensively by master teachers and Mercy College faculty. In their first two years of teaching, they receive continued support from Mercy College faculty and their community of peers from the cohort. For details on the MISTI Program, please contact Professor Meghan Marrero at [mmarrero3@mercy.edu](mailto:mmarrero3@mercy.edu)

#### **The Robert Noyce Teacher Scholarship Program - Mathematics Education Intensive Residency Program (MEIRPro), for Veterans of the United States Military**

Mercy undergraduate students graduating in May 2017, or in May 2018, who are veterans of the United States Armed Forces can pursue a rewarding career path as a mathematics teacher in secondary schools (Grades 7-12) through the MEIRPro Program. Under this program, sponsored by the National Science Foundation's Robert Noyce Teacher Scholarship Program, MEIRPro Scholars earn significant scholarships and stipends towards participation in a clinically rich master's degree program in secondary mathematics education.

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Through a partnership between school practitioners and college faculty, the program provides prospective teacher candidates—recruited from among US Armed Forces veterans with strong mathematics backgrounds—with content and methodology necessary to work effectively in math classrooms. The program provides sequenced courses requiring increasing levels of knowledge for application to the clinical teaching residency and emphasizes authentic classroom teaching under the mentorship of well-qualified mathematics teachers and guidance from visiting Mercy College clinical faculty. Following this 14-month (36 graduate credit) master’s degree program, candidates will be eligible for New York State Teaching Certification and employment. For details on the MEIRPro Program, please contact Professor William Farber at [wfarber@mercy.edu](mailto:wfarber@mercy.edu)

### **Workplace Experience**

Workplace Experience students gain valuable career insight through internships and other work experience. When hiring, employers often look for prior internships. The Workplace Experience program is an educational program designed to provide students with an opportunity to earn up to six academic credits while gaining practical workplace experience. Students interested in this program should meet with their PACT/HEOP/COP Mentor to confirm course requirements, secure an internship for credit, and meet with Career and Professional Development to register. Participants in the program receive guidance from a faculty advisor and a site supervisor to maximize their learning experience. For more information about this program, please email [CPD@mercy.edu](mailto:CPD@mercy.edu).

### **Mercy Online [www.mercy.edu/mercyonline](http://www.mercy.edu/mercyonline)**

Mercy College was one of the first in New York State to venture into teaching and learning via the Internet and currently uses Blackboard as its learning management system. The College has offered online courses since 1991 with graduate and undergraduate students occupying 4,000 seats in almost 360 separate Web-based courses each semester. Mercy Online offers more than forty undergraduate and graduate degree programs entirely online, each having received the approval of the New York State Education Department and the Middle States Association, the College’s regional accrediting agency. See <https://www.mercy.edu/mercyonline/onlinedegrees> for a current listing of online degree programs. In addition, students may complete the General Education requirements toward all Mercy College degrees through Mercy Online.

#### **The Idea of Online Learning**

Quality learning is accessible, flexible and convenient with Internet access. Web-based courses through Mercy Online are equivalent to their on-site counterparts. Students receive the same high-quality instruction as they would in the classroom — only delivered online. Studies may be completed wherever students have broadband access to the Internet. Instructors expect regular participation and contact from online students. Online learning courses typically contain web pages of course content and require asynchronous online discussion. Faculty moderate discussions and provide questions that direct student participation in written and research assignments that are similar to those given on campus. In addition, real time chat, slide presentations, audio and video often are added to a course to enhance the learning experience. Students find that most courses use text-books, purchased through the online bookstore. Mercy Online provides a myriad of supplementary student service including online tutorials, tutoring in various subject areas, academic advising, personal counseling and career counseling.

#### **Making the Choice**

The most successful Mercy Online students are self-directed and self-motivated. They understand that taking an online course is convenient, but no less challenging or less rigorous than the same course taught in the classroom. Students must take an honest look at their past performance and determine if they have the potential to succeed in Mercy Online. Those students who are strong and self-motivated may be ready to participate in an intensive and quality learning environment.

#### **Technical Requirements**

At minimum, students enrolling in online courses must have access to a computer, and basic computer skills that include using a word processor, the Internet and email. Specific programs may require additional skills. Broadband Internet access (cable, DSL, FiOS) and recent versions of Internet Explorer or Firefox are required. Students must have their own Internet Service Provider. While not required, a sound card, web camera and speakers or headphones are recommended.

### Guidelines for Online Participation

Before taking any online courses, Mercy Online students should complete an Online Student Orientation at the following link: [www.mercy.edu/blackboard-orientation](http://www.mercy.edu/blackboard-orientation). For each course, students are expected to participate no less than three times each week. (For accelerated programs, students are expected to participate more frequently.) Participation includes reading course material, contributing to discussions, completing assignments, etc. Most courses require students to compose and post at least four substantive messages per week, more for accelerated programs. Some courses may have additional requirements. Failure to meet these requirements could affect the final grade for the course.

### Exams and Testing

Professors have different exam, testing and grading requirements for their courses. Courses may require a visit to a Mercy College campus for proctored midterm or final exams. Non-regional students are required to identify proctors for these exams. Proctors must be approved by Mercy Online, and it is the responsibility of the student to reimburse proctors for their services. Detailed information about the exam process can be found on the Mercy Online website. For additional information about Online Learning, please contact Mercy Online at 914-674-7521 or visit our website at [www.mercy.edu/mercyonline](http://www.mercy.edu/mercyonline).

### Libraries and Information Science

The program offers open elective courses for credit in Library and Information Science. Some of these courses are of an interdisciplinary nature and can be taken by students who meet the *Prerequisites* to complement the courses in their major concentration.

The division does not offer a major concentration in Library and Information Science. Courses will also complement the existing catalog description of the information literacy competency by equipping students with the necessary skills to:

1. Recognize and articulate the need for information.
2. Access information from appropriate sources.
3. Critically analyze and evaluate information and its sources.
4. Organize and process information.
5. Apply information for effective and creative decision-making.
6. Generate and effectively communicate information and knowledge.
7. Develop skills in using information technologies.
8. Understand and respect the ethical, legal and sociopolitical aspects of information and its technologies.
9. Develop attitudinal objectives that lead to the appreciation of lifelong learning.

### Libraries and Information Science

Students may choose the following electives:

LISC 101 Information Use and Library Research  
 LISC 260 Using Electronic Resources for Research  
 LISC 295 Topics in Information Studies

### Study Abroad

Mercy College encourages students to enrich their educational experience by studying abroad in approved programs. Study abroad affords students opportunities to learn in a foreign country while earning credits towards their Mercy College degree. While living and studying in another country, Mercy students experience first-hand new cultures, people, and places. In the study abroad experience—whether inside or outside the classroom— students discover what it means to be a global citizen; develop global perspectives on academic subjects and real-world issues; gain deep exposure to a foreign language; grow personally; and develop vital career skills, such as independence, critical thinking, expanded worldview, communication, self-confidence, and the ability to learn in unfamiliar settings.

Study abroad is open to any student at Mercy College who has successfully completed at least twenty-four (24) credit hours at Mercy College (the equivalent of two full-time semesters) and has a minimum GPA of 2.75 at Mercy College. Academic credit is given for a program of foreign study that is planned prior to departure, approved by Mercy College, and is successfully completed (with a grade of C or better). Grades earned abroad are not calculated into a student's Mercy College GPA. In addition to the semester-abroad model, short-term study abroad experiences of two to eight weeks are available.

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Also, some faculty lead international travel courses over semester breaks.

Mercy College has exchange partnerships with numerous foreign universities. These agreements facilitate study abroad through reciprocal acceptance of credits among foreign university partners and Mercy College. For the Academic Year 2018-2019, these universities include:

### **Caribbean**

American University of Antigua – Coolidge, Antigua

Carlos Abizu University – San Juan, Puerto Rico

### **Australia**

University of New South Wales – Sydney, Australia

### **Europe**

University of Graz (Karl Franzens University) – Graz, Austria

University of Vienna – Vienna, Austria

University College of Teacher Education, Lower Austria – Baden, Austria

FH Campus Wien University of Applied Sciences – Vienna, Austria

American Business School of Paris – Paris, France

Université de Paris-Est Créteil (UPEC) – Paris, France

Berlin University of Applied Science – Berlin, Germany

Katholische Universität Eichstätt-Ingolstadt – Bavaria, Germany

Deree, The American College of Greece – Athens, Greece

Griffith College - Dublin, Ireland

Università Europea di Roma – Rome, Italy

Università Cattolica del Sacro Cuore – Milan, Italy

Inholland University of Applied Sciences – Alkmaar/Amsterdam/Delft/Haarlem/Rotterdam, The Netherlands

Universitat Autònoma de Barcelona – Barcelona, Spain

Universitat d'Alacant - Alicante, Spain

Universidad Pontificia Comillas - Madrid, Spain

Bournemouth University – Bournemouth, England (United Kingdom)

London South Bank University – London, England (United Kingdom)

University of Roehampton – London, England (United Kingdom)

University of South Wales – Glamorgan and Cardiff, Wales (United Kingdom)

### **Middle East and Near East**

Achva Academic College – Northern Negev Region, Israel

Istanbul Aydin University – Istanbul, Turkey

### **Asia**

Shanghai Jian Qiao University - Shanghai, China

Dongduk University – Seoul, South Korea

Korea University – Sejong, South Korea

Yonsei University – Wonju, South Korea

Rikkyo University – Tokyo, Japan

Seinan Gakuin University - Fukuoka, Japan

Information and assistance in planning a program of foreign study may be obtained by contacting the Center for Global Engagement at [cge@mercy.edu](mailto:cge@mercy.edu)

# SPECIALIZED DEGREE PROGRAMS

## ASSOCIATE IN ARTS LIBERAL ARTS & SCIENCES

Students who choose the Associate in Arts must complete:

### ENGLISH (6 crs.)

ENGL 110 is a Co-requisite for ENGL 111, if required due to English placement.

ENGL 111 Written English and Literary/Studies I\*

ENGL 112 Written English and Literary Studies II\*

\*ENGL 190 and/or ENGL 191 Honors English I & II fulfill this requirement.

### ETHICAL PERSPECTIVES (3 crs.)

Choose from PHIL 110, 112, RELG 109, 111, 112

### SPEECH (3 crs.)

SPCM 110 Oral Communication\*

SPCM 190 Honors Speech also fulfills this requirement

### HISTORICAL AND GLOBAL PERSPECTIVES (3 crs.)

Choose from POLS 101 HIST 101, 102, 105, 106, 117–119

### MATH (3 crs.)

MATH 115, MATH 116 or MATH 201

Depending on major requirements and math placement

### MATHEMATICS AND INFORMATION TECHNOLOGY

(3 crs)

CISC/MATH 120

### CRITICAL INQUIRY (3 crs.)

CINQ 101

Waived for transfer students with 30+ credits

Must substitute an additional General Education course

### SCIENTIFIC PERSPECTIVES (3 crs.)

Choose from BIOL 110–161, HLSC 201, 222,226, CHEM 110–161, PHYS 110–161, PHSC 110, 111, SINC 110

### SOCIAL PERSPECTIVES (3 crs.)

Choose from PSYN 101, SOCL 101 ECON 115, 120 or other approved course

### LITERATURE AND COMMUNICATION (3 crs.)

Choose one course from any 200 level English course except ENGL 202

### THE ARTS (3 crs.)

Choose ARTT 107, MUSI 107, MUSI 103, 104, 107, 218, 260, SPCM 144 or MEDA 209, 211

### LANGUAGE AND CULTURAL PERSPECTIVES (3 crs.)

Choose one intermediate-level language course

SPAN 116, SPAN 121, FREN 116, ITAL 116, AMSL 116 or

any other foreign language or (American Sign Language) or

SPAN 225 or SPAN 275

### ADDITIONAL LIBERAL ARTS (21 crs.)

Under advisements choose additional General Education courses from any of the areas above to complete the 60-credit Liberal Arts core.

## ASSOCIATE IN SCIENCE LIBERAL ARTS & SCIENCES

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**Students who choose the Associate in Science must complete:**

**ENGLISH (6 crs.)**

ENGL 110 is a Co-requisite for ENGL 111, if required due to English placement.

ENGL 111 Written English and Literary/Studies I\*

ENGL 112 Written English and Literary Studies II\*

*\*ENGL 190 and/or ENGL 191 Honors English I & II fulfill this requirement.*

**ETHICAL PERSPECTIVES (3 crs.)**

*Choose from PHIL 110, 112, RELG 109, 111, 112*

**SPEECH (3 crs.)**

SPCM 110 Oral Communication\*

SPCM 190 Honors Speech also fulfills this requirement.

**HISTORICAL AND GLOBAL PERSPECTIVES (3 crs.)**

*Choose from POLS 101, HIST 101, 102, 105, 106, 117–119*

**MATH (3 crs.)**

MATH 115, MATH 116 or MATH 201

*Depending on major requirements and math placement*

**MATHEMATICS AND INFORMATION TECHNOLOGY (3 crs.)**

*CISC/MATH 120*

**CRITICAL INQUIRY (3 crs.)**

CINQ 101

CING 190/HONR 190 waived for transfer students with 30+ credits

Must substitute an additional General Education course

**SCIENTIFIC PERSPECTIVES (3 crs)**

*Choose from BIOL 110–161, HLSC 201, 222, 226, CHEM 110–161, PYHS 110–161, PHSC 110, 111, SINC 110*

**SOCIAL PERSPECTIVES (3 crs.)**

*Choose from PSYN 101, SOCL 101 ECON 115, 120 or other approved course*

**LITERATURE AND COMMUNICATION (3 crs.)**

*Choose one course from any 200 level English course except ENGL 202*

**THE ARTS (3 crs.)**

*Choose ARTT 107, MUSI 107, MUSI 103, 104, 107, 218, 260, SPCM 144 or MEDA 209, 211*

**LANGUAGE AND CULTURAL PERSPECTIVES (3 crs.)**

*Choose one intermediate level language course*

*SPAN 116, SPAN 121, FREN 116, ITAL 116 or any other foreign language or AMSL 116 (American Sign Language) or SPAN 225 or SPAN 275*

**ADDITIONAL LIBERAL ARTS (6 crs.)**

*Under advisement choose additional General Education courses from any of the areas above.*

**ADDITIONAL OPEN ELECTIVES (9 crs.)**

*Choose 12 credits of open electives*

## Major Concentration

# INTERDISCIPLINARY STUDIES

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**BACHELOR OF ARTS**

General Education.....	60 credits
Major Concentration.....	36 credits
<i>(must be Liberal Arts and Science courses)</i>	
Open Electives .....	24 credits
<b>Total.....</b>	<b>120 credits</b>

**BACHELOR OF SCIENCE**

General Education.....	60 credits
Major Concentration.....	36 credits
Open Electives .....	24 credits
<b>Total.....</b>	<b>120 credits</b>

**Requirements for an interdisciplinary studies major with an Individually Approved Program** — Students must file a proposal for an interdisciplinary studies major in conformity with the following conditions:

1. The student must state the objectives of the proposed program of studies and the reason why these objectives cannot be met through existing programs.
2. The proposed major must be made up of a coherent program of studies of at least 36 credits involving course work in at least two different departments.
3. The major must include no more than nine credits of independent study, a major portion of which should be of an integrated nature, i.e., contribute to the interrelationships of the disciplines studied. Off-campus experience undertaken as part of the program and with supervision from members of the faculty is encouraged.

Procedure to be followed by students wishing to pursue an interdisciplinary studies major:

1. Complete at least 30 credits of college work and not more than 75 credits.
2. Develop a proposal conforming to the requirements above.
3. Secure the approval of at least two faculty members from different departments offering courses included in the proposal, one of whom agrees to act as the student's major advisor.
4. Submit the signed proposal to the Office of the Provost and Vice President for Academic Affairs for review and referral to the Interdisciplinary Studies Committee for approval.
5. Upon completion of the proposed major, submit to the same committee the following:
  - a. A request that the student be approved for the degree.
  - b. Either a portfolio of work prepared during the course of studies (included in major); such a portfolio might include examinations, papers, and other projects, which will manifest the development of the central theme of the major.

*or*

  - c. Major paper or project, which represents a culminating experience and an effort to synthesize in an interdisciplinary manner various aspects of the theme which have been pursued. Three credits can be assigned to this project. Such credits are considered independent study.

**OR**

Student may consult one of the existing models formulated between various departments such as American Studies, Women's Studies, Ethnic Studies and Third-World Studies.

Changes in Program: Changes that do not substantially alter the nature of the program may be approved by the Faculty Advisor. Substantial changes, i.e., those changes that alter the direction or theme of the major, must be approved by the Interdisciplinary Studies Committee.

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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 Undergraduate Catalog. While the Undergraduate 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 Registrar and the Office of the Provost or of information specific to a particular Mercy College undergraduate program.

## **Matriculation and Credit**

A student may register for courses without being matriculated, but in the event of subsequent matriculation, the student may not apply any degree requirements from catalogs issued previous to his/her matriculation. Interruption of study for more than two semesters, not including Summer, other than Leave of Absence, will result in loss of matriculation and require reapplication and readmission to the College.

## **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**

The regular registration periods are designated precisely for each semester, term, and session. Additional times are designated as periods for late registration. It is preferable, both for students and the College, to have students register early in order to avoid being closed out of courses. Students may register for courses each semester, term or session via connect.mercy.edu. Registration is subject to academic procedures published by the Registrar and billing procedures published by the Office of Student Accounts. All program changes and late registrations are contingent upon approval from the student's College Opportunity Program (COP), Office of Enrollment Services (OES) or (Personal Achievement Contract) PACT advisor. Policy of some academic departments may preclude a student from entering a course after its first meeting.

## **Prerequisites**

Some courses in the catalog require prerequisite courses. Permission to take a course without indicated prerequisites must be obtained from the Academic Unit Head of the department offering the course.

## **Auditing a Course**

Students may enroll in a course on an audit basis. The audit fee is 50 percent of the current per credit tuition rate. A student does not receive a grade or credit for the course he/she audits. Students must complete an Audit Form available in the Office of Enrollment Services at any campus within the first two weeks of a semester, term or session.

### **Course Load**

Matriculated students may normally register for no more than a total of five courses (not to exceed 16 credits) in a given semester. Permission to register for a total of up to 18 credits must be obtained from the Registrar. Guidelines for up to 18 credits include a minimum 3.4 GPA in the previous two full-time terms at Mercy College. Permission to register for up to 21 credits in any combination of terms must be obtained in writing from the Associate Dean in the school in which the course is offered in consultation with the respective Academic Unit Head. Guidelines for approval for up to 21 credits include the following: minimum GPA of 3.8, successful completion of 18 credits in one term (no withdrawals, F's, or D's), an assessment by the Associate Dean in the school in which the course is offered. Non-matriculated students may not register for more than 15 credits in any given semester. A student may register for fewer than 15 credits, and some students may be recommended or required to take a reduced program in cases of academic deficiency. In summer term, no student may register for more than 12 credits.

### **Core Courses**

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.

### **Scheduling Options**

Mercy College offers a wide range of flexible course options. Web registration is available to all students, via [connect.mercy.edu](http://connect.mercy.edu), and encouraged. A complete listing of course offerings for each location is available on the College website via the fall, spring and summer course bulletins. Day classes are offered at all campuses in a traditional 15-week semester. Evening classes are offered at all campuses with 15-week semesters and eight-week terms. Weekend classes are offered at the Bronx, Dobbs Ferry and Manhattan campus in either a 15-week semester/trimester or a 10-week quarter term. Summer classes are available at the main and branch campuses offering five and 10-week terms, as well as several additional specialized terms. Courses may require a student to complete online components to satisfy the course requirements.

### **Tutorial Courses**

A tutorial course is a substitute for a regular course offering. The tutorial will ordinarily be given in the student's senior year and only if the required course will not be offered during that year and the course is needed to complete his/her requirements for graduation. In a rare circumstance, a tutorial course may be offered to permit progression in a student's program. It is not meant to be used as a scheduling convenience, but, rather, as a last resort after all other scheduling alternatives have been exhausted. The tutorial will always be worth the same number of credits as the catalog course. The student must obtain the approval of an instructor, who will submit to the department Chairperson or Academic Unit Head an approval form, course syllabus, course outline, and a procedure for assessing the student's performance. The plan must then be submitted to the school Dean or Associate Dean for final approval. A tutorial may be taken to fulfill a program's core course requirement only in extraordinary circumstances with the approval of the school Dean or Associate Dean and the Office of the Provost.

### **Independent Study Projects**

An independent study project is an original course of study planned by the student in conjunction with a faculty member for the purpose of covering material not offered as a regular course. The student must be at least a junior and have a cumulative GPA of no less than 3.0. To initiate the independent study, a student must fill out the required form, attach to it a written proposal for the course of study to be undertaken, and obtain the approval of the department Chairperson or Academic Unit Head and the school Dean or Associate Dean. The school Dean or Associate Dean will send the form to the Registrar for processing. A student may take no more than nine credits in independent study in his/her major area and no more than a total of 12 credits toward his/her degree. No more than one independent study may be taken in any semester.

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## Evaluation

Students are evaluated in the majority of their courses by the commonly used grading system in which:

A	4.0	excellent
A-	3.67	very good
B+	3.33	very good
B	3.0	good
B-	2.67	good
C+	2.33	satisfactory
C	2.0	satisfactory
C-	1.67	passing but unsatisfactory
D	1.0	passing but unsatisfactory
F	0.0	failure
FW	0.0	failure due to unofficial withdrawal
P		acceptable work
NC		work not acceptable for credit
AU		the student is auditing the course

Students who have at least sophomore standing and a C average or better may have the option of taking courses ordinarily graded with the conventional system, under the P/NC system with the following restrictions:

1. A course taken optionally for P/NC grading may not be used to fulfill any major or minor requirements, or any general education requirement except under the heading Open Elective.
2. No student may take more than one course graded P/NC optionally during the time period of any given semester and total credits taken with the P/NC option may not exceed 24 credits.
3. Students must make formal application on forms provided for this purpose in the Office of Enrollment Services. The application must be signed by the student's OES, PACT or COP mentor and the course instructor, and must be submitted to the Office of Enrollment Services prior to the end of the add/drop period for the term in which the course is scheduled. Once submitted, the request stands and the student may not petition for a change to a letter grade in the course. Some courses are offered, by way of an exception to general practice, for only a P/NC grade. Such courses are not subject to the restrictions described above.

The final grade in a course is the instructor's estimate of the student's achievement; it is based upon quality of performance in addition to regularity of attendance and class participation.

Instructors are required to keep a complete grade record of each class for one full year after the end of the semester or term in which the course was taught. Questions regarding a grade received in a course must be addressed within this time frame and should be addressed first with the instructor. The school dean, in turn, may be consulted by either party to ensure fairness.

## Incomplete Grade

The grade of Incomplete is given when, due to illness or other circumstances such as personal emergency beyond the student's control, a student has been unable to complete the required course work. An Incomplete grade is only a temporary grade that indicates a student has not completed the course requirements but there is a good chance the student will pass the course when the work is completed. It is not appropriate for students who have missed a lot of classes (since it is not possible to make up classes), for situations where it is not possible the student will receive a passing grade, or for students who wish to do additional post-semester work in order to improve a grade. Instructors are under no obligation to grant the option of an Incomplete.

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 accumulation. Incomplete grades are initially counted as a W grade when calculating a student's cumulative GPA for the purpose of determining whether a student has maintained the qualitative standards of satisfactory academic progress. After 30 calendar days, if the student has not fulfilled the incomplete requirements, the grade of F is posted and calculated into the student's GPA.

In order to be considered for a grade of Incomplete, the **student** must:

1. Complete the *Request for a Grade of Incomplete* form (located on Mercy Connect under the faculty and student tabs) and submit it to the instructor of the class for which the incomplete is being requested.
2. Have attended the scheduled course sessions with minimal absences.
3. Have completed the majority of the course assignments in the courses for which an 'Incomplete' is being requested (e.g., only one or two assignments need completion).
4. Be able to complete the remaining work **within 30 calendar days**, with minimal assistance from the instructor.
5. Provide documentation of the extenuating circumstances (personal emergency, illness, etc.) warranting the incomplete.

**NOTE:** Students cannot progress to courses for which the course with an incomplete grade is a pre-requisite, unless the I grade is resolved and converted to a passing grade prior to the start of the term. Some Schools may have additional policies – please check the catalog.

### **Withdrawal from a Course**

A student who has decided that he/she will be unable to complete the work of a course satisfactorily may withdraw from the course up to the 9th week of a 15-week term and up to the 4th week of an 8-week term. Course withdrawals may be processed online via MercyConnect, or in person at the Office of Enrollment Services at campus of choice. It is wise to consult your COP or PACT mentor. The student is advised to meet with an Enrollment Services Counselor regarding refund policies and the effect of the withdrawal on continuing eligibility for federal, state and institutional financial aid. Withdrawal from a course is indicated on a student's transcript by W.

Please note that a student who stops attending a class but does not officially withdraw by completing a withdrawal process, either in person or online before the withdrawal deadline, will receive a FW grade. The FW grade will be calculated in the same manner as an earned F in the GPA.

### **Late 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 Mercy Connect or the date the withdrawal was processed by the Office of Enrollment Services. Failure to attend classes does not constitute an official withdrawal.

### **Late Registration or Late Add**

Registration for courses will end the day before the start of a new semester, term or session. Students may register late during the first week of the new term, session, or semester. Any student who wishes to register after that time, and has made the appropriate payment or payment arrangement, must show written permission signed and dated on the registration form by the Academic Unit Head, the appropriate school Dean (or Associate Dean) and an academic advisor. If the student has missed more than one meeting of the class, the student must also get written permission from the instructor of that course or written proof that the student has been attending the class before the academic advisor may give approval to register. If the class is closed, the student must get a permit from the school dean before the academic advisor may sign the late registration form. No registration will be allowed after the class has met more than once.

### **Lost Class Time Policy**

Purpose: This policy addresses lost class time due to an official college or campus closing and other instances in which a faculty member cancels a specific class session when the college is open and operating on a normal schedule. Lost class time is to be made up so that the college is in compliance with Federal and New York State Education Department requirements specifying that the number of contact hours per course credit hour must be met. This policy also reinforces the college's commitment to providing our students with the depth and quality of education that they expect and deserve, and maintaining faculty autonomy with regard to curriculum and teaching.

### **Faculty Members' Responsibility for Cancelled or Missed Class Sessions:**

Faculty members are responsible for ensuring that the learning goals of the course are not compromised by any missed class days. Before canceling any class session:

- 1) The faculty member should consult with the appropriate academic administrator (e.g., program head, department chair, program director, associate dean, dean, etc.) to notify them;
- 2) Faculty members should provide students with advance notice of a class session cancellation, whenever possible. In the case of a college or campus closing, faculty and students will be notified via a college email. Information regarding the closing will also be posted on the college website at [www.mercy.edu](http://www.mercy.edu);
- 3) For documentation purposes, the faculty member should report to their department chair and associate dean how they plan to replace lost class time so that this information can be retained by the school in their shared drive;
- 4) It is recommended that each faculty member include in their syllabus/outline the manner in which any lost class time during the term will be made up.

Missed classes may be rescheduled and/or may result in alternative assignments to achieve the learning goals of the class. Faculty may utilize a variety of options for making up lost class time that include but are not limited to:

- 1) Online options, including synchronous or asynchronous activities, meeting through Blackboard Collaborate, assignments via Blackboard and/or the course Blackboard discussion forum;
- 2) Alternative assignments (including special outside-of-the-classroom experiences, library and field experiences, group work, the collection and analysis of data, and preparation of reports or other products);
- 3) Classroom time rescheduled with student input.

### **Students' Responsibility for Cancelled or Missed Class Sessions:**

Students are responsible for completing any academic work missed due to lost class time. In the case of a college cancellation of classes due to weather or other circumstances, students are responsible for making up the class work based on instructions from the faculty member. Unless otherwise indicated by the faculty member, lost class make-up instructions will be included in the course syllabus/outline and posted on Blackboard for the course.

### **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 ten (10) business days.

**Health Related** - This applies to a student who has a serious physical or mental health condition or medical emergency which affects her/his ability to successfully meet the requirements of her/his course of study. For injuries and illnesses that are not serious or medical emergencies, students are expected to work with the Office of ACCESSibility. Please refer to the College's *Policy and Procedures for Implementing Reasonable Accommodations and Academic Adjustments for Students* for accommodations relating to disability, pregnancy and childbirth, and religion.

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 Committee for Special Consideration, either through the student's PACT, COP or Enrollment Services mentor or through the Office of the Vice President for Enrollment Services. The request must be made within two (2) weeks of when the health related incident occurred and prior to the end of the semester for which the student is requesting a refund and/or exception to the withdrawal policy. An exception may be made in extenuating circumstances, where submission of such a request is impossible or impracticable for the student (or someone on the student's behalf).

- 1) Completed Special Considerations Form, which can be found on Mercy's website, Mercy Connect or at the Office of Enrollment Services;
- 2) Letter explaining the health related issues; and
- 3) Medical Records, as well as any other relevant documentation.

After submission of all required documents, the materials will be forwarded to the Committee for Special Consideration. The Committee for Special Consideration, which shall be comprised of a member of the Office of the Provost, the Division of Student Affairs, the Office of Enrollment Services and the Health and Wellness Center, shall review the case and make a determination within ten (10) business days of submission of all required documentation. If the student is not satisfied with the determination made by the Committee, she/he may appeal the decision to the Vice President for Enrollment Services or her/his designee, who shall render a decision on the appeal within ten (10) business days. The decision of the Vice President for Enrollment Services or her/his designee on appeal 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 Enrollment Services to consider a withdrawal from a course.

If a student is granted an exception for tuition for any of the reasons above, the student may 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 Vice President for 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.

**Attendance Policy**

Excessive absence interferes with the successful completion of a course of study and diminishes the quality of group interaction in class. To encourage students to accept their obligation to attend class the following policy is established: Class attendance is a matter between the instructor and the student. Instructors are obliged to announce and interpret specific attendance policies to their classes at the beginning of the term and include the policy in the course syllabus. Any student who has been excessively absent from a course and does not present adequate documentation to the instructor and fails to officially withdraw from the course before the last day for course withdrawal may receive the grade of FW (fail-withdrawal), which is computed as an F for GPA purposes.

**Leave of Absence**

A student in good standing may request a leave of absence from the College, for a maximum of three consecutive semesters, terms or sessions, excluding summer for non-cohort programs, without prejudice to his/her standing. If the student does not return for the third semester, he/she must re-apply to the College for admission and follow the rules and regulations of that catalog year. A leave of absence may be obtained by written request from an OES, PACT or COP mentor at the campus where the student is taking courses or online via Mercy Connect under School Resources under of the academic advising tab.

**Maintenance of Good Academic Standing**

In order to be in good academic standing a student must meet minimum satisfactory academic progress toward the completion of a degree. The minimum standard per cumulative credits total varies for an associate’s degree candidate and a bachelor’s degree candidate. In both cases, a cumulative GPA of 2.0 is required for graduation; however, minimum GPA standards for the first two years of study are somewhat lower in recognition of the transition into college-level work.

The following minimum GPA must be attained based upon the number of credit hours attempted (not necessarily achieved) for a candidate’s degree:

<b>Associate Degree</b>		<b>Bachelor’s Degree</b>	
0–15 credits	1.50 GPA	0–30 credits	1.50 GPA
16–30 credits	1.75 GPA	31–60 credits	1.75 GPA
31 + credits	2.00 GPA	61 credits or above	2.00 GPA

At the end of each semester, the Committee on Academic Standing reviews the records of all matriculated students whose GPA is below 2.0. A student who did not attain the minimum GPA for the range of credits he/she has attempted as stated in the above charts are placed on academic probation. To show satisfactory academic progress, the student who is placed on academic probation must achieve the minimum GPA as stated above for the number of attempted credits for the following term of enrollment. If the term GPA is below that minimum, the student will be dismissed.

Those students who have made acceptable progress during their first semester on probation will be permitted to continue on probation for one additional semester until the cumulative GPA for their range of credits, as stated in the above charts, is achieved. If the cumulative GPA for the student’s range of credits is not achieved by the end of this second semester, the student will be dismissed.

Students receiving funds from TAP and Title IV must follow the Guidelines for Academic Progress stated in the Financial Aid section of this catalog.

**Appeal of Academic Dismissal**

A student who has been academically dismissed from the College for the first time has the right to make a formal appeal to the Committee on Academic Standing. If the student is readmitted, he/she is placed on one-semester probation during which time he/she must meet the conditions specified by the Committee or be subject to final dismissal. Students dismissed from an accredited program should refer to their School’s Program Dismissal Review Policy for details on the appeal process.

**Academic Eligibility for Financial Aid**

In order to maintain their eligibility for financial aid, all students who receive financial aid from the federal and/or state government are required to meet specific standards of academic progress (total number of credits passed and the student’s GPA in a specific semester). The Office of Enrollment Services maintains current records on all students receiving financial aid and thereby monitors their ongoing eligibility for such aid. More detailed information about these standards is included in the financial aid section of the catalogue and is available through the Office of Enrollment Services.

**Scholastic Index**

The scholastic index shows the average grade attained in a set of completed courses. The scholastic index for a given 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 through completion of a given course is determined by multiplying the number of academic credits the course may confer by the coefficient corresponding to the grade received. The scale of coefficients is as follows:

A .....	4.0	C+.....	2.33
A- .....	3.67	C.....	2.0
B+ .....	3.33	C- .....	1.67
B .....	3.0	D .....	1.0
B-.....	2.67	F .....	0.0

Example: If a student completes five courses, each conferring three credits, grades A, B+, C+, C, he/she can compute his/her scholastic index as follows:

Credits		Coefficient		Quality Points
3	X	4.0 (A)	=	12.00
3	X	3.33 (B+)	=	9.99
3	X	2.33 (C+)	=	6.99
3	X	2.33 (C+)	=	6.99
3	X	2.0 (C)	=	<u>6.00</u>
				41.97

Scholastic index =  $\frac{41.97}{15} = 2.798$

Courses taken under the Pass/No Credit system, courses for which a student has received a W, and courses taken at other colleges do not affect the student’s scholastic index.

### **Repeating Courses**

Students may only repeat a course to improve the grade earned in a prior course enrollment, but they must do so at Mercy College. The limit is three attempts (initial registration plus two repeats) excluding withdrawals for any individual course.

Because some programs have more stringent limits, students should consult an adviser before registering to repeat a course. Students should also meet with an enrollment services counselor to understand the potential impact to their financial aid. Students are strongly encouraged to seek tutoring support when repeating a course.

Students should be aware that the highest grade for the course will be the grade of record. Transcripts will reflect grades earned in all Mercy courses. For repeated courses, the attempts excluded from the grade point average will be marked with an “E” to indicate exclusion from the student’s grade point average and the grade of record will be marked with an “I” designating Inclusion in the student’s grade point average. Transfer students who successfully repeat a course at Mercy College for which transfer credit has been awarded will lose the transfer credit.

Special Topics or Independent Study courses are designed to vary from semester to semester and can be taken more than once if the course title is different.

### **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 both the program director and the school dean.

### **Transcripts and Grade Reports**

Students who do not have a hold on their account may obtain their grades via Mercy Connect.

Transcripts are only processed and printed by the Office of Enrollment Services. Transcript requests may be made online or at any campus for pick-up at a later date. No transcript is issued for a student whose financial account is not settled.

### **Dean’s List**

A student whose semester GPA is 3.7 or above is eligible for inclusion on the Dean’s List. The student must be matriculated and carrying a full program of studies (12 credits or more per semester).

### **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, over academic issues including grade disputes and the application of academic policies. Separate appeals policies exist for violations of academic integrity and academic dismissal grievances. The following steps constitute the process; before proceeding to a higher-level step, all lower-level steps must first be completed and documented in writing. 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**

Within two weeks after the end of the semester, term, or quarter (the “academic period”) in which the disputed matter occurred, the student and faculty member must discuss the grade issue via student’s college email, in person, or by phone. After the discussion, the faculty member must make a decision within one week and communicate it in writing to the student. A copy of this decision must also be sent to the academic unit head. If the student is dissatisfied with the outcome of this decision, a formal written appeal must be submitted by the student to the relevant academic unit head within one week after receipt of the faculty member’s decision. If the faculty member does not respond to the student request within the referenced time frame, then the student should proceed to Step Two and contact the Academic Unit Head.

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**Step Two: Academic Unit Head(s)**

Within one week after 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 who will review all of the relevant documentation. A written decision shall be sent to both parties within one week after the meeting. A copy of this written communication must also be sent to the School Dean. 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 after the decision in Step Two, an appeal may be made in writing by the student to the relevant school dean. The school dean will meet separately or jointly with the student and faculty member, and/or 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 one week after the meeting. A copy of this written communication must also be sent to the Office of the Provost.

**Step Four: Undergraduate 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 Undergraduate Academic Appeals Committee. Such appeal must be made in writing to the Committee, to the attention of the Provost, within one week after the decision by the school dean. Appeals should be accompanied by a rationale for an Academic Appeal and accompanied by substantiating documentation. Upon review of the student submission along with documentation provided by the School Dean, Academic Unit Head(s) and Faculty member, the Provost or designee in consultation with the Chair of the Academic Appeals Committee will determine whether or not the student's request for an Academic Appeal Hearing is warranted. If denied, the student will be notified as to the reason for the denial of a hearing., if an appeal hearing is warranted. The Academic Appeals Committee will hold a meeting within two weeks after receipt of the appeal, and shall render a decision in writing to the dean and student within one week of the conclusion of the meeting.

The Undergraduate Academic Appeals Committee consists of the Associate Provost (chair) and up to three faculty members, two administrators, and four students (as needed on a case-by-case basis).

All parties to the appeal will be permitted to participate and are permitted to submit any documentation they believe is necessary, including written statements and documentary evidence in the meeting with the Committee. The student may be accompanied by one person who is not professional legal counsel who may observe but not actively participate. 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 does not have the authority to make a grade change; rather, the Committee will review whether it appears the original grade was fairly awarded, however the committee may make other recommendations as it deems appropriate

**The decision rendered by the Undergraduate Academic Appeals Committee is final; no additional appeals will be permitted.**

### **Academic Integrity Policy**

Academic integrity is the pursuit of scholarly activity in an honest, truthful and responsible manner. Students are required to be honest and ethical in carrying out all aspects of their academic work and responsibilities.

Dishonest acts in a student's academic pursuits will not be tolerated. Academic dishonesty undermines the College's educational mission as well as the student's personal and intellectual growth. In cases where academic dishonesty is uncovered, the College imposes sanctions that range from failure of an assignment to suspension and expulsion from the College, depending on the severity and reoccurrence of the case(s).

Examples of academic dishonesty include, but are not limited to, cheating, plagiarism, obtaining unfair advantage, and falsification of records and official documents.

**Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise. Examples of cheating include, but are not limited to:

- Copying from another student during an examination or allowing another to copy your work
- Providing assistance to acts of academic misconduct
- Unauthorized collaboration on a take-home assignment or examination
- Using notes during a closed book examination
- Submitting another's work as your own
- Unauthorized use during an examination of any electronic device, such as cell phones, computers, or internet access to retrieve or send information
- Allowing others to research or write assigned papers for you or to complete your assigned projects

**Plagiarism** is the act of presenting another person's idea, research or writings as your own. Examples of plagiarism include, but are not limited to:

Copying another person's actual words or images without the use of quotation marks and citations attributing the words to their source

- Presenting another person's ideas or theories in your own words without acknowledging the source
- Engaging in plagiarism, via the Internet or other web-based or electronic sources, which includes (but is not limited to) downloading term papers or other assignments and then submitting that work as one's own, or copying or extracting information and then pasting that information into an assignment without citing the source, or without providing proper attribution.

**Obtaining unfair advantage** is any action taken by a student that gives that student an unfair advantage, or through which the students attempts to gain an unfair advantage in his/her academic work over another student. Examples of obtaining an unfair advantage include, but are not limited to:

- Gaining advance access to examination materials by stealing or reproducing those materials
- Retaining or using examination materials which clearly indicate the need to return such materials at the end of the examination
- Intentionally obstructing or interfering with another student's work

**Falsification of Records and Official Documents** include, but are not limited to, acts of forging authorized signatures, or falsifying information on an official academic record.

### **Consequences for Policy Violation**

A student who is found to be dishonest in submission of his or her academic assignments or other work, or in carrying out his or her academic responsibilities may, at minimum, receive a zero for the submitted assignment, may receive a failing grade for the course, or may be subject to further suspension or expulsion from the College depending on the severity of the offense(s). Regardless, all incidents of academic dishonesty will be reported to the Academic Unit Head and School Dean, and may be retained by the College in the student's records.

### **Reporting**

A faculty member who suspects that a student has committed a violation of the Academic Integrity Policy shall review with the student the facts and Imagecircumstances of the suspected violation whenever feasible. Thereafter, a faculty member who concludes that there has been an incident of academic dishonesty sufficient to affect the student's final course grade shall report such incident on the Student Violation of the Academic Integrity Policy Form (located on Mercy Connect under the faculty tab) and submit it to the Dean of the appropriate School. The Dean shall update the Student Violation of the Academic Integrity Policy Form after a suspected incident has been resolved to reflect that resolution. Unless the resolution exonerates the student, the Student Violation of the Academic Integrity Policy Form shall be placed in a confidential academic integrity file created for the purposes of identifying repeat violations, gathering data, and assessing and reviewing policies.

### **Academic Sanctions**

If a faculty member believes that the appropriate sanction is academic in nature (e.g., a reduced grade) and the student does not contest either his/her guilt or the particular reduced grade that the faculty member has chosen, then the student shall be given the reduced grade, unless the Dean decides to seek a disciplinary sanction. The reduced grade may apply to the particular assignment where the violation occurred or to the course grade, at the faculty member's discretion. A reduced grade may be an "F", or another grade that is lower than the grade that the student would have earned but for the violation. If a faculty member determines that a student has committed an act of cheating or plagiarism, and the student withdraws from the course, that student will receive an "FW" for the course regardless of the time of withdrawal. The faculty member shall inform the Dean of the resolution via email and the Dean shall update the applicable Student Violation of the Academic Integrity Policy Form to reflect that resolution.

In a case where a student admits to the alleged academic dishonesty but contests the academic sanction imposed by the faculty member, or in a case where a student denies the academic dishonesty, the student may appeal to the College's Undergraduate or Graduate Academic Appeals Committee.

### **Judicial Sanctions**

In a case where the allegation of cheating or plagiarism is severe, or where the student has a history of violations of the Academic Integrity Policy which conduct warrants suspension or expulsion from the College, the school Dean shall impose a sanction in addition to or in lieu of academic sanctions, as he/she deems is warranted under the circumstances. If the student contests the judicial sanction imposed, he/she may appeal to the Undergraduate or Graduate Academic Appeals Committee.

### **Appeals**

Appeals to the Undergraduate or Graduate Academic Appeals Committee shall be made within 7 business days of receipt of notice of the academic or judicial sanction. All parties will be permitted to participate and are permitted to submit any documentation they believe is necessary including written statements and documentary evidence. The Undergraduate or Graduate Academic Appeals Committee shall convene within two weeks of the filing of the appeal submission. The Undergraduate or Graduate Academic Appeals Committee shall issue a written decision of its finding within 7 business days of convening and shall send copies of its decision to the accused student, the faculty member and the appropriate Dean for archiving in the student's confidential academic integrity file.

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If the Undergraduate or Graduate Academic Appeals Committee finds that no violation occurred, the Dean shall remove all material relating to that incident from the student's confidential academic integrity file and destroy the material.

This policy applies to all course delivery modalities including online courses.

### **Transfer of Credit from Other Institutions**

Students who are matriculated at Mercy College are encouraged to complete their programs at the College. Students who, for extenuating reasons, need to take courses at other colleges with the intention of transferring the courses to Mercy College must obtain written approval from the appropriate school dean. Students must obtain the permission to transfer credit form through the Office of Enrollment Services / PACT or from the dean of the school. Students must obtain approval prior to enrolling in a course at another institution to ensure that the course is equivalent in content to the comparable course at Mercy College. If written preapproval is not obtained the course may not be accepted in transfer. Students must complete the course with a grade of C (2.0) or higher. Courses transferred to Mercy College are not applied towards the College or program residency requirements. Transferring courses to Mercy College can in some cases make the student ineligible for graduation honors. Students should check the section on Graduation Honors for further information.

For a full explanation of transfer procedures, see Admissions Requirements.

### **Credit for Prior College-Level Learning**

Mercy College is committed to providing students with opportunities to earn credit for verifiable college-level learning. To recognize college-level learning students acquire outside of formal higher education, the College relies on the following policy to ensure academic quality and rigor. Such learning may be derived from various life and work experiences. "Prior Learning Assessment", or PLA, refers to all of the processes the College uses to review and evaluate evidence of learning and to award academic credit as indicated by academic and administrative standards.

There are three types of PLA used by the College: Credit by Examination, Credit for Reviewed Professional Learning, and Credit by Portfolio Assessment (described below). Students must be matriculated in a Mercy College undergraduate degree program to participate in any form of PLA.

Students may earn up to 30 undergraduate credits toward an applicable degree program for learning that has been acquired outside of the traditional classroom setting through PLA.

Credits earned through PLA do not count toward the College or program residency requirements. Credits earned through PLA may fulfill general education, major, major elective, and open elective degree requirements.

In order to earn credit through PLA, students must demonstrate that their prior college-level learning meets the course learning outcomes for Mercy College courses within the degree program.

The following methods are acceptable for validating prior college-level learning and awarding credit at Mercy College:

#### **Credit by Examination**

Credit demonstrated by successfully passing national standardized examinations such as DSST Exams, Excelsior College Examinations, the College Board College Level Examination Program (CLEP) and Advanced Placement (AP) exams.

Students interested in earning Mercy College credit by examination should consult with their PACT mentor or COP advisor.

#### **Credit for Reviewed Professional Learning**

Reviewed Professional Learning (RPL) is a form of PLA that describes the process Mercy College uses to evaluate learning that has been acquired through various professional activities such as college-level training programs, military training, licenses, certifications, and other professional credentials. Undergraduate students who provide the necessary documentation may be eligible to incorporate these credits within their Mercy College degree plan, subject to any other applicable academic policies. All final official documentation of licenses, certifications, and other professional credentials must be submitted before the end of students' first semester at Mercy.

Students interested in earning Mercy College credit by examination should consult with their PACT mentor or COP advisor.

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### **Credit by Portfolio Assessment**

Students who have acquired college-level learning through professional and paraprofessional work, political activity, volunteer work, and other employment may be eligible to participate in the Life Achievement Portfolio Assessment process at the College.

In order to earn credit by portfolio assessment, a student must register for and successfully complete the LFAC301: Life Achievement Portfolio Preparation course to develop and submit a portfolio for evaluation. Upon submission, faculty evaluate the contents of the portfolio and make credit recommendations. Portfolios are evaluated based on the academic quality of each student's learning and the extent to which college-level learning is documented. Portfolio evaluation typically takes 4-6 weeks after submission. Credit is not guaranteed, rather it is based on the learning that is documented in the portfolio and its applicability to the student's undergraduate degree program.

To be eligible for the Life Achievement Portfolio Assessment process, a student must have successfully completed ENGL 112 either at the College or in transfer.

Fees for portfolio assessment can be found in the Tuition, Expenses and Financial Assistance section of the catalog.

Students interested in earning credit by portfolio assessment should consult their PACT mentor or COP Advisor, or contact the Office of Educational Assessment.

## **REQUIREMENTS FOR GRADUATION**

### **Bachelor's Degree**

To be eligible for graduation with a bachelor's degree, a student must successfully complete at least 120 academic credits, and these credits must fulfill one of the major curricular distributions in the College catalog. The student must follow the curriculum requirements of the catalog under which he/she matriculates or to any successive catalog year, if the student formally elects to change his/her catalog year, during his/her continued matriculation prior to graduation. The change of major/catalog year form can be accessed on Mercy Connect or from the student's advisor. He/she may not use combinations from two or more catalogs to satisfy these requirements.

It should be noted that for the Bachelor of Arts degree, 90 of 120 credits must be completed in the liberal arts and sciences and for the Bachelor of Science degree, 60 of the 120 credits must be completed in the liberal arts and sciences. Curricular distributions should be interpreted accordingly.

Further, to be eligible for graduation with the bachelor's degree, a student must fulfill the following conditions:

1. A minimum average of C in course grades represented by a cumulative scholastic index of not less than 2.0 in courses taken at Mercy College.
2. A minimum average of C in course grades represented by a cumulative scholastic index of not less than 2.0 in courses taken at Mercy College in the major field of study.
3. A minimum of at least 30 credits taken in residence at Mercy College. Graduate level courses are not included in the 30-credit residency requirement.
4. A minimum of one half of the credits in the area of the major concentration taken in residence at Mercy College. The minimum for each major concentration is listed under the major concentration requirements.
5. Residency is defined as courses offered by Mercy College for academic credit. Courses offered by other institutions or in cooperation with Mercy College do not fulfill residency requirements.

Specific requirements for each major concentration are listed at the beginning of each department's course offerings.

### Double Major

Occasionally a student wishes to specialize in two discrete areas of study to prepare for his/her intended career. In such a case the student may want to apply for a double major. The student will complete a single set of core and elective requirements and complete two sets of major requirements, one for each major desired. Where the same course is required in each major, the student may apply a maximum of 12 credits to satisfy both major requirements.

Overlap credits in excess of 12 must be substituted by major courses with the approval of the respective program directors. If a major does not have sufficient courses for substitution, then those two majors cannot be completed as a double major.

### Double Degrees

Occasionally a student wishing to specialize in two discrete areas of study (e.g., Business Administration and Computer Science) will complete a double major. The New York State Education Department has issued guidelines stating that under such circumstances the award of two separate degrees would be inappropriate. In rare cases, however, where the two specializations are clearly widely separated (e.g., Business Administration and Music), and the student might need separate credentials attesting to his/her achievement in each area, separate degrees may be awarded. Students wishing to pursue two separate degrees should consult with the registrar early in their academic career.

Programs of study leading to the Bachelor of Arts or Bachelor of Science degree are available with the following major concentrations (Hegis Codes indicated):

<b>Behavioral Science</b> (2201)	<b>Interdisciplinary Studies</b> (4901)	<b>Sociology</b> (2208)
<b>Mathematics</b> (1701)	<b>Psychology</b> (2001)	

Programs of study leading to the Bachelor of Arts degree only are available with the following major concentrations (Hegis Codes indicated):

<b>English</b> (1501)	<b>History</b> (2205)	<b>Spanish</b> (1105)
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Programs of study leading to the Bachelor of Science degree only are available with the following major concentrations (Hegis Codes indicated):

<b>Accounting</b> (0502)	<b>Education — B.S. and M.S. Degree</b> (0803), (0823)
<b>Biology</b> (0401)	<b>Exercise Science</b> (1299.30)
<b>Business Administration</b> (0506)	<b>Health Science</b> (1299)
<b>Clinical Laboratory Science</b> (1223)	<b>International Relations and Diplomacy</b> (2210)
<b>Communication Disorders</b> (1220)	<b>Journalism and Media</b> (0699)
<b>Communication Studies</b> (0601)	<b>Legal Studies</b> (0599)
<b>Computer Information Systems</b> (0702)	<b>Music Production and Recording Arts</b> (1099)
<b>Computer Science</b> (0701)	<b>Nursing (Upper Division only)</b> (1203.10)
<b>Corporate and Homeland Security</b> (2105)	<b>Organizational Management</b> (0506)
<b>Criminal Justice</b> (2105)	<b>Veterinary Technology</b> (0104)
<b>Cybersecurity</b> (0799)	

Program of study leading to the Bachelor of Social Work degree is available with the following major concentrations (Hegis Codes indicated):

**Social Work** (2104)

Program of study leading to the Bachelor of Fine Arts degree is available in the following major concentration (Hegis Code indicated):

**Change to Design + Animation** (1009) *(formerly Computer Arts + Design)*

Specific requirements for each major concentration are listed at the beginning of each department's course offerings.

## Associate Degree

To be eligible for graduation with the Associate degree, a student must successfully complete 60 or more academic credits, and these credits must fulfill one of the curricular distributions by the College.

It should be noted that for the Associate in Arts degree, all 60 credits must be completed in the liberal arts and sciences; for the Associate in Science degree, 48 of 60 credits must be completed in the liberal arts and sciences.

Further, to be eligible for graduation with the associate degree, a student must fulfill the following conditions:

1. A minimum average of C in course grades represented by a cumulative scholastic index of not less than 2.0 in courses taken at Mercy College.
2. A minimum of one year's work in residence, i.e., at least 30 credits taken at Mercy College.

**Note:** Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

The following associate degrees are offered at Mercy College:

**Occupational Therapy Assistant (5210) (A.A.S.) (DF)**

**Liberal Arts & Sciences (5649) (DF, BX, YH, MT)**

## Posthumous Degree Policy

### I. Policy Statement

This policy establishes guidelines for the process by which a degree may be awarded posthumously in the unfortunate event that a student passes away near the completion of his or her academic program at Mercy College. To recognize the student's work, a next of kin (including child, parent, spouse, or domestic partner) may request a posthumous degree.

### II. Criteria for Awarding Posthumous Degrees

In consultation with the College administration, a posthumous degree may be awarded upon the following criteria being met:

- 1) The College must substantiate the student is deceased, by obtaining a death certificate from the family or other proof of death;
- 2) The student must have completed sufficient coursework to be awarded a degree;
- 3) The student must have been in good academic standing at the College; and
- 4) The student must have no college disciplinary sanctions pending

The College reserves the right to evaluate and approve requests in light of the facts and circumstances relating to a student's death.

### III. Determination of Sufficient Coursework

- **For undergraduate candidates**, (a) all coursework and other degree requirements would have been completed in the semester that the student died or (b) within one additional semester of attendance at the College.
- **For master's degree candidates in degree programs without a thesis requirement**, all coursework and other degree requirements would have been completed in the semester that the student died.
- **For master's degree candidates in degree programs with a thesis requirement**, the Dean of relevant school shall consult with appropriate members of the school and make a determination that the thesis was substantially completed, i.e., that a full draft exists and that the student could have defended the thesis during the semester in which he or she died.

- **For doctoral degree candidates**, all coursework and other degree requirements would have been completed in the semester that the student died. The Dean of the relevant school shall consult with appropriate members of the school and administration to determine whether the requirements of the doctoral degree were substantially completed.

### Procedures for Awarding Degrees

A request for a posthumous degree must be made in writing by the student’s next of kin to the Vice President for Enrollment Services, along with the relevant documentation. The Vice President for Enrollment Services or her/his designee shall review the request, and shall confer with the relevant school dean and the Registrar whether the criteria are met for awarding the degree. If the relevant criteria are met, the Vice President for Enrollment Services shall make a recommendation to the Provost, who will review the request and make a final determination whether to award the degree. **The posthumous degree award will be made for the then-current academic year.**

Thereafter, the Office of the Provost or designee (such as the relevant school dean) shall notify the next of kin regarding the College’s determination whether to recognize the student with a posthumous degree. The Office of the Provost shall also notify the Vice President for Enrollment Services, who will inform the Registrar regarding necessary actions, such as transcript notations, commencement arrangements, etc. If the next of kin desires to represent the student and receive the diploma at a commencement ceremony, this arrangement must be conveyed within the published commencement deadlines to be included in the planning process for commencement. The commencement program will note that the degree was awarded posthumously. The College Registrar will post the notice of the award of the posthumous degree to the student’s transcript. There will be an indication of a posthumous award on the student’s diploma.

### Curricular Distributions for all the Bachelor’s Degrees and Associate Degrees in Liberal Arts: General Rules and Definitions

#### English

English placement is determined by one’s high school transcript or score on ACCUPLACER. All students are required to take a sequence of two English courses, ENGL 111 and ENGL 112. All students are required to complete ENGL 111 and ENGL 112 or the equivalent. ENGL 109 and ENGL 110 do not count toward fulfilling the general education requirement in English.

#### Liberal Arts and Sciences Electives

These are courses selected in the area of the liberal arts and sciences. The College offers courses in these areas under the following headings (check individual course listings):

<b>Art</b>	<b>Humanities</b>	<b>Political Science</b>
<b>Behavioral Science</b>	<b>Interdisciplinary Studies</b>	<b>Psychology</b>
<b>Biology</b>	<b>Italian</b>	<b>Religion</b>
<b>Chemistry</b>	<b>Linguistics</b>	<b>Sociology</b>
<b>Economics</b>	<b>Mathematics</b>	<b>Spanish</b>
<b>English</b>	<b>Music</b>	<b>Speech</b>
<b>Exercise Science</b>	<b>Philosophy</b>	
<b>French</b>	<b>Physical Science</b>	
<b>History</b>	<b>Physics</b>	

#### MATHEMATICS

All students are required to complete MATH 115, Mathematics for the Liberal Arts, or MATH 116, College Algebra or a higher-level math course.

**Open Electives**

These are any courses selected by the student, whether in the liberal arts and sciences or in such areas as Education, Accounting, Management, Finance, Marketing, Computer Information Systems, Social Work, Journalism, Physical Education, Nursing, Criminal Justice, Legal Studies, Veterinary Technology, etc.

**Degree Conferral Form**

Formal graduation ceremonies take place in May. Degree conferral occurs in February, May and August. Diplomas are issued the subsequent month of the respective degree conferral.

A student applies for graduation by filling out the Graduation Application Form (available online via Mercy Connect under the Student Services tab or in the Office of Enrollment 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 graduation to the next scheduled date for issuing diplomas. There are no exceptions to this policy.

Deadlines for applying for Degree Conferral	Application Date
February .....	October 15
May.....	February 2
August Participating in May Ceremony.....	April 10

*Student must be registered for the 6 or less credits to complete requirements*

**Graduation Honors**

To be eligible for academic honors (summa cum laude, magna cum laude, and cum laude) and major program honors, a student must be a candidate for a baccalaureate degree and complete a minimum of 36 credits in residency at Mercy College. Required indices for honors are as follows:

Summa Cum Laude .....	3.8
Magna Cum Laude .....	3.6
Cum Laude.....	3.4

To be eligible for major program honors, a student must have an overall GPA of 3.0 and a 3.5 GPA in courses meeting requirements for their major program in the semester prior to the beginning of the semester their commencement takes place.

To be eligible for the President’s Medal and major program honors, which are awarded annually, and to have his/ her honors appear in the published commencement program, a student must complete a minimum of 36 credits in residency at Mercy College prior to the beginning of the semester in which his/her commencement takes place.

Candidates for the Associate degree are eligible for honors if they have completed at least 36 credits at Mercy College and a minimum GPA of 3.4 for courses completed at Mercy College in the semester before their commencement takes place.

Transfer credits are not included in the calculation for graduation honors.

**Honor Societies**

Mercy College has established chapters of a range of national honor societies. One of these, Alpha Chi, is an honor society promoting general academic excellence and character. Departments that have established chapters of honor societies are:

Biological Sciences — Beta Beta Beta	Mathematics and Computer Science — Pi Mu Epsilon
Business, Accounting — Delta Mu Delta	Nursing — Sigma Theta Tau
Criminal Justice — Alpha Phi Sigma	Paralegal /Legal — Lambda Epsilon Chi
Education — Kappa Delta Pi	Psychology — Psi Chi
English — Sigma Tau Delta	Social Work — Phi Alpha
Foreign Languages — Phi Sigma Iota	Social Sciences — Pi Gamma Mu
Gerontology — Sigma Phi Omega	
Health Sciences/Health Professions — Alpha Eta	
History — Phi Alpha Theta	
International Studies — Sigma Iota Rho	

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### Undergraduate Programs

Associate in Arts	Bachelor of Fine Arts
Associate in Applied Science	Bachelor of Science
Associate in Science	Bachelor of Social Work
Bachelor of Arts	

### Minor Concentrations

Students may group a set of elective courses as a minor concentration. Minor concentrations are noted on a student's transcript as a way of recognizing that he/she has, over and above the required major program, also concentrated to a lesser degree in one or more other areas. The rules governing a minor concentration are the same except where noted with an asterisk (\*) below and are as follows:

A minor concentration is constituted by a group of courses (numbered 120 or above) amounting to at least 15 credits in one of the following areas:

<b>Biology</b>	<b>Health Science*</b>
<b>Business</b>	<b>History*</b>
<b>Chemistry</b>	<b>Legal Studies</b>
<b>Communication Studies</b>	<b>Mathematics</b>
<b>Communications Disorders</b>	<b>Media Studies</b>
<b>Computer Information Systems</b>	<b>Music Industry and Technology</b>
<b>Computer Science</b>	<b>Psychology</b>
<b>Cybersecurity*</b>	<b>Sociology</b>
<b>Criminal Justice</b>	<b>Spanish</b>
<b>English</b>	<b>Speech</b>
<b>Exercise Science</b>	

\* See specific program pages for specific requirements and additional information.

The following conditions apply:

1. At least nine credits used toward a minor concentration must be taken at Mercy College.
2. A student must have a 2.0 cumulative scholastic index in a specific discipline above in order for the minor concentration to be recorded on the student's transcript
3. Courses already counted toward a major or the General Education Liberal Arts Core Competency Skills requirement cannot also constitute part of the minor concentration.

In compliance with the Commissioner's Regulations NYSED and the federal government's Student Right to Know legislation, Mercy College presents the following information showing the graduation rate of students completing their academic programs.

**Student Right to Know**

**First-time, Full-time Students seeking a Bachelor's degree Fall 2010 Cohort**

	Number	Pct.
Fall 2010 Cohort	1,043	100%
Earned bachelor's degree within six years (150% of normal time)	414	39.7%
Earned associate's degree within three years (150% of normal time)	2	0.2%
Total degrees	416	39.9%

**NOTES:**

*If a student received an associate degree and a bachelor's degree, the bachelor's degree is counted above.*

*The graduation rate does not include students who left the school to serve in the armed forces, on official church missions, or in the foreign service of the federal government. Students who died or were totally and permanently disabled are also excluded.*

**SOURCE:**

*Office of Institutional Research*

# Advising and Student Life

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## **Advising, Student Affairs and Student Life**

Student Affairs at Mercy College promotes student learning and holistic development by providing intentional opportunities for engagement outside the classroom. Through these programs and services, Mercy College supports students' academic development, inspires personal growth, and fosters interpersonal connections and collaboration to prepare students for success in our diverse community and beyond. Every undergraduate student at Mercy College is assigned a PACT or College Opportunity Program mentor. A more detailed view of student life is provided in the Mercy College Student Handbook.

## **PACT Program**

Mercy College believes in a student-first philosophy, which means individualized attention, uniquely tailored opportunities and innovative educational programs. The Mercy College Personalized Achievement Contract (PACT) exemplifies our commitment to our students and is dedicated to supporting them academically, personally and professionally.

The PACT program maximizes personal success through a comprehensive collaboration between the student and Mercy College. PACT students are provided professional mentors who facilitate integrated support for academic, career and personal growth. Each mentor is trained in the areas of academic advising, student life, financial aid, career preparation and leadership skills. Together, student and mentor create a customized plan designed to enhance the student's overall long-term success.

From the start, PACT mentors work with accepted students and their families to assist with the enrollment process, including financial aid, course registration and housing to foster a seamless transition to college. The mentor continues to build a close relationship with the student, serving as the student's point person for all aspects of campus life from enrollment to employment. The customized plan and personalized guidance provided to PACT students assists in keeping them focused on academic achievement, campus engagement and career readiness, preparing each PACT student to be the best candidate for graduate school or the career of his or her choice. To learn more, call a PACT mentor at 914-674-PACT (7228) or visit our website at [www.mercy.edu/student-affairs/pact](http://www.mercy.edu/student-affairs/pact).

## **New Student Orientation**

Students entering Mercy College for the first time are invited to an orientation session held over the summer at their respective campuses. Separate orientation programs generally are planned for first-year, transfer, and international students. At New Student Orientation, students will meet the Orientation Leaders and PACT Mentors as well as staff and faculty members. New Students learn about services and opportunities that are vital elements for their transition into life at Mercy College.

## **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.

Applications for residing on campus are for the full academic year, although there are limited openings for spring applicants. All applications either continuing or new include a \$100 application fee. For further information, please contact the Residential Life Office at 914-674-7277 or email us at [residentiallife@mercy.edu](mailto:residentiallife@mercy.edu)

### **Athletics**

Mercy College sponsors intercollegiate competition in baseball, men's and women's basketball, men's and women's lacrosse, men's and women's soccer, field hockey, softball and volleyball.

Mercy College student athletes and teams continue to do well in the classroom with over 100 student athletes earning a 3.25 GPA or higher and athletically with teams competing successfully, regionally and nationally. Coaches at Mercy continue to compose star-studded rosters and bring in student athletes that are not only difference-makers on the field and the court, but are also proud ambassadors of the College in the community.

The Mercy College athletic teams (at the Dobbs Ferry Campus only) are members of the following:

- East Coast Conference.
- East Coast Athletic Conference.
- National Collegiate Athletic Association (NCAA) Division II.

Students may arrange to make recreational use of all the College's athletic facilities, which include separate fields for baseball and softball, outdoor handball and basketball courts, several playing fields, and soccer field, as well as the gymnasium, fitness center, and tennis courts. Club sports and intramurals are run throughout the year, both for indoor and outdoor sports.

### **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:*

#### **Major and career exploration —**

Select a major that supports your career goals through the use of Focus 2, the Mercy College major and career exploration tool.

#### **Career Communities —**

Join 1-3 Career Communities in Career Maverick (see Career Maverick section, below) to connect with a career counselor and learn all about events, internships, resources and advice specific to your career areas of interest.

#### **Workshops and Events —**

Participate in a number of career workshops during the academic year hosted by the Career and Professional Development team, on essential professional development topics such as resume building and cover letter writing, your job/internship search, improving interview skills, how to work a career fair, and more.

#### **Resume and cover letter building—**

Work with your PACT mentor or Career Counselor to develop a professional and competitive resume and cover letter that stand apart from the crowd.

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**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 and Recruitment Events —**

Network with employers and find internships, full-time and part-time jobs at on-campus career and internship fairs and recruitment events.

**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.

**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: [CPD@mercy.edu](mailto:CPD@mercy.edu). We're here to help you!

**College Bookstore and 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 Heights and Online students; or [www.mercy-bronx.bkstr.com](http://www.mercy-bronx.bkstr.com) for Bronx students.

Textbook pricing information, including the International Standard Book Number (ISBN) and retail price, for required and recommended materials for each class is available on the bookstore website.

**Student Government Association**

The Mercy College Student Government Association (SGA) is responsible for engaging students in the promotion of an active, well-rounded student life within our diverse college. SGA is the voice of the student body. Students can get involved in its management, through numerous and varied committees, councils and general meeting, or become one of its elected officers.

**Office of Student Life**

The Office of Student Life serves all students throughout all campuses and creates a vibrant co-curricular and extra-curricular experience. Through active participation, students will gain valuable and transferable skills that will enhance their college experience and enable them to be lifelong learners and responsible citizens. Programs are designed to enhance and support the academic experience. The Office of Student Life is responsible for overseeing late night & weekend programs, Community Service opportunities, Leadership Development, Off-Campus Trips, and Student Organizations. Students interested in information about co-curricular involvement or interested in forming a new club on campus should contact the Office of Student Life at 914-888-5270 or [studentlife@mercy.edu](mailto:studentlife@mercy.edu).

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# Other Student Policies

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## Student Conduct and the Judicial System

Part of any educational process is instilling an understanding of civic values and of the standards of conduct and behavior that individuals expect of each other. Our policies reflect the values of our college and also incorporate a number of legal requirements. These policies address many of the difficult intersections between private conduct and societal rules, including alcohol and drug use and abuse, sexual assault and harassment, discrimination and hate crimes, and public speech. In developing policies that deal with these areas, the College seeks to educate our students as well as regulate activity. The responsibility for understanding and abiding by these policies, and any related laws, rests within each individual student. Students have the obligation to become familiar with the College's policies and should reflect thoughtfully on their conduct in these areas.

## Policies and Procedures Relating to Student Complaints

Mercy College has a variety of procedures for dealing with student-related issues, including grade appeals, student discipline, sexual misconduct complaints, disability accommodations, discrimination and retaliation. In some instances, however, students may wish to make complaints against faculty members, administrators or against the College in situations that are not covered by a particular policy. The purpose of this Policy is to address some of those instances and to provide a process whereby current students can file a complaint with the College in circumstances where he or she feels that the matter cannot be resolved informally, including but not limited to:

Complaints against faculty in academic settings;

Complaints relating to other employees, contractors or vendors for misconduct or unprofessional behavior;

Complaints in connection with student services such as billing, tuition and financial aid; or

Complaints related to other College services such as food services, residential life, athletics and/or health and wellness.

In such cases, a complaint can be made pursuant to the Student Complaint Policy, which can be found in the Student Handbook and on the College webpage. A complaint can also be submitted online at: <https://www.mercy.edu/student-complaint-form>

The full policy can also be found at: [https://www.mercy.edu/about-mercy/sites/www.mercy.edu/about-mercy/files/about-mercy/media/browser/Student\\_Complaints\\_Policy\\_001.pdf](https://www.mercy.edu/about-mercy/sites/www.mercy.edu/about-mercy/files/about-mercy/media/browser/Student_Complaints_Policy_001.pdf)

## 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.

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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, 914-674-7679.

### **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. Inspection.** The right to inspect and review the student's education records within 45 days after the day the College receives a request for access. A student should submit a written request to the Registrar that identifies the record the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

**2. Amendment.** The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the College to amend a record should write to the Vice President for Enrollment Services, clearly identify the part of the record the student wants changed, and specify why it should be changed.

**3. Appeal of College's amendment decision.** If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Hearing requests must be made in writing, to the VP of Enrollment Services within thirty (30) days of being informed of the decision to decline the request for amendment. Within a reasonable period of time after receiving such request, the VP of Enrollment Services will inform the student of the date, place and time of the hearing. The hearing will take place before the designee of the Vice President of Enrollment Services, a designee of the Vice President for Student Affairs and a designee of the Provost. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearing by one or more persons of the student's choice, including an attorney, at the student's sole expense. While the FERPA amendment procedure may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion, or a substantive decision made by a school about an eligible student.

The Committee must issue a written decision that contains a summary of the evidence and a statement of the basis for the decision. The decision of the Committee is final and must be based solely on the evidence presented at the hearing. If the decision is in the student's favor, the education records will be amended in accordance with the Committee's decision. If the decision is unfavorable to the student, the student may prepare a statement commenting on the contested information in the education record or stating why the student disagrees with the decision not to amend the record, or both. The College must maintain any such statement in the student's file along

with the contested part of the record for as long as the College maintains that record and the College must disclose the statement whenever it discloses the portion of the record to which the statement relates.

**4. Consent for disclosure.** The right to provide written consent before the College discloses personally identifiable information (PII), as defined below, from the student's education records, except to the extent that FERPA authorizes disclosure without consent as set forth in section III below.

**5. Complaint.** 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 is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, Washington, DC 20202

The College may, at its discretion, release "directory information" with respect to a student for any purpose without the student's consent. The College has designated the following categories of information as directory information with respect to each student: name, local and permanent address, electronic mail address, telephone listing; age; photograph; major field of study; participation in officially recognized activities and sports; weight and height of members in athletic teams; enrollment status; dates of attendance at Mercy College; degrees, honors and awards received, and their dates; and most recent educational institution attended.

Detailed information concerning each of the points cited above can be found on the College webpage, in the Mercy College Student Handbook, or can be obtained by inquiring with the Office of Registrar.

#### **New York State Department of Health Bureau Immunization Program**

All students born after January 1, 1957, are required to show proof of immunity against measles, mumps, and rubella. Please see page 293 for details.

# Student 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.

## **Learning and Assessment Services**

Learning and Assessment Services is the umbrella for the Vitale Center for Academic Excellence and Innovation (composed of Learning Centers on Mercy College’s four campuses), and the Testing Office. The overall purpose of these services is to provide Mercy College students with the academic support necessary to meet the challenges of higher education.

The Learning and Assessment Services are an outgrowth of Mercy College’s mission to support the academic development of students with their full range of diversity in language, scholastic background, levels of communications skills and general academic sophistication. The services of these offices are available to all undergraduate students who want to improve or enhance their learning skills. Students, faculty, and staff are encouraged to take advantage of the available resources, and to discuss issues related to their classes.

## **The Vitale Center for Academic Excellence and Innovation**

The four campus Learning Centers are designed to support teaching and learning at the College. They offer assistance in English and writing across the curriculum as well as most content-specific areas including mathematics, statistics and the computer sciences; biology, chemistry and physics.

Many qualified peers, graduate students and faculty members are on staff to help students succeed. Group, supplemental instruction and individual tutoring are available, as well as workshops on a variety of study skills. Hours of offerings vary at each location. Mercy College students have access to all Centers regardless of home campus. Students interested in taking advantage of this service should call 914-674-7402.

## **Testing Office**

The Testing Office coordinates all placement examinations for incoming new and transfer students. Examinations are administered by proctors and offered on all campuses. Placement examinations are used to determine the appropriate introductory level courses for incoming students in mathematics and English and the College Level Examination Program (CLEP) exams. Students can contact the Office by calling 914-674-7358.

## Health and Wellness

Mercy College encourages student wellness through access to resources and preventive programming. Learn more about the Health & Wellness department which includes the Health Office, Counseling, ACCESSibility, and the Hudson Hall Fitness Center.

### Student Health Office

The Student Health Office is a safe, confidential place where students can receive limited primary care services including evaluation and treatment for common minor injuries and illnesses, preventive care, health education and referrals to local specialists or hospitals as needed.

The office is staffed by a Family Nurse Practitioner and Registered Nurses all committed to treating the students with the highest quality of care in order to support their personal and academic success.

We encourage our students to take an active role in creating and maintaining a healthy lifestyle. We support these efforts by offering Wellness Programming on a wide range of health related topics throughout the school year. There are no fees for the services of the Student Health Office. Students are encouraged to contact the office to schedule an appointment at 914-674-7255. Walk-ins are accepted as space allows. Emergencies always take priority.

#### HOURS OF OPERATION:

##### **Dobbs Ferry Campus**

Main Hall Room 127

914-674-7255

Monday, Wednesday, Thursday and Friday 9am-9pm

Tuesday 9 a.m. - 3 p.m.\*

\*by appointment 3 p.m. - 5 p.m.

Saturday 10 a.m. - 4 p.m.

##### **Bronx Campus**

Room 2125

718-678-8487

Wednesday 9 a.m. - 3 p.m.\*

\*by appointment 3 p.m. - 5 p.m.

### Counseling and Similar Support Systems

The Mercy College Student Counseling Services office offers psychological evaluation and brief treatment typically lasting from one to six sessions. Students in need of more intensive treatment are referred to local hospitals and clinics for long-term psychotherapy and/ or medication, if necessary.

College students come to the Counseling Services office with mental health issues including increased stress, depression and anxiety as well as concerns about their academic progress, daily living, adjustment to college, or 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 or email [counselingcenter@mercy.edu](mailto:counselingcenter@mercy.edu) *This service is for Mercy College students ONLY. Full- and part-time faculty, administrators, and staff may contact the Employee Assistance Program (EAP) to obtain psychological services.*

### 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 obtain 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.

Students whose disabilities may require some type of accommodation must self-identify, complete an "Application for Accommodations" and provide supplemental documentation, as requested. The review of requests and documentation is

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a collaborative process; requests are handled on a case-by-case basis.

Students are encouraged to register with ACCESS as soon as possible upon admission to the College to ensure timely provision of services. Students should also visit ACCESS at the beginning of each semester to obtain up-to-date documentation of their accommodations. For more information, contact the Office of ACCESSibility, Main Hall, Room 109, (914) 674-7523 or [accessibility@mercy.edu](mailto:accessibility@mercy.edu).

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.

### **The Mercy College Fitness Center**

The 5,000 square-foot Mercy College Fitness Center, located in Hudson Hall, is equipped with top-of-the-line fitness equipment and offers access to all members of the campus community. Since its completion in January 2016, the Fitness Center holds a wealth of options for the recreational exerciser. Included in the facility are full locker rooms with shower and toilet facilities for gym users, a variety of cardio equipment, and an assortment of Life Fitness weight training machines. Multiple pairs of free weights ranging from 5 to 100 pounds are available with adjustable and fixed benches. It is open for free to all students, faculty and staff.

### **The Speech and Hearing Center**

The Speech and Hearing Center offers diagnostic and remedial services for children and adults who have speech, language, and/or hearing disorders. In addition, the center serves as a laboratory for students studying speech, language, and hearing disorders and working toward New York State Provisional Certification as Teachers of the Speech and Hearing Handicapped.

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# Undergraduate Admissions

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## Admission Requirements

### Degree-Seeking Students (Matriculating)

Mercy College provides educational opportunities for applicants who demonstrate motivation, desire and the potential to benefit from, and contribute to, its programs of study. Qualified applicants are admitted without regard to race, religion, national or ethnic origin, gender, sexual orientation, marital status, age or physical disability.

### First-Time Freshman

First-time student candidates for admission must submit the following to the Office of Admissions:

1. A completed Application for Admission, accompanied by a non-refundable application fee of \$40. Mercy College accepts applications online and in paper format. Online Applications are available through the Common Application or from Mercy College's website at [www.mercy.edu/applyonline](http://www.mercy.edu/applyonline).
2. An official, final high school transcript (mailed by the high school directly to the College), which includes all secondary school grades, class rank and date of graduation. Students whose transcripts are unavailable should consult with an admissions counselor. Or, the applicant can provide a High School Equivalency Diploma, if applicable, with corresponding score sheet.

### Matriculating Transfer Students

Transfer candidates must submit the following to the Office of Admissions:

1. A completed Application for Admission, accompanied by a non-refundable application fee of \$40. Mercy College accepts applications online and in paper format. Online Applications are available through the Common Application or from Mercy College's website at [www.mercy.edu/applyonline](http://www.mercy.edu/applyonline).
2. Official, final transcript(s) from each college or university previously attended and official translation if necessary; and
3. An official, final high school transcript (mailed by the high school directly to the College), which includes date of graduation. Students whose transcripts are unavailable should consult with an admissions counselor. Or, the applicant can provide a High School Equivalency Diploma, if applicable, with corresponding score sheet.

### Major Concentrations with Supplemental Admissions Requirements

The following major concentrations at Mercy College require supplemental admissions items: Design + Animation, Music Production and Recording Arts, Occupational Therapy Assistant, Social Work, and Veterinary Technology Program with Specialization in Pre-Veterinary Medicine. For further information, refer to the relevant program page in this Catalog, the College's website, or contact the Office of Admissions.

### **Additional Admissions Information**

Mercy College takes a holistic approach in reviewing each student's application. In the admission decision, we re-view a student's transcript and academic record, including the courses taken and the grades attained. Other factors considered include the written essay, letter of recommendation, leadership potential, extracurricular and service-related activities, and the ability to contribute positively to the campus community. We do not believe that one test score is an indicator of a student's success, therefore we are SAT/ACT optional.

All material for the application file is reviewed upon receipt. Mercy College applications for all three semesters (fall, spring and summer) are received on a rolling basis.

Acceptances are based upon completion of all admissions requirements and forms. The official, final high school transcript and any other forms and material that may be required are due on or before enrollment. If the high school transcript and the other required forms and materials are not submitted by that date, admission may be denied. Please note that all materials and documents (including original documents) submitted as part of an application for admission become the property of Mercy College and cannot be returned.

Upon notification of acceptance by Mercy College, applicants are requested to contact the Office of Admissions to submit the Intent to Enroll form and complete their registration. Full immunization compliance is required for registration. Please see Immunization Compliance Requirements at the end of this section.

Students who do not meet the minimum criteria for admission into the regular Mercy College program may be eligible for admission to one of the special programs under the umbrella of the College Opportunity Programs.

Application is made with the understanding that admission, matriculation and graduation are subject to the academic policies of Mercy College and that acceptance implies the obligation to abide by the rules and regulations of the College. The College reserves the right to request the withdrawal of any student who does not meet the above stated requirements.

### **Additional Information for Transfer Students**

Transfer candidates applying for advanced standing will receive credit in transfer upon matriculation at Mercy College. Credit is usually transferable for all courses in which the applicant has obtained a grade of C (2.0) or higher. If a student has an Associate's degree and an average of C in courses taken for that degree, he/she will ordinarily receive full credit for all the courses successfully completed in earning that degree. If a student has an associate's degree, with a minimum of 48 credits in liberal arts and sciences, and an average grade of C in courses taken toward that degree, he/she may receive full credit for having completed the general education requirements for the bachelor's degree at Mercy College with the exception of any general education courses that are Prerequisites for the major. The evaluation of transcripts for the purpose of determining transferable credit is done on an individual basis. Matriculating students must successfully complete at least 30 semester-hours of credit in residence, 15–21 credits of which must be in their major concentration, in order to receive their degree from Mercy College.

A maximum of 75 credits may be accepted upon transfer from accredited two-year colleges. A maximum of 90 credits may be accepted upon transfer from accredited four-year colleges. Combined transfer credits from two- and four-year colleges may not exceed 90 credits. All final official transcripts with completed coursework must be submitted before the end of a student's first semester at Mercy College, and before any financial aid may be disbursed to the student.

### **Campus Visits and Information Sessions**

Prospective applicants are encouraged to visit the College and to schedule an appointment with an admissions counselor to discuss academic and career goals, admission requirements, financial aid availability, and registration procedures. Appointments may be made with an admissions counselor at any of Mercy College's campuses. Applicants can also visit our website at [www.mercy.edu](http://www.mercy.edu).

## SPECIAL CATEGORIES OF ADMISSIONS

### Accelerated Students

Accelerated students who have completed the requirements for a high school diploma after three years of high school may matriculate at Mercy College. Such students should apply for admission during their junior year in high school. Exceptional students may matriculate and study full-time under supervision at Mercy College without completing formal work for the high school diploma. Such students are accepted by Mercy College in accordance with the Early Admission Guidelines set forth by the New York State Education Department.

### Advanced Placement

Students who have taken college-level courses in high school and who have received satisfactory scores on the College Board Advanced Placement Examinations are exempt from taking corresponding courses at Mercy College and are eligible for advanced standing. Students may also obtain advanced placement by achieving satisfactory scores on tests administered by the College Level Examination Program and the Regents College Exam. Credits earned in this way may be used to satisfy general requirements. Credit may also be awarded for Life Achievement following submission and evaluation of a portfolio. For more information, please refer to the Life Achievement section of this Catalog.

### Advanced Study

High school seniors (or those about to enter their senior year) who wish to register for a course as a non-matriculate student may do so provided they meet certain requirements. This is an enrichment program — not for students who need to make up credits because they have failed high school classes. High school students are not eligible to take remedial courses under this program.

High school students must take the English Placement Test and score at the 110 level. If they are taking courses that require it, they must also take the Mathematics Placement Test. The placement tests can be waived under special circumstances.

High school students must submit a letter of permission from an appropriate high school official (varies upon school — guidance counselor, principal, assistant principal etc.)

High school students may register on a space available basis on the first day of the term at a reduced tuition rate.

High school students should complete the College's registration process. Please contact the Office of Admissions for more information at 877-MERCY-GO.

### Adult Students

Mercy College offers qualified and motivated adult students the opportunity to pursue an undergraduate degree. Adult students who do not meet Mercy College's undergraduate admission requirements may gain entrance into most undergraduate degree programs based on an the review of alternative admission materials. To qualify for such a review, students must (a) be age 24 or over, (b) be out of school (high school or college) for five or more years, and (c) have three or more years of professional work experience. Students must submit a current resume or CV. An admissions interview may be required on a case-by-case basis.

Students applying for admission to undergraduate programs in Design + Animation (*formerly Computer Arts + Design*), Music Production and Recording Arts, Nursing (R.N. to B.S.), and Social Work will be required to submit supplemental documents or proof of licensure. Undergraduate programs in Generic Nursing, Veterinary Technology, Occupational Therapy Assistant, and Health Science are not eligible for alternative admission. Adult students applying to these programs must meet regular admission requirements. For more information, contact the Office of Admissions at 1-877-MERCY-GO or email [admissions@mercy.edu](mailto:admissions@mercy.edu).

### **Dual Degree Programs**

Mercy College offers over ten Dual Degree Programs which enable you to earn a bachelor's and master's degree in the fields of Accounting, Business, Education, Nursing, Health Sciences, Cybersecurity or Psychology. Many of these programs allow students to take graduate credits in their junior and senior years, and these credits can be used towards satisfying their bachelor's as well as master's degree requirements. Combining undergraduate and graduate degree programs streamlines the certification process in many of the related professions thus reducing the time and costs associated with obtaining a master's degree.

### **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 NACES, AICE, or AACRAO members, or internally, and sent directly to the Admissions Office at Mercy College. A foreign academic credential evaluation is not required for an American school outside of the United States if it holds accreditation from an approved regional accrediting agency. 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). Scores must be less than two years old from the first day of class of the proposed term of entry unless an exception has been made by the international admissions office or appointed program chair. 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).

### **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 an undergraduate and/or graduate degree from more than 90 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 Pro-gram; 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
7. Adherence to U.S. Department of Defense Tuition Assistance (TA) program requirements for all Active Duty members.

### **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 education costs throughout a student's college career. In addition, the Post-9/11 GI Bill® may provide 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 — 100 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 Student Accounts at 914-674-3104.

### **Non-Degree-Seeking Students (Non-Matriculating)**

Students who wish to enroll in courses for college credit on a non-matriculating (non-degree) basis may register for those courses by completing a simple non-degree application for admission to Mercy College. Placement testing and submission of prior transcripts may be necessary depending on the Prerequisites of the chosen courses. Applications for non-matriculating students are available online and in the Office of Admissions at each campus location. Undergraduate students may only take up to 24 credits as a non-degree seeking student and are encourage to apply for regular admission.

### **Senior Citizen**

Senior citizens (age 62 and older) may register on a space available basis on the first day of the term at the reduced tuition rate. Senior citizens should complete the College's registration process, and should be prepared to show proof of age.

### **New York State Department of Health Bureau Immunization Program**

All students attending colleges and universities in New York State are required to show proof of immunity against measles, mumps, and rubella. Students born before January 1, 1957, are exempt from this requirement. Failure to show proof of compliance with this regulation may prohibit students from attending classes. In addition, students are required to submit a record of meningococcal meningitis immunization within the past ten years, or an acknowledgment of meningococcal disease risks and refusal of the immunization signed by the student.

For further information about the New York State Department of Health immunization requirements, please contact the Mercy College Office of Enrollment Services.

# Tuition, Expenses and Financial Assistance

## Undergraduate Tuition

Full-time per semester (12 credits or more)	\$ 9200
<i>A student with 12 or more credits in any semester is considered a full-time student</i>	
Part-time per credit hour (less than 12 credits)	\$ 774
<b>Fees</b>	
Freshman Application Fee (non-refundable)	\$ 40
Transfer Application Fee (non-refundable)	\$ 40
<b>Registration Fee (non-refundable)</b>	
12 credits or more per semester	\$ 321
Less than 12 credits per semester	\$ 161
<b>Special Program Fee - Design + Animation (per semester):</b>	
Greater than six credits	\$ 800
Six credits or less	\$ 400
<b>Special Program Fee - Media Studies (per semester):</b>	
Greater than six credits	\$ 150
Six credits or less	\$ 75
<b>Special Program Fee - Music Production and Recording Arts (per semester):</b>	
Greater than six credits	\$ 900
Six credits or less	\$ 450
<b>Special Program Fee - Nursing Program (per semester):</b>	
1 <sup>st</sup> year students	\$ 125
2 <sup>nd</sup> year students	\$ 460
3 <sup>rd</sup> year students	\$ 375
4 <sup>th</sup> year students	\$ 400
<b>Special Program Fee - Clinical Laboratory Science Program (per semester)</b>	
Clinical Lab Science 4 <sup>th</sup> year students	\$ 300
Residential Life application fee	\$ 100
International Student Fee (new students only)	\$ 450
Special Program Fee - RN to BSN (per semester)	\$ 62.50
The STAR Program (Striving Toward Abilities Realized) per semester	\$ 1,375
Challenge Exam Fee (for HLSC 303, HLSC 302, HLSC 314, HLSC 410)	\$ 80
Change of Program Fee	\$ 15
<i>Payable by all students who add and drop a course during the period from the first day of class to the end of late registration.</i>	

The above tuition and fees are for the 2018-2019 academic year.  
Refer to the Fall 2017 Course Bulletin for current fees.

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Senior Citizens (age 62+; on the 1st day of class if seats available)	\$ 150/cr
Returned Check Fee <i>Payment covering returned checks and fees and all payments to the College thereafter MUST be made by Cash, Money Order or Certified Check</i>	\$ 20
Transcript Fee (official)	Free
Transcript Fee (student copy)	\$ 5
Certificate Fee (for completion of Certificate Program)	\$ 16
College Level Exam Program (money order required) <i>(Both payments are required)</i>	\$ 15
Life Achievement Portfolio Submission Fee, per each additional three credits awarded via the portfolio	\$ 40
Late Payment Fee, per assessment	\$ 100
Late Registration Fee	\$ 100
Reinstatement of a Cancelled Registration Fee	\$ 100

Note: Certain courses offered may require additional costs.

Course with additional costs are noted in the course listing portion of this catalog.

### College-Related Costs

Students are advised that they should anticipate certain expenses over and above tuition expenses. While Mercy College cannot guarantee that each student will incur the same expenses, or that these expenses will remain constant throughout the student's years at Mercy College, the following may assist the student in making financial plans.

2018-2019	Full-time 12–18 credits
Tuition and Fees	\$18,392 per year
Books	\$1,588
Transportation	\$1,588
Maintenance at Home*	\$5,800
Personal Expenses	\$1,900
<b>Total</b>	<b>\$28,832 per year</b>

\*The "maintenance at home" figure is used for students living at home. Room and board charges for resident students are available from the Office of Student Residence Life.

Additional fees may be required for clinical/laboratory courses. Students in the **Occupational Therapy Assistant Program**, **Clinical Laboratory Science Program**, **Exercise Science Program**, and **Generic Nursing Program** may have additional expenses related to clinical/internship experiences. Clinical sites require students to have their immunization titer values taken (can cost a minimum of \$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, and an annual CPR certification course may be required. Some settings in which students complete clinical/internship 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. Some clinical sites may require specific uniforms and students to be immunized with the influenza vaccination.

**The above tuition and fees are for the 2018-2019 academic year.  
Refer to the Fall 2017 Course Bulletin for current fees.**

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### 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 Acknowledgment 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 options, please contact either the Office of Student Accounts or the Office of Enrollment Services. These arrangements must be made as of the above outlined timeline. 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 eligible to participate in the registration process, receive transcripts, or remain in residence at the College or use college services or 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 related 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.

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 Enrollment Services Support Center at (877) MERCY-GO.**

## 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 MercyConnect. *Fees are non-refundable once courses begin.*

<i>Date of Withdrawal</i>	<i>Fall or Spring Semesters</i>	<i>Eight-Week Sessions and Summer Sessions</i>
Prior to second week of scheduled course meetings	100% Refund	100% Refund
Prior to third week of scheduled course meetings	80% Refund	80% Refund
Prior to fourth week of scheduled course meetings	50% Refund	No Refund
During and after fourth week of scheduled course meetings	No Refund	No Refund

This refund policy may not apply to international students who enter the U.S. 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 fifth week of the scheduled course meeting for the fall or spring semester, and during or after the second week of scheduled course meeting for the eight-week sessions and summer sessions.

## 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 (ETAP).

All students requesting financial aid 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 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 MercyConnect.

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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 for 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.

The Office of Enrollment Services will notify selected students in writing 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 ETAP 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, including grants, loans and work study. 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. Have either a high school diploma or a General Equivalency Development Certification (GED).
5. Be registered for the Selective Service (if applicable).
6. Demonstrate need (as defined by the DOE) for the grants, work study and student loan programs.
7. Not be in default or in an overpayment situation for any federal grant or loan program.
8. 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. Complete 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.

Students matriculated in either an associate's degree program or a bachelor's degree program must meet similar academic progress standards. However, the maximum number of semesters of aid eligibility for an associate degree is six.

### 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, institutions 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 Pell Grants.
- Federal Supplemental Educational Opportunity Grants (SEOG).
- Federal Work Study Program.
- Federal Direct Loan Programs, both Subsidized and Unsubsidized loans.
- Federal Direct Parent 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.

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### 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.

#### *Undergraduate Students*

ASSOCIATE DEGREE		BACHELOR'S DEGREE	
Credit hours attempted	Cumulative GPA	Credit hours attempted	Cumulative GPA
0-15 credits	1.50 GPA	0-30 credits	1.50 GPA
16-30 credits	1.75 GPA	31-60 credits	1.75 GPA
31+ credits	2.00 GPA	61 credits or above	2.00 GPA

### 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, he/she must earn 16 credits of those attempted ( $16 \text{ earned credits} / 24 \text{ attempted credits} \times 100 \text{ percent} = 67 \text{ percent}$ ).

#### *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 bachelor's program that requires 120 credit hours for completion, then 180 hours is the maximum number of attempted hours permitted relative to federal student aid eligibility ( $150 \text{ percent} \times 120 \text{ credit hours}$ ). For a student enrolled in an associate's program, he/she may receive aid for up to 90 attempted credit hours ( $150 \text{ percent} \times 60 \text{ credit hours}$ ).

### 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 that 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 accumulation. 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 percent 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 electronic 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 their respective PACT or COP mentor in writing to request a re-evaluation 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 PACT or COP mentor. 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 PACT or COP mentor, that outlines the specific plan/corrective action to improve academic progress.

The SAP Appeals Committee will meet and review the students' 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 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 on-line via MercyConnect) or unofficially (by ceasing to attend).

Students who 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 midpoint 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.

### **Federal Pell Grant**

Eligibility for the Federal Grant Program is determined by the FAFSA application and current enrollment status in a degree-granting program. The value of the Federal Pell Grant is \$598 to \$5,815 for the 2016–2017 Academic Year. A student must be registered for a minimum of three credits and making SAP.

### **Federal Supplemental Educational Opportunity Grant: SEOG Grant**

Awards are made to Federal Pell Grant eligible students demonstrating exceptional need (as defined by the DOE). Awards range from \$200 to \$4,000 per academic year. Limited funds restrict the number and the value of the awards in a given academic year. A student must be registered for a minimum of six credits and making SAP.

### **Federal Work Study Program**

On-campus Federal Work Study positions are available at each campus. Additionally, a small number of students may be eligible to work off-campus at an approved not-for-profit organization through the community service component of the Federal Work Study Program. Students working in these positions generally work 12–20 hours per week. To be eligible, the student must show financial need, per the FAFSA application process. Students who have been approved for work-study as part of their aid award may contact the Office of Career Services for more program information.

### **Federal Aid to Native Americans**

Full-time matriculated students that are one-fourth or greater Native American Indian, may be eligible for additional federal grants. Students must be members of tribes served by the U.S. Bureau of Indian Affairs, must presently reside or have resided on the reservation, and must demonstrate financial need (as defined by the DOE).

Applications may be obtained from the U.S. Department of the Interior, Bureau of Indian Affairs, Syracuse, NY 13210.

### **Veterans 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 college level programs to Veterans and their dependents. Benefits generally cover tuition, fees, and education related expenses. Detailed information is available from the Offices of the Veterans Administration.

The Robert C. Byrd Honors Scholarship Program and the Paul Douglas Teacher Scholarship Program The Robert C. Byrd Honors Scholarship Program and the Paul Douglas Teacher Scholarship Program are federally funded programs administered by the state. For additional information and application forms, contact the New York State Education Department, State and Federal Scholarship and Fellowship Unit, Cultural Education Center, Albany, New York 12230.

### **National and Community Service Program**

The National and Community Service Program is available to students with a high school diploma or a GED currently or formally enrolled as a matriculated student in a degree granting program. Students may earn up to \$4,725 a year working either before, during or after college. The funds can be utilized to either pay current education expenses or to repay prior federal student loans. For additional information, call 800-942-2677 or write to The Corporation for National and Community Service, 1100 Vermont Avenue, NW, Washington, DC 20525.

**William D. Ford Federal Direct Loan Program (DL Loan Program)**

The DL Loan Program consists of the following loans products for undergraduate students: Federal Subsidized Stafford Loans, Federal Unsubsidized Stafford Loans, and Federal Parent PLUS Loans. Federal Stafford Loans, both Subsidized and Unsubsidized Loans, are loans in the name of the student. Federal PLUS Loans are loans in the name of the parent, for the student's educational expenses.

Students must demonstrate need (as defined by the DOE) to be eligible for Federal Subsidized Stafford Loans. The DOE pays the interest of the Subsidized Stafford Loan while a student is enrolled minimally half-time. Students that do not demonstrate need are also eligible for Federal Unsubsidized Stafford Loans. The value of the Federal Stafford Loan is determined by the student's grade level (as determined by the total number of cumulative credits toward the matriculated degree). The Federal Stafford Loan values for the 2018-2019 Academic Year are detailed below:

**Dependent Students (as defined by the DOE)**

Freshmen:	\$3,500 Sub/Unsub (plus \$2,000 Unsub)	Total \$5,500
Sophomores:	\$4,500 Sub/Unsub (plus \$2,000 Unsub)	Total \$6,500
Juniors:	\$5,500 Sub/Unsub (plus \$2,000 Unsub)	Total \$7,500
Seniors:	\$5,500 Sub/Unsub (plus \$2,000 Unsub)	Total \$7,500

The aggregate federal loan limit for a dependent undergraduate student is \$23,000 in Subsidized funds (up to \$31,000 including the additional \$2,000 Unsubsidized funds, as defined by Congress).

**Independent Students (as defined by the DOE):**

Freshmen:	\$3,500 Sub/Unsub (plus \$6,000 Unsub)	Total \$9,500
Sophomores:	\$4,500 Sub/Unsub (plus \$6,000 Unsub)	Total \$10,500
Juniors:	\$5,500 Sub/Unsub (plus \$7,000 Unsub)	Total \$12,500
Seniors:	\$5,500 Sub/Unsub (plus \$7,000 Unsub)	Total \$12,500

The aggregate federal loan limit for an independent undergraduate student is \$57,500 (Subsidized and Unsubsidized combined, as defined by Congress).

The DOE may deduct an origination fee of up to three 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 Federal Stafford Loan Programs upon receipt of the FAFSA application. Eligibility will be communicated to the student via the comprehensive Financial Aid 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 are included with the Financial Aid Notice of Award packet). Both of these documents can also be completed electronically via the Department of Education web site at [studentloans.gov](http://studentloans.gov).

Federal Loans must be disbursed minimally in two installments (whether the loan is for one term or multiple terms in an academic year). Additionally, Federal Loan funds for newly enrolled students at the College are eligible for disbursement thirty days after the first day of the term (as required by the DOE).

**Federal Direct Parent PLUS Loan**

Parents may borrow up to the cost of education less any financial aid each academic year for a dependent undergraduate student. The interest rate is determined by Congress. Repayment commences 60 days after the final disbursement of the loan in an academic year.

Any parent requesting a Federal PLUS on behalf of his/her student must notify the Office of Enrollment Services of approval of the Federal PLUS Loan and the value of the loan requested. Additionally, the parent must complete a Master Promissory Note (MPN) and submit a copy of the MPN to the College.

Please be advised that Federal PLUS Loan approvals are based upon credit checks. Additionally, Federal PLUS Loans are subject to the same origination and default fees as the Federal Stafford Loans. Finally, Federal PLUS Loans are subject to the same disbursement regulations as the Federal Stafford Loans (as mentioned earlier).

**NEW YORK STATE FINANCIAL AID PROGRAMS NYS****Tuition Assistance Program (TAP)**

Initial application for TAP is made by completing the FAFSA application and listing Mercy College's Federal School Code (002772) in the first slot of the FAFSA application. NYS Higher Education Services Corporation (HESC) will then notify students via email that an Electronic TAP Application (ETA) is available at [www.hesc.org](http://www.hesc.org) for completion. HESC will not finalize the TAP Application (ETA) without the student logging onto the website to review and electronically sign the ETA.

Students that did not list Mercy College in the first slot of the FAFSA application, yet subsequently enrolled at the College, MUST complete a NYS TAP College Change Form to be eligible for a TAP award at Mercy College.

TAP awards range from \$250 to \$5,165 in an academic year for NYS residents. Students must be matriculated in an approved bachelor's or associate's degree granting program, be registered full-time, and maintain Satisfactory Academic Progress (SAP) as outlined by HESC.

SAP for NYS Tuition Assistance Awards is measured by Program Pursuit (completion of minimum percentage of credits in a given term) and Cumulative GPA. Details of both the Program Pursuit and Cumulative GPA are available on the Mercy College website [www.mercy.edu](http://www.mercy.edu).

To be eligible for TAP in any one semester, students must take a minimum of 12 credits applicable to their degree. For example, if a student takes four courses, but only three of the courses are applicable toward the degree and the other is for personal enrichment, that student would be counted as a part-time student for TAP purposes for that term.

Courses that are replacing a degree requirement that has already been satisfied are not counted towards full-time enrollment for TAP purposes. For example, if a student transferred in 15 credits worth of electives and their degree requires 18 credits of electives in total, they only have three credits remaining to meet that requirement. A student taking two core courses and two electives for a term would not be counted as full-time for TAP purposes; only one of those electives count towards the degree, the other is extraneous.

A student may only repeat a course and have the course count as part of the minimum full-time or part-time course load for financial aid purposes if credit was not previously earned for the course. If an F or a W was received in a course, credit was not earned for the course. Therefore, a student may repeat courses in which F or W grades were earned and have them count towards full-time or part-time study requirements. There are certain other circumstances when a student may repeat a course and have it count as part of the minimum course load, including when: (1) the grade earned is passing at the College but not considered passing in a particular curriculum. For example, a student receives a D in a nursing course. D is a passing grade; however, any grade lower than a C in a nursing course is considered a failing grade. Thus, the nursing course in which you earned the D may be repeated as part of the minimum full-time or part-time course load; or (2) The course can be repeated and credit earned each time, such as certain physical education or language courses.

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With regard to the effect on full-time and part-time status, a repeated course in which you earned a passing grade may not be used to meet the pursuit of program requirement (completing a certain percentage of the minimum full-time or part-time course load in each term an award is received) for maintaining good academic standing. In other words, a course that a college does not require you to repeat in order for you to earn credit toward a degree cannot be considered in determining whether you have satisfied the pursuit requirement for a New York State award.

NYS regulations require that a student must take a minimum of one three-or-more credit course at the campus at which the degree 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 can take core requirements and electives at other campuses and qualify for NYS aid, but they must complete the core course at the home campus in order to complete their degree. See the program pages for detail of the specified course for that program.

## Standard of Satisfactory Academic Progress for the Purpose of Determining Eligibility for State Student Aid

### STUDENTS RECEIVING FIRST NYS AWARD PAYMENT IN 2006-07 AND EARLIER

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#### Program: Baccalaureate Program

Before Being Certified for This Full-time Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th**	10th**
A Student Must Have Accrued at Least This Many Credits	0	3	9	21	33	45	60	75	90	105
With At Least This Grade Point Average	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

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#### Program: Associate Degree

Before Being Certified for This Full-time Payment	1st	2nd	3rd	4th	5th	6th
A Student Must Have Accrued at Least This Many Credits	0	3	9	18	30	45
With at Least This Grade Point Average	0	.5	.75	1.3	2.0	2.0

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### EFFECTIVE 2010-11 STUDENTS RECEIVING FIRST NYS AWARD PAYMENT IN 2007-08 AND THEREAFTER

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#### Program: Baccalaureate Program

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
A Student Must Have Accrued at Least This Many Credits	0	6	15	30	45	60	75	90	105	120
With At Least This Grade Point Average	0	1.5	1.8	2.0	2.0	2.0	2.0	2.0	2.0	2.0

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#### Program: Associate Degrees

Before Being Certified for this Payment	1st	2nd	3rd	4th	5th	6th
A Student Must Have Accrued at Least This Many Credits	0	6	15	30	45	60
With at least this Grade Point Average	0	1.5	1.8	2.0	2.0	2.0

### **Loss of TAP Eligibility**

Any student that fails to meet the renewal criteria for a TAP award will lose eligibility for a TAP award for the following semester. Options available to a student in this situation are as follows:

1. Request a TAP Waiver. A TAP Waiver is NOT automatic and is granted only for reasons of EXTRAORDINARY CIRCUMSTANCES. For further information, please contact the Office of Enrollment Services.
2. Remain out of school for a least one full year after losing eligibility. Students who have used four semesters of TAP, but have a CGPA of below 2.0, must obtain a CGPA of 2.0 at Mercy College to regain eligibility.
3. Transfer to another college.
4. Continue in college using funds other than TAP to finance educational costs. Eligibility will be regained when the student again meets the academic criteria.

### **Enhanced Tuition Award (ETA)**

The Enhanced Tuition Awards program provides tuition awards to students who are New York State residents attending a private college located in New York State. Recipients receive \$6,000 through a combination of their TAP award, ETA award and a match from Mercy College.

To be eligible a student must complete and application with HESC and:

be a resident of NYS and have resided in NYS for 12 continuous months prior to the beginning of the term;

be a U.S. citizen or eligible non-citizen;

have either graduated from high school in the United States, earned a high school equivalency diploma, or passed a federally approved "Ability to Benefit" test, as defined by the Commissioner of the State Education Department;

have a combined federal adjusted gross income of \$100,000 or less, as reported on their family's 2015 tax return;

be pursuing an undergraduate degree at a participating private college or university located in New York State;

be enrolled in at least 12 credits per term and complete at least 30 credits each year (successively), applicable toward his or her degree program;

if attended college prior to the 2017-18 academic year, have earned at least 30 credits each year (successively), applicable toward his or her degree program prior to applying for an Enhanced Tuition Award;

be in a non-default status on any student loan(s) made under any NYS or federal education loan program or on the repayment of any NYS award;

be in a non-default status on a student loan made under any NYS or federal education loan program or on the repayment of any NYS award;

be in compliance with the terms of the service condition(s) imposed by any NYS award(s) that you have previously received; and

execute a Contract agreeing to reside in NYS for the length of time the award was received, and, if employed during such time, be employed in NYS.

An applicant who first entered college as a freshman student in the 2015-16 academic year and earned 54 credits, or who first entered college as a freshman student in the 2016-17 academic year and earned 24 credits can make up those 6 credits in 2017-18. Students who successfully earn 36 credits in the 2017-18 academic year can apply to become eligible for an Enhanced Tuition Award beginning in the 2018-19 academic year.

A recipient of an Enhanced Tuition Award is eligible to receive award payments for not more than two years of full-time undergraduate study in a program leading to an Associate's degree or four years of fulltime undergraduate study, or five

years if the program of study normally requires five years, in a program leading to a Bachelor's degree.

To receive payments each subsequent year (after the initial application year), an Enhanced Tuition Awards recipient must annually complete the Free Application for Federal Student Aid (FAFSA) and the TAP-on-the-Web Application.

### **NYS Aid for Part-Time Study (APTS)**

The NYS APTS program is a grant program financed via HESC providing funding for qualified part-time undergraduate students that are NYS Residents. The APTS grant awards range from \$100 to \$2,000 in an academic year. Contact the Office of Enrollment Services for more information about eligibility requirements and application processes.

### **Higher Education Opportunity Program (HEOP)**

Students must meet both academic and economic criteria to be eligible for the HEOP Program. Generally, students must prove both academic and economic disadvantage. Upon admittance to the HEOP program, students may receive supplemental financial and educational assistance from the College.

Financial aid is calculated on an individual basis and is calculated to include the cost of tuition, fees, books, supplies, transportation, etc. A comprehensive financial aid package will be generated for all students upon admittance to the program and receipt of the FAFSA application. Students must also complete the ETA from HESC. Students must complete the College application process with the Offices of Admission and HEOP.

### **Regents Awards for Children of Deceased and Disabled Veterans**

Awards for children of deceased or disabled veterans are available to the children of veterans who die or who have a current disability of 50 percent or more resulting from U.S. Military service. The amount of the award is up to \$450 per year. Applications are made through the NYS HESC via [www.hesc.org](http://www.hesc.org).

For further information regarding VA Benefits Certification, please contact the Office of Student Accounts at 914-674-3104.

### **Regents Awards for Children of Deceased Police Officers, Firefighters and Corrections Officers**

These awards provide up to \$450 per academic year for children of police officers, firefighters, and corrections officers of NYS who have died as a result of injuries sustained in the line of duty. Applications are made through NYS HESC via [www.hesc.org](http://www.hesc.org).

### **Regents Awards for Children of Deceased State Corrections Officers and State Civilian Employees of a Correctional Facility**

This Regents Award provides financial aid to children of NYS Corrections Officers or Civilian Employees of a NYS correction facility who dies as a result of injuries sustained in the line of duty during the September 1971 Attica uprising. Individuals cannot be eligible for both this award and the Regents Award for the Children of Deceased Police Officers, Firefighters, or Corrections Officers. The awards are for full-time undergraduate study and are equal to the sum of annual tuition and average room and board charges specified by the State University of New York. Applications are made through NYS HESC at [www.hesc.org](http://www.hesc.org).

### **New York State Aid to Native Americans**

New York State Aid to Native Americans is an entitlement program with neither a qualifying examination nor a limited number of awards. A student may be eligible for an award of up to \$1,000 per academic year for a maximum of four years of full-time study. Applications are made through NYS HESC at [www.hesc.org](http://www.hesc.org).

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## MERCY COLLEGE SCHOLARSHIP AND GRANT PROGRAMS

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Mercy College Scholarships are awarded primarily on the basis of superior academic performance, demonstrated financial need, and the student's potential contribution to the intellectual life of the College. Need-based funding and scholarship disbursement requires the filing of the Free Application for Federal Student Aid (the FAFSA) by February 15th of each year. Scholarships are generally available to new incoming freshmen, transfer students and continuing students.

To apply for any of the Mercy College-funded scholarship programs, please go to our Prospective Students section at [www.mercy.edu](http://www.mercy.edu).

### **Mercy College Assistance Grant**

Mercy College offers need-based tuition grants to supplement federal and state aid. Application is made by completing the FAFSA application. Based on the Estimated Family Contribution (EFC), full-time students may be allocated funds to assist them in meeting their financial obligations to the College. Students who receive non-need based grants from the college and/or from sources outside Mercy College may have their MCAG award reduced and/or cancelled.

### **Mercy College Presidential Excellence Scholarship**

Scholarships may be awarded to outstanding entering freshmen students who have demonstrated academic merit. Scholarship awards are renewable for up to four years as long as the recipient meets the conditions outlined via the Scholarships Agreement Form.

### **Mercy College Excellence Scholarship**

Scholarships may be awarded to outstanding entering freshmen students who have demonstrated academic merit. Scholarship awards are renewable for up to four years as long as the recipient meets the conditions outlined via the Scholarship Agreement Form.

### **Mercy College Trustees Scholarship**

Scholarships may be awarded to outstanding entering freshmen students who have demonstrated academic merit. Scholarship awards are renewable for up to four years as long as the recipient meets the conditions outlined via the Scholarship Agreement Form.

### **Mercy College Presidential Scholarship**

Scholarships may be awarded to outstanding entering freshmen students who have demonstrated academic merit. Scholarship awards are renewable for up to four years as long as the recipient meets the conditions outlined via the Scholarship Agreement Form.

### **Mercy College Trustee Transfer Scholarship**

Scholarships may be awarded to outstanding entering transfer students who have demonstrated academic merit and earned minimally 24 credits. Scholarship awards are renewable for up to three years long as the recipient meets the conditions outlined via the Scholarship Agreement Form.

### **Mercy College Presidential Transfer Scholarship**

Scholarships may be awarded to outstanding entering transfer students who have demonstrated academic merit and earned minimally 24 credits. Scholarship awards are renewable for up to three years, as long as the recipient meets the conditions outlined via the Scholarship Agreement Form.

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### **Mercy College Transfer Scholarship**

Scholarships may be awarded to outstanding entering transfer students who have demonstrated academic merit and earned minimally 24 credits. Scholarship awards are renewable for up to three years as long as the recipient meets the conditions outlined via the Scholarship Agreement Form.

### **Athletics**

Mercy is a Division II NCAA member and offers intercollegiate competition in men's baseball, basketball, cross-country, lacrosse, track and field, soccer, tennis, and golf. Women's intercollegiate sports include basketball, cross-country, track and field, lacrosse, soccer, softball, and volleyball. Athletic scholarships are available to students who meet the eligibility guidelines as specified by the NCAA and are selected as scholarship recipients.

### **E.L. Franz County Scholarship Program**

Scholarships awarded annually to adult students demonstrating need who have not recently been in a "normal schooling pattern" and are not normally eligible for scholarship funding from Westchester County and the Bronx.

### **E.L. Franz Scholarship Fund**

Scholarships awarded annually to a student receiving full financial aid in order to reduce dependence on employment income and enhance opportunity for academic success.

### **Joel Halpern Memorial Scholarship**

Scholarship created to perpetuate the spirit of Mr. Halpern, in recognition of his contributions to the enrichment of the cultural and educational environment of Westchester County. Awarded annually to a student from Westchester County; renewed in the sophomore, junior and senior years, provided the recipient continues to qualify for financial aid according to college guidelines.

### **Frances T.M. Mahoney Scholarship Fund for Students**

The Frances T.M. Mahoney endowed scholarship fund supports a student with a GPA of 3.0 or higher who is in need of financial aid. Please contact the Office of Institutional Advancement for more information.

### **Links-LeMelle Scholarship**

The Links-LeMelle scholarship is a partial scholarship awarded annually to defray travel expenses anywhere in the world to undertake a study project preferably at a major university or educational institution, in preparation for a professional or graduate career. The competitive scholarship is awarded to a female African-American student who has completed a minimum of 50 credits. The scholarship is offered through a fund generously contributed by the Westchester Chapter of LINKS to honor and perpetuate the ideas of its president, Wilbert John LeMelle.

### **Mortimer Levitt Scholarship Fund**

This scholarship is awarded annually to a female member of the student body to help defray travel expenses anywhere in the world, preferably to a major university or educational institution, while undertaking an approved study project. The scholarship(s) will be awarded on a basis of a competition involving the submission of project essays. The scholarship was founded by Mortimer Levitt, founder and president of The Custom Shop.

### **Mortimer Levitt Gifted Student Fund**

These partial scholarships are awarded to a freshman, a sophomore, and a junior based on academic merit. Each student must be on the Summa Cum Laude track and be nominated by a Mercy faculty. The award is renewable with continued academic excellence. Scholarship funding is made available by Mortimer Levitt.

### **Steven Gans Memorial Award**

A partial scholarship awarded annually to a continuing undergraduate who has demonstrated creativity and academic achievement in his/her pursuit of an undergraduate degree. Students should be nominated by the faculty in the field of computer science, mathematics and related sciences on the basis of academic excellence, creativity, community service and financial need.

### **Sal Argento Memorial Fund**

A monetary award, based on financial need, may be awarded to any student pursuing a four-year undergraduate degree at Mercy College. The College acknowledges that the donor requests that the aid be used to meet the financial need of a student who is a first generation higher education degree-seeking student.

### **Anne Rice Endowed Scholarship**

A partial scholarship awarded annually to a student in the natural sciences who has maintained academic excellence.

### **Gioietta and Alberto Vitale Scholarship**

Established by Mercy College Trustee Alberto Vitale and his wife, Gioietta, partial scholarships are available to incoming Honors students who demonstrate extraordinary academic ability and who have an interest in business or health science.

### **Linda Christof Guglielmo Scholarship Fund**

Established in honor of Mercy College alumna, Linda Christof Guglielmo, the scholarship is designated to a female student having completed her freshman year (if full-time) or the equivalent number of credits if part-time. Award is made based on a combination of financial need and academic achievement. To qualify, the recipient must have a minimum of a B average with no grade less than a C. Recipient must maintain those academic standards for each academic year in order to qualify for grant continuance. The general intent of the award is to support those who will pursue a teaching career. Recipients must be enrolled in an education-related undergraduate major. The award amount shall be \$500 per academic year or per that period it takes a part time student to complete credit requirements equal to one full academic year. In no event shall one student receive more than three awards.

### **Luzette Ceneus Scholarship Fund**

This fund is awarded to a female or male Haitian student pursuing a degree in business.

### **Lucie Lapovsky Award**

Partial scholarship award, based on financial need, may be offered to any student pursuing a four-year undergraduate degree at Mercy College. The College acknowledges that the donor requests that the aid be used to meet financial need and has expressed a particular interest in the needs of transfer and part-time students.

### **Matero Scholarships**

Two partial scholarships are awarded to one full-time and one part-time student who are members of a union or have an immediate family member who is a member of a union. Eligible students must pursue a degree in industrial relations or business and have a record of academic achievement.

### **Carol Burnett Scholarship**

Partial Scholarship offered to a student who has exhibited academic achievement and has an interest in the Arts or Humanities, especially the Performing Arts. The scholarship derives from a generous contribution to the College by Carol Burnett.

### **The Eva Ellis Travel Scholarship Fund**

The Eva Ellis Traveling Scholarship Award has been established for a student in the Mercy College Honors Program to travel to Honor Semesters sponsored by the National Collegiate Honors Council.

### **John Sullivan Fund**

Fund established to support a student in need. Please contact the Scholarship Office for more information.

### **Juan Miguel Roldan Scholarship**

A partial scholarship awarded annually to an undergraduate student majoring in Music Production and Recording Arts with a GPA of 3.2 or higher.

### **Rockland Community College Transfer Scholarship**

Awarded annually to an outstanding Rockland Community College graduate majoring in Business. The student is selected by Rockland Community College faculty.

### **Westchester Community College Transfer Scholarship**

Awarded annually to an outstanding Westchester Community College graduate majoring in Business. Students are selected by Westchester Community College faculty.

### **U.S. Department of Health and Human Services Scholarship for Communication Disorders**

Scholarships are available for disadvantaged students through a grant from the United States Department of Health and Human Services. Funding is available for students who have been accepted into the bachelor's degree program in Communication Disorders.

### **Michael I. Muro Scholarship**

This is an annual scholarship for a student entering his/her senior year and majoring in history. Recipients must be Yonkers residents and shall be chosen on the basis of academic excellence, community service, and financial need.

### **Neillis Memorial Scholarship**

This partial award is given to a financially disadvantaged student majoring in the natural sciences who has attained academic merit. This scholarship was established in memory of the former chairperson of the Natural Sciences Department, Dr. Jeanne Marie Neillis.

### **The J. Mae Pepper Memorial Fund**

Two partial scholarships are awarded annually to one undergraduate and one graduate student majoring in nursing. This award is given to a student who has demonstrated qualities of scholarship, leadership, integrity, and a love for the profession characteristic of Dr. Pepper, the late Chair of Nursing. Established in memory of the former chairperson of the Nursing Department, Dr. Jessie Mae Pepper.

### **Charlotte Newcombe W. Foundation Scholarship**

Awarded annually to "mature women students" — over the age of 25 — who have earned at least 60 credits toward a bachelor's degree and are in need of additional financial support to complete their course work.

### **Steinitt Memorial Fund**

Founded by Dr. Eva F.S. Ellis, the Steinitt Memorial Award is presented annually to the most outstanding student in the Teacher Education Program who plans to enroll in a Mercy College graduate program in Education.

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**Barbara Ross Sullivan Memorial Fund**

This fund is used to generate a monetary award to be presented to the most deserving graduating senior at the Bronx campus who is entering a graduate school to pursue an advanced degree in Library Science.

**Daddy Short Legs Scholarship**

This scholarship supported by an anonymous donor is intended for Mercy College seniors who are in jeopardy of dropping out of school due to financial struggles. Funds may cover transportation, childcare and other expenses. A faculty or staff member of Mercy College must refer students to the Scholarship Office. The president of Mercy College makes the final selection.

**CAMPUS EMPLOYMENT**

Through the on-campus employment program, full-time students, who are not eligible to participate in the Federal Work Study Program, may be eligible to work on-campus through departmentally sponsored positions. Students work 12–20 hours per week at the prevailing rate of pay. Students who are interested should contact the Work Study Program coordinator at 914-674-3084.

**TUITION REIMBURSEMENT PLANS**

Many employers offer tuition reimbursement plans. Contact your employer regarding available assistance.

# Program Advisory Boards

## Clinical Laboratory Sciences

**Grace Consiglio M.P.A., B.S., C.L.T**  
Saint Joseph's Medical Center  
Yonkers, NY

**Gershni Gaspard MLS(ASCP)**  
Mercy College CLS Program Alumni  
New York Blood Center  
Nyack, NY

**Carmela Lopin MT(ASCP)**  
St John's Riverside Hospital  
Yonkers, NY

**Michelle Naylor MS, MT(ASCP)**  
Program Director,  
Clinical Laboratory Science  
Mercy College  
Dobbs Ferry, NY

**Louisa Pricoli MS, MT(ASCP)**  
White Plains Hospital  
White Plains, NY

**Jacqueline Reiner MT(ASCP)**  
NYP-Lawrence Hospital  
Bronxville, NY

**Linda Sherman-Atkins, MS, MT(ASCP) SH**  
Assistant Professor  
Clinical Laboratory Science  
Mercy College  
Dobbs Ferry, NY

**Shrita Smith MS, MT(ASCP)**  
Becton-Dickinson  
Franklin Lakes, NJ

**Robert Sullivan Ph.D., MT(ASCP)**  
Program Director – Retired  
Poughkeepsie, NY

**Michele Tanzillo MT(ASCP)**  
Phelps Memorial Hospital  
Sleepy Hollow, NY

## Occupational Therapy Assistant

**Jennifer Alves, C.O.T.A.**  
Throgs Neck Extended Care  
Bronx, NY

**Susie Brubaker M.A., O.T.R., C.H.T.**  
Retired Occupational Therapist  
Hartsdale, NY

**Lisa Davis M.A., O.T.R/L**  
Executive Director,  
Therapeutic Resources  
New York, NY

**Cristina Dumitrescu, M.S., O.T.R/L**  
Program Director  
Occupational Therapy Assistant Program  
Mercy College  
Dobbs Ferry, NY 10522

**Mary Lou DeMaio, M.S., O.T.R/L**  
Director of Rehabilitation  
St. Patrick's Home for the Aged and Infirm  
Bronx, NY

**Rosemarie Drummond, C.O.T.A**  
Staff Certified OT Assistant  
Fred Keller School  
Yonkers, NY

**Sharon Sedlak, M.S., O.T.R/L**  
Assistant Professor  
Associate Director / Director of Clinical Education  
Occupational Therapy Assistant Program  
Mercy College  
Dobbs Ferry, NY

# Program Advisory Boards

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## Social Work

**Alison Carrol**

Associate Executive Director  
Putnam Family and  
Community Services  
Carmel, NY

**Stephanie Diggs**

President  
Dobbs Ferry Social Work Club

**Raymond Franzem**

Director of Social Services  
for Education  
AHRC  
Bronx, NY

**Diane Gitelson, M.S.W.**

Former Director of Social Work  
Sky View Nursing/Rehabilitation  
Center Croton-on-Hudson, NY

**Patricia Hamill**

Office of Mental Health  
Yorktown Heights, NY

**Carolyn Hanesworth**

Assistant Professor, Mercy College

**Ms. Britney Hudson**

Mercy College Alumni

**Alexander S. Ingram**

**Hawa Jalloh**

NASW  
Westchester Division Chair

**Ms. Marion Kendall**

Mercy College Alumni

**George Lewert, M.S.W.**

Social Work Manager  
New York Presbyterian Hospital  
Columbia University Medical Center  
New York, NY

**Regis McDonald, M.S.W.**

Senior Vice President  
The Children's Village  
Dobbs Ferry, NY

**Emily Murphy**

Assistant Professor at Mercy College

**Amanda Rodriguez**

President  
Bronx Social Work Club

**Mr. Michael Swanwick**

Sr. Director, Social Work  
& Discharge Planning  
Westchester Medical Center-  
WMC Health Network

**Ricardo Torress**

Director of Family Services  
WestHab  
85 Executive Blvd.  
Elmsford, NY

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## Nursing

**Patricia Cal, DNP, MSN**

Chair, Department of Nursing  
Orange Community College  
Middletown, NY

**Bonnie Corbett**

Vice President, Patient Care Services  
NY Presbyterian Hudson Valley  
Hospital  
Cortlandt, NY

**Lynette DeBellis, M.A, RN**

Chair, Nursing  
Westchester Community College  
Valhalla, NY

**Rebecca M. Greer, D.N.P., RN**

Dean, Montefiore School of Nursing  
Mount Vernon, NY 10550

**Dorothea Lever, RN, Ph.D., CDE,  
CCRN**

Nursing Chair  
Rockland Community College  
Suffern, NY

**Annemarie McAllister, Ed.D., RN**

Dean, Cochran School of Nursing  
St. Johns Riverside Hospital  
Yonkers, NY

**Mary McDermott, M.S.N., RN,  
ANP, NE-BC**

Chief Nursing Officer  
Phelps Memorial Hospital Center  
Sleepy Hollow, NY

**Loretta McManus RN, MS, BC,  
LNHA**

Vice President of Nursing (Ret.)  
The Silverlake Center for  
Nursing and Rehabilitation  
Briarwood, NY

**Michele Quirolo, RN, M.S.**

Vice President of Operations  
VNA of Hudson Valley,  
(Northwell Health)  
Mount Kisco, NY

**Daniel M. Suarez, RN, M.A.**

Associate Director Sales NY Region  
OnCourse Healthcare Group  
Bayside Queens, NY

**Maria Vezina, Ed.D., RN, NEA-BC**

Vice President of Patient Care and  
Chief Nursing Officer, MSSS  
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Former General Counsel

**Dean Witter**  
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Montefiore Health System

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Institute for Mediation and  
Conflict Resolution

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Green Chimneys

**Stan Wiktor**  
President  
Central Systems International

# Registered Programs

## (by Campus)

### 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 the Bronx (BX), Manhattan (MT) and Yorktown Heights (YH), as well as online (DL). All campuses offer the associate degree in arts and in science.

#### Behavioral Science (2201) (DF, BX, DL, YH, MT)

- Community Health
- Gerontology
- Health Services Management

#### Biology (0401) (DF)

- Biology Education

#### Business Administration (0506) (DF, BX, DL, YH, MT)

- Finance
- General Business Administration
- International Business
- Management
- Marketing
- Sport Management
- Entrepreneurship (DF)

#### Clinical Laboratory Science (1223) (DF)

#### Communication Disorders (1220) (DF)

#### Communication Studies (0601) (DF)

- Public Relations

#### Computer Information Systems (0702) (DF, BX, DL)

#### Computer Science (0701) (DF, DL)

#### Corporate and Homeland Security (2105) (DF, BX, DL)

#### Criminal Justice (2105) (DF, YH, BX, DL)

#### Cybersecurity (0799) (DF, DL)

- Cybersecurity B.S. + M.S.

#### Design + Animation (1009) (DF)

#### English (1501) (DF, DL, BX)

#### Exercise Science (1299.30) (DF)

- Clinical Track
- Performance Track

#### General Accounting (0502) (DF, BX)

- Computers and Information Systems
- Financial Accounting
- Taxation

#### Health Science (1299) (DF)

- Health Promotion (DF)
- Health Pre-OT
- Health Pre-PA (DF)
- Health Pre-PT (DF)

#### History (2205) (DF, DL, YH)

#### Interdisciplinary Studies (4901) (DF)

#### International Relations and Diplomacy (2210) (DF, MT)

#### Legal Studies (0599) (DF, DL)

- Paralegal Studies
- Political Science

#### Management Accounting (0502) (DF, BX)

#### Mathematics (1701) (DF, DL)

#### Media Studies (0699) (DF)

- Film/Culture
- Journalism
- Radio & Television Production

#### Music Production and Recording Arts (1099) (DF)

#### Nursing – RN to B.S. – (1203.10) (DF, DL)

#### Nursing—Generic—(1203) (DF)

#### Occupational Therapy Assistant (5210) (DF)

#### Organizational Management (0506) (DF, BX, DL, MT, YH)

#### Psychology (2001) (DF, DL, YH, BX)

#### Public Accounting (0502) (DF, BX)

- Public Accounting B.S.

#### Social Work (2104) (DF, BX)

#### Sociology (2208)

- Sociology, B.S. (DF, DL, YH, BX)
- Sociology, B.A. (DF, YH, BX)

#### Spanish (1105) (DF, DL)

#### Veterinary Technology (0104) (DF)

- Pre-Veterinary Medicine

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# Faculty of Instruction

---

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M.B.A., Long Island University  
Ph.D., Walden University

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M.B.A., Stanford University

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## EMERITI FACULTY

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## School of Health and Natural Sciences

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 M.A., New York University  
 Ed.D., Walden University

### **Kimberly A. Rapoza**

Associate Professor, Psychology  
 B.A., University of Massachusetts  
 M.A., Ph.D., Boston University

### **Alexandrea Ravenelle**

Visiting Instructor, Sociology  
 B.A., M.A., University of Missouri  
 Ph.D., CUNY Graduate Center

### **Ori Shinar**

Associate Professor, Psychology  
 B.A., University of California, Irvine  
 Psy.D., Yeshiva University

### **Jack D. Simons**

Assistant Professor, Psychology  
 B.A., Saint Louis University  
 M.Ed., Ph.D., University of Missouri  
 Licensed Professional Counselor,  
 States of Arizona, Illinois, and Missouri  
 Licensed School Counselor, States of Arizona and Missouri

### **Mark Sirkin**

Associate Professor, Counseling  
 B.A., Boston University  
 M.A., Ph.D., University of Connecticut  
 Licensed Psychologist,  
 States of New York and Massachusetts

### **Marina Sorochinski**

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 B.A., Concordia University  
 M.A., John Jay College of Criminal Justice (CUNY)  
 Ph.D., CUNY Graduate Center

### **Ellen F. Sperber**

Associate Professor, Psychology  
 B.A., SUNY Buffalo  
 M.A., SUNY Oswego  
 M.A., Queens College (CUNY)  
 Ph.D., CUNY Graduate Center

### **JeeHee Sung**

Assistant Professor, Counseling  
 B.S., M.A., Yonsei University (South Korea)  
 M.A., University of San Diego  
 Ph.D., Texas Tech University

## School of Social and Behavioral Sciences

---

### **Sakinah Carter Suttiratana**

Visiting Assistant Professor, Behavioral Sciences  
B.A., M.B.A., Yale University  
M.P.H., Emory University  
Ph.D., University of California, San Francisco

### **James P. Towey**

Professor, Psychology  
B.A., Hunter College (CUNY)  
M.A., Ph.D., Columbia University  
Licensed Psychologist, State of New York  
Pd.M., *honoris causa*, Mercy College

### **Rebecca C. Trenez**

Associate Professor, Psychology  
B.A., M.A., St. Bonaventure University  
Ph.D., Fordham University

### **Cynthia T. Walley**

Assistant Professor, Counseling  
B.S., Loyola University New Orleans  
M.Ed., Augusta State University  
Ph.D., Old Dominion University

### **Julia Zavala**

Assistant Professor, Psychology  
B.S., Mercy College  
M.A., M.Phil., Ph.D., Teachers College, Columbia University

### **EMERITI FACULTY**

#### **Stuart E. Cohen**

Professor Emeritus, Psychology  
B.A., Brooklyn College (CUNY)  
Ph.D., CUNY Graduate Center  
Post-graduate Certificate in Behavior Therapy,  
Long Island University  
Pd.M., *honoris causa*, Mercy College  
Licensed Psychologist, State of New York

#### **Hind Rassam Culhane**

Associate Professor Emerita, Behavioral Science  
A.A., HL.D., Cazenovia College  
B.A., M.A., Rockford College  
M.A., Ed.M., Ed.D., Teachers College,  
Columbia University  
Pd.M., *honoris causa*, Mercy College

#### **Stephen A. Daniel**

Professor Emeritus, Psychology  
B.A., Queens College (CUNY)  
M.A., Western Michigan University  
Ph.D., University of Minnesota  
Pd.M., *honoris causa*, Mercy College  
Licensed Psychologist, State of New York

### **Charles T. DeStefano**

Associate Professor Emeritus,  
Psychology and Behavioral Science  
B.A., M.A., Ph.D., Boston University  
Pd.M., *honoris causa*, Mercy College

### **Adma Jeha d'Heurle**

Distinguished Professor Emerita, Psychology  
A.B., American University of Beirut (Lebanon)  
M.A., Smith College  
Ph.D., University of Chicago  
Pd.M., *honoris causa*, Mercy College

### **Mavis Kennelly Gill**

Professor Emerita, Psychology  
B.S., M.S., Ed.D., St. John's University  
Pd.M., *honoris causa*, Mercy College  
Certified School Counselor, State of New York  
Certified School Psychologist, State of New York  
Licensed Psychologist, State of New York

### **Richard L. Hudson**

Associate Professor Emeritus,  
Sociology and Behavioral Science  
B.A., Marist College  
M.A., New School University  
Ph.D., CUNY Graduate Center  
Pd.M., *honoris causa*, Mercy College

### **Mary C. Kraetzer**

Professor, Behavioral Science  
A.B., College of New Rochelle  
M.A., Ph.D., Fordham University  
Pd.M., *honoris causa*, Mercy College

### **Robert C. Tash**

Professor Emeritus, Sociology  
B.A., M.A., St. John's University  
M.A., Teachers College, Columbia University  
M.A., Ph.D., New School University  
Pd.M., *honoris causa*, Mercy College

### **Lynn M. Tepper**

Professor Emerita,  
Behavioral Science and Psychology  
B.S., SUNY Buffalo  
M.A., Wayne State University  
M.S., Ed.M., Ed.D., Teachers College,  
Columbia University  
Pd.M., *honoris causa*, Mercy College

## School of Social and Behavioral Sciences

---

### Joseph A. Trzasko

Professor Emeritus, Psychology  
 A.B., University of New Hampshire  
 M.A., Ph.D., University of Vermont  
 Pd.M., *honoris causa*, Mercy College  
 Licensed Psychologist, State of New York

### Joseph Victor

Professor Emeritus, Criminal Justice  
 B.A., M.A., Seton Hall University  
 Ed.D., Fairleigh Dickinson University  
 Pd.M., *honoris causa*, Mercy College

## Faculty of Libraries

---

### Moddie Breland

Assistant Professor, Library  
 B.S., Bates College  
 M.Div., New York Theological Seminary  
 M.L.S., Clarion University

### Maureen Clements

Assistant Professor, Library  
 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

Assistant Professor, Library  
 B.A., College of New Rochelle  
 M.S.L.I.S., Pratt Institute

### Michele S. Lee-Leite

Assistant Professor, Library  
 B.F.A., M.S.L.I.S., Pratt Institute  
 M.S., Mercy College  
 Pd.M., *honoris causa*, Mercy College

### Judith Liebman

Associate Professor, Library  
 B.A., American University  
 MBA, Fordham University  
 M.L.S., Queens College (CUNY)

### Mustafa Sakarya

Assistant Professor, Library  
 B.A., Cornell University  
 M.A., Mercy College  
 M.S.L.I.S., Pratt Institute

### Tesse Santoro

Associate Professor, Library  
 B.A., M.L.S., Queens College (CUNY)

### EMERITI FACULTY

#### W. Bruce Fulton

Associate Professor Emeritus, Library  
 B.A., Northwest Christian College  
 B.A., University of Oregon  
 M.Div., M.L.S., Vanderbilt University  
 Pd.M., *honoris causa*, Mercy College

#### Srivalli Rao

Associate Professor Emerita, Library  
 B.A., M.A., University of Bombay (India)  
 M.L.S., Southern Connecticut State University

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# 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**

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<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
Student Financial Aid	Office of Enrollment Services
Transfer Students	Office of Admissions
Public Relations	Advancement Office
Contributions to the College	Advancement Office
Alumni	Alumni Relations Office
Veterans' Affairs	Office of Student Accounts

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# Mercy College Directories

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## Officers of the Corporation

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**Joseph P. Carlucci**, *Vice Chair*

**Joseph Gantz**, *Vice Chair*

**James M. McCormick**, *Vice Chair*

**Timothy L. Hall**, *President*

**Donald Aungst**, *Treasurer*

**Narda A. Romero**, *Assistant Treasurer*

**Irene Buckley**, *Secretary*

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Board of Trustees	Term Expires
<b>Walter Anderson, '72, B.S., Litt.D.</b> Retired Chairman, Publisher and CEO Parade Publications	Emeritus
<b>Patricia Blackmar, B.A.</b> Senior Editor Sports Illustrated	2020
<b>Gary W. Brown, B.S.</b> Chief Executive Officer FirstCaribbean International Bank	Emeritus
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<b>David T. Diamond, B.B.A., L.H.D.</b> President & CEO Diamond Property Group	Emeritus
<b>Edward B. Dunn, M.B.A., L.H.D.</b>	2019
<b>Alex R. Ferrari '82, B.S., M.B.A.</b> Retired Executive Vice President, Production & Production Technology Viacom Media Music & Entertainment Group	2019
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<b>Timothy L. Hall, J.D.</b> President Mercy College	Ex-Officio

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<b>David B. Jones</b> Retired National Managing Partner Public Sector Assurance Services Deloitte & Touche LLP	2020
<b>Thomas Larsen, M.D.</b> Professor of Neurosurgery New York Medical College	2020
<b>Donald J. Matthews, B.S.</b> Consultant Financial Credit and Educational Assessment Sectors	Emeritus
<b>James M. McCormick, M. Eng.</b> President First Manhattan Consulting Group, Inc.	2020
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<b>Michele A. Quirolo, '79, '82</b> Former President/ CEO Visiting Nurse Association of Hudson Valley Principal, Quirolo Consulting, LLC	2020
<b>Richard A. Rosenblatt, B.S.</b> President & Chief Executive Officer Rosenblatt Securities, Inc.	Emeritus
<b>Lynn Stratford, B.A.</b> Former Senior Vice President of Program and Community Engagement U.S. Fund for UNICEF	2020
<b>John R. Thompson '82, B.S.</b> Former Senior Vice President and General Manager Best Buy, Co. Inc	2020
<b>Nowlan MacDonnell Ulsch, B.A.</b> Managing Member MacDonnell Ulsch Cyber Advisory LLC	2020
<b>Gregory H. Williams, '14, M.B.A., J.D., Ph.D.</b> Former President University of Cincinnati and City College of New York	2019
<b>Daniel Zelem, B.A.</b> Retired Vice President and Chief Technology Officer Johnson & Johnson	2021

# Administration

**Timothy L. Hall, J.D.**  
President

**José Herrera, Ph.D.**  
Provost and Vice President of Academic Affairs

**Donald Aungst, B.S., CPA**  
Vice President for  
Finance and Planning

**Steven Birmingham, M.S.E.**  
Chief Information Officer

**Kristen Bowes, J.D., MA**  
General Counsel

**Felicia Brandon, B.A.**  
Senior Director of Student Accounts

**Irene Buckley**  
Chief of Staff

**Adam Castro**  
Vice President of Admissions

**Bernard Costello, M.B.A.**  
Director of  
Budgeting and Planning

**Karol E. Dean, Ph.D.**  
Dean, School of Social  
and Behavioral Sciences

**Saul Fisher, Ph.D.**  
Executive Director of Grants  
and Academic Initiatives

**Anne Gilligan-Evans, B.A., M.S.**  
Senior Director of Recruitment

**Anne Gilmartin, J.D., M.A.**  
Executive Director of Human  
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Executive Director of Admissions

**Jessica L. Haber, J.D.**  
Assistant Vice President,  
Institutional Planning,  
Assessment & Analytics

**Edward Hartwell, M.S.**  
Executive Director of  
Institutional Research,  
Evaluation & Data Analytics

**Tamara Jhashi, Ph.D.**  
Dean, School of Liberal Arts

**Kevin Joyce, M.B.A.**  
Vice President of Student Affairs

**Debra Kenney, M.B.A.**  
Executive Director of  
Enrollment Systems and Registrar

**Matt Kilcullen, Jr., M.Ed.**  
Director of Athletics

**Rajesh Kumar, M.A.**  
Executive Director  
of Student Success

**Timothy P. Lever, M.B.A.**  
Director of Academic Affairs  
Budgets and Planning

**Edie E. Magnus, M.S.**  
Executive Director,  
Media & Innovation

**Lucretia Mann, M.B.A., C.P.A.**  
Associate Provost  
of Academic Affairs

**Margaret M. McGrail, B.A.**  
Vice President  
of Enrollment Services

**Victor Petenkemani, M.B.A., M.S.**  
Interim Dean, School of Business

**Laura Plunkett**  
Director of Public Relations &  
Community Relations

**Todd P. Prattella, M.B.A.**  
Director of Information Technology

**Narda A. Romero, B.B.A., CPA**  
Controller

**Rose Rudnitski, Ed.D.**  
Dean, School of Education

**Mustafa Sakarya, M.L.S.**  
Director of Libraries

**Thomas R. Simmonds, M.S.**  
Vice President of  
Operations & Facilities Management

**Jeffrey Streker, B.A.**  
Executive Director  
of Enrollment Services

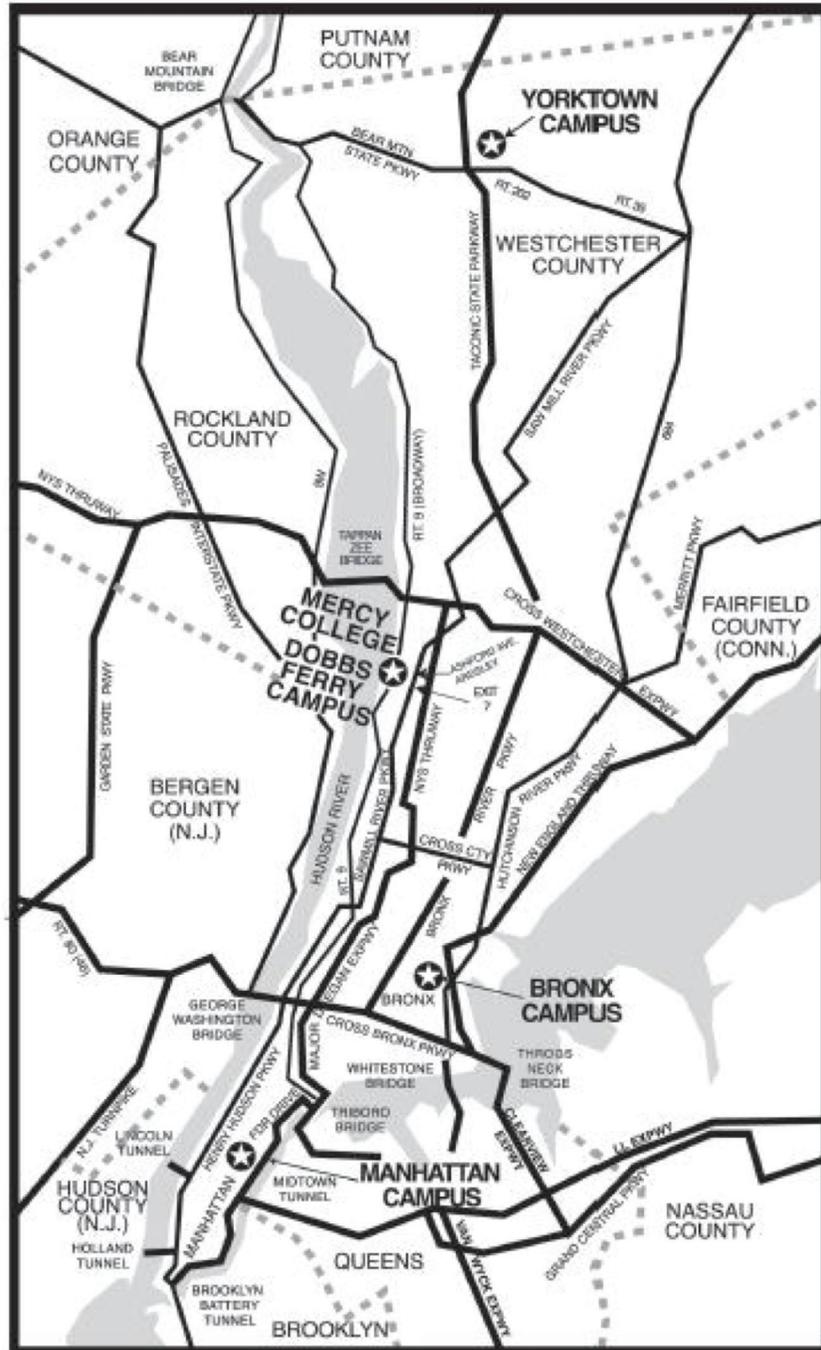
**Nancy Heilbronner, Ph.D.**  
Interim Associate Provost

**Joan Togli, Ph.D., OTR, FAOTA**  
Dean, School of Health  
and Natural Sciences

**Joseph Trentacoste, B.A.**  
Assistant Vice President  
of Enrollment Services

**Bernadette Wade, M.B.A.**  
Chief Advancement Officer

# 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:*

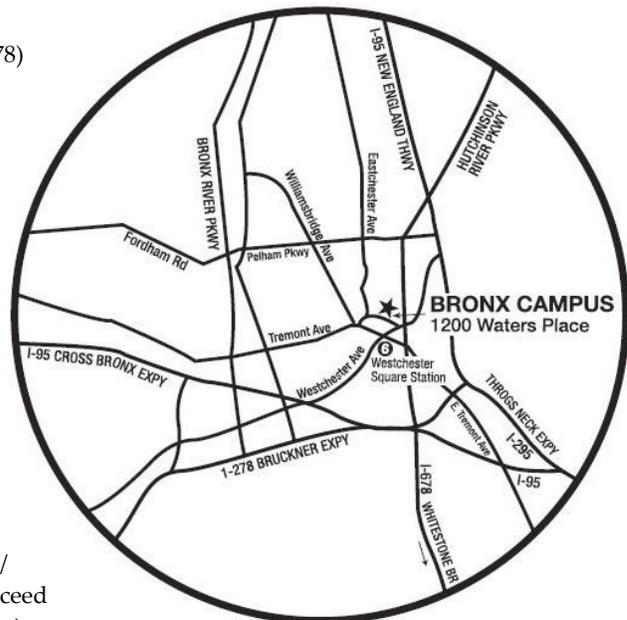
Triboro Bridge toward the Bronx to Bruckner Expressway (I-278) toward the New England Thruway (I-95). From the Bruckner Expressway, exit to the northbound Hutchinson River Parkway. Exit the Hutchinson River Parkway at Westchester Ave./East Tremont Ave. exit (exit 2). Proceed as above.

#### *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:*

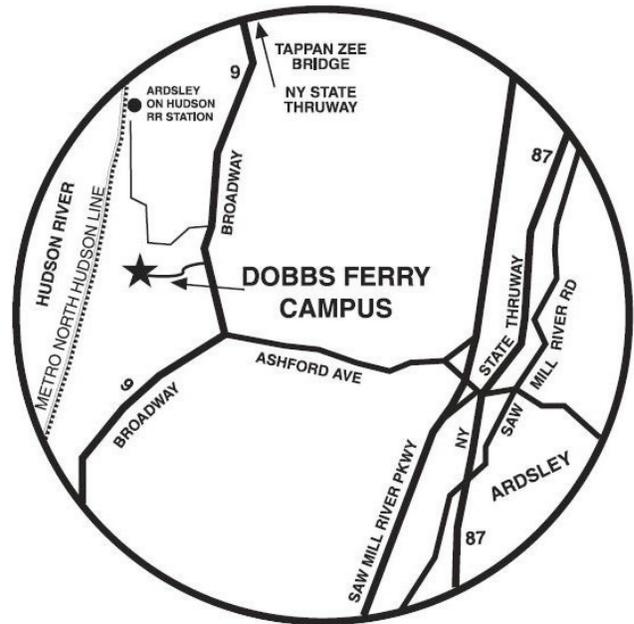
### **Tappan Zee Bridge:**

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.

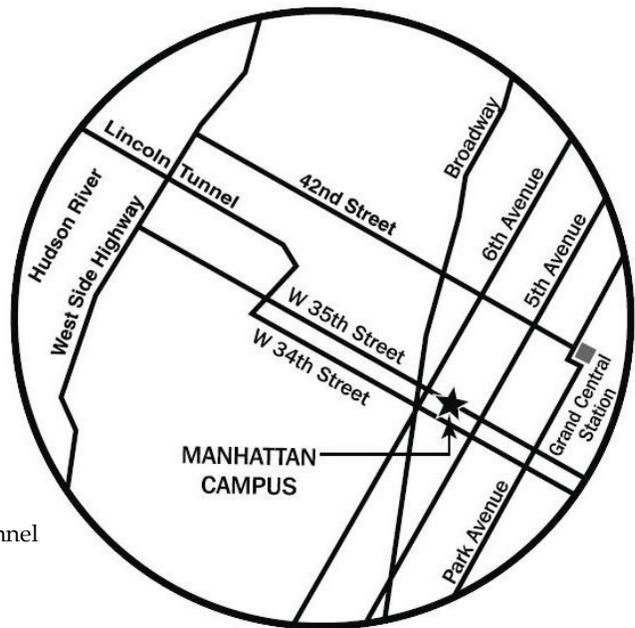
**By Car:**

*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.

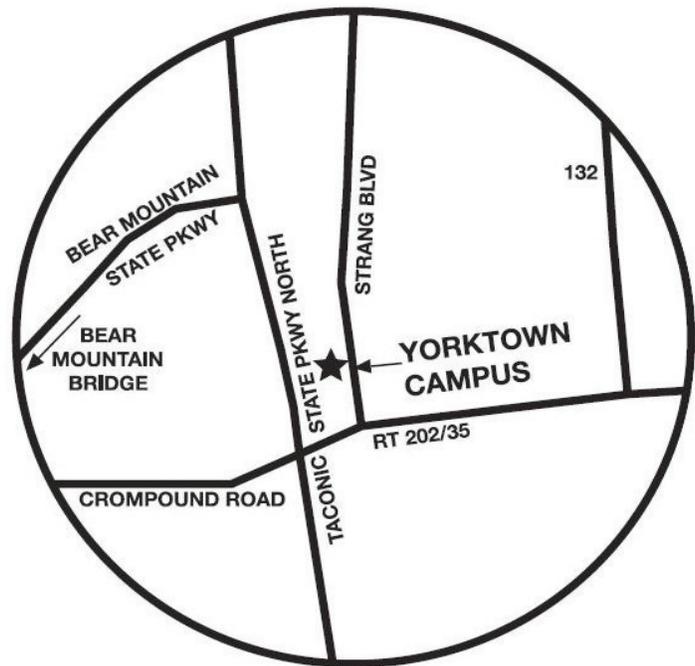
Continue to entrance on left.

***From Connecticut:***

Rte 202: To Rte 35 (West).

Turn right onto Strang Boulevard.

Continue to entrance on left.



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# 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 Clinical Laboratory Science Program is seeking accreditation by the National Accreditation Agency for Clinical Laboratory Science (NAACLS). The College has been given "Serious Applicant Status" by NAACLS, the self-study and site visit have been completed and the College is awaiting the accreditation decision from NAACLS. NAACLS contact information is: NAACLS, 5600 N. River Road, Suite 720, Rosemont, IL 60018-5119. Phone number is 773-714-8880 x382 and fax number is 773-714-8886. NAACLS's website is [www.naacls.org](http://www.naacls.org) and email is [gjo@naacls.org](mailto:gjo@naacls.org). Clinical Laboratory Technology is a licensed profession in New York State and Mercy College's program in Clinical Laboratory Science is registered with the New York State Education Department as a licensure-qualifying program.

The Exercise Science Major is both accredited through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and endorsed by the National Strength and Conditioning Association (NSCA).

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 baccalaureate degree in nursing/master's degree in nursing at Mercy College is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, (202) 887-6791. The Baccalaureate Nursing Major is also approved by the New York State Board of Regents.

The Occupational Therapy Assistant Program and Occupational Therapy Program are 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: AVMA, 1931 North Meacham Road, Suite 100, Schaumburg, IL 60173, 800-248-2862.

## ACCREDITATIONS

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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 of Allied Health Education Programs (CAAHEP) and the National Strength and Conditioning Association (NSCA)

---

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)

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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)

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National Council for Accreditation of Teacher Education (NCATE)

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### **PROGRAM APPROVALS AND DESIGNATIONS**

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American Bar Association Standing Committee on Paralegals

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National Security Agency Centers for Academic Excellence in Cybersecurity Defense Education

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### **MEMBERSHIPS**

---

American Association for Paralegal Education (AAfPE)

---

American Association of Colleges for Teacher Education (AACTE)

---

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)

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### **EDUCAUSE**

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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)

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National Association of Student Personnel Administrators (NASPA)

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National Collegiate Athletic Association (NCAA)

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National Research Center for College & University Admissions (NRCCUA)

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North East Association of Institutional Research (NEAIR)

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One to World

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Scholars-At-Risk Network

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Service-members Opportunity Colleges Consortium (SOC)

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Society of College and University Planners (SCUP)

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United Nations Academic Impact

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United Nations Department of Public Information-Non-Government Organizations (UN DPI-NGO)

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Westchester Academic Library Directors Organization (WALDO)

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**NATIONAL HONOR SOCIETIES**

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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:

## Student Complaint Policy and Procedures

Mercy College has a variety of procedures for dealing with student-related issues, including grade appeals, student discipline, sexual misconduct complaints, disability accommodations, discrimination and retaliation.

In some instances, however, students may wish to make complaints against faculty members, administrators or against the College in situations that are not covered by a particular policy. The purpose of this Policy is to address some of those instances and to provide a process whereby current students can file a complaint with the College in circumstances where he or she feels that the matter cannot be resolved informally, including but not limited to:

Complaints against faculty in academic settings;

Complaints relating to other employees, contractors or vendors for misconduct or unprofessional behavior;

Complaints in connection with student services such as billing, tuition and financial aid; or

Complaints related to other College services such as food services, residential life, athletics and/or health and wellness.

In such cases, a complaint can be made pursuant to the Student Complaint Policy, which can be found in the Student Handbook and on the College Webpage. A complaint can also be submitted online at: <https://www.mercy.edu/student-complaint-form> 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://www.highered.nysed.gov/ocue/spr/documents/complaintform.pdf>

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

<http://www.op.nysed.gov/opd/complain.htm>

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.

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%202012-2012.pdf](http://www.sheeo.org/sites/default/files/Complaint%20Process%20Links%202012-2012.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)

Or with the New York State Division of Human Rights:  
<http://www.dhr.ny.gov/how-file-complaint>

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**Dobbs Ferry Campus**

555 Broadway  
Dobbs Ferry, NY 10522  
(914) 693-7600

**Bronx Campus**

1200 Waters Place  
Bronx, NY 10461  
(718) 678-8899

**Manhattan Campus**

66 West 35th Street  
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(212) 615-3300

**Yorktown Campus**

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