

2019-2020

---

GRADUATE  
CATALOG

---

MERCY  
COLLEGE



**2019-2020**  
**Graduate Catalog**  
**Table of Contents**

|   |     |
|---|-----|
| <a href="#"><u>A Mercy College Education</u></a> .....                                | 4   |
| <a href="#"><u>School of Business</u></a> .....                                       | 9   |
| <a href="#"><u>School of Education</u></a> .....                                      | 31  |
| <a href="#"><u>School of Health and Natural Sciences</u></a> .....                    | 73  |
| <a href="#"><u>School of Liberal Arts</u></a> .....                                   | 114 |
| <a href="#"><u>School of Social and Behavioral Sciences</u></a> .....                 | 128 |
| <a href="#"><u>College of New Rochelle, Teach-Out</u></a> .....                       | 162 |
| <a href="#"><u>Course Descriptions</u></a> .....                                      | 167 |
| <a href="#"><u>Academic Regulations and Procedures and Student Policies</u></a> ..... | 306 |
| <a href="#"><u>Support Services and Resources</u></a> .....                           | 320 |
| <a href="#"><u>Admissions</u></a> .....   | 327 |
| <a href="#"><u>Tuition, Expenses, and Financial Assistance</u></a> .....              | 331 |
| <a href="#"><u>Advisory Boards</u></a> .....  | 344 |
| <a href="#"><u>Registered Programs by Campus</u></a> .....                            | 355 |
| <a href="#"><u>Faculty of Instruction</u></a> .....                                   | 357 |
| <a href="#"><u>Mercy College Administration</u></a> .....                             | 397 |
| <a href="#"><u>Mercy College Board of Trustees</u></a> .....                          | 400 |
| <a href="#"><u>Consumer Complaints and Correspondence Directory</u></a> .....         | 403 |
| <a href="#"><u>Accreditations, Memberships and Affiliations</u></a> .....             | 406 |
| <a href="#"><u>Maps and Directions</u></a> .....                                      | 410 |

# Mercy College 2019-2020 Graduate Catalog

---

While every effort has been made to ensure the accuracy of the information in this catalog at publishing, 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.

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  
47 West 34th Street  
New York, NY 10001  
(212) 615-3300

Yorktown Campus  
2651 Strang Boulevard  
Yorktown Heights, NY 10598  
(914) 245-6100

Mercy Online  
Anytime, Anywhere Instruction for Lifelong Learning  
[www.mercy.edu/mercyonline](http://www.mercy.edu/mercyonline)

1 (877) MERCY-GO  
[www.mercy.edu](http://www.mercy.edu)

Weather and Special Events  
(914) 674-7777

# A Mercy College Education

---

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.

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/>.

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 60,000 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 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. The CSE partners with Mercy faculty on initiatives and grants and provides opportunities for Mercy students to volunteer in the community and support STEM-related projects. 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.
- 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 [mercy.edu](mailto:mercy.edu) email account.
- Free download for personal use of most Microsoft products by logging into Office 365 (<https://email.mercy.edu>).
- 24/7 technical support at (914) 674-7526.
- 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 and students Office 365 (@mercy.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).



# Academic Programs of Study

---

## School of Business

Lloyd G. Gibson, M.B.A., D.Sc., *Dean*

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

### GRADUATE BUSINESS PROGRAMS

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

### GRADUATE ACCOUNTING PROGRAM

Denise M. Stefano, MBA, CPA, CGMA, *Chair*

Honor Society:

Delta Mu Delta, International Honor Society in Business

# **Department of Graduate Business**

## **Business Administration, M.B.A.**

Raymond L. Manganelli, Ph.D.

*Chair, Department of Graduate Business and Program Director, MBA Program*

212-615-3380

rmanganelli@mercy.edu

### **Purpose**

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

### **Objectives**

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

### **Expectations of the Graduate**

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

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

### **Admission Requirements**

In addition to the general requirements for admission and matriculation as noted in the Admissions section of this catalog, applicants must hold a Bachelor's Degree from an accredited university with a GPA of 3.0 or higher. Applicants with a lower GPA may be considered with special parameters including an interview and a review of professional experience.

Applicants without an undergraduate degree in Business or Accounting or with an undergraduate degree in

Business or Accounting over 5 years old, or with an undergraduate degree in Business or Accounting less than 5 years old with a GPA below 3.0 are required to successfully complete a one month, no-credit, no-cost leveling program (a.k.a. Turbo) prior to beginning the for-credit MBA Program. The leveling Turbo Program is intended to prepare students for success with their MBA studies by covering the material aspects of business-related subject matter typically covered in undergraduate business programs.

## Program Requirements

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

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

## Master of Business Administration

*This curriculum is for students entering the program in Fall 2019.*

**Requirements for the Master of Business Administration include:**

|                               |                  |
|-------------------------------|------------------|
| Core Courses                  | 18 credits       |
| Area of Concentration Courses | 12 credits       |
| <u>Capstone Courses</u>       | <u>6 credits</u> |
| Total                         | 36 credits       |

### MBA Curriculum

Core Courses

Note: all core courses must be completed before concentration courses.

- MBAA 501 - Financial Accounting **Credit(s): 3**
  - MBAA 502 - Corporate Finance **Credit(s): 3**
  - MBAA 507 - Introduction to Quantitative Analysis **Credit(s): 3**
  - MBAA 601 - Quantitative Methods in Business Research **Credit(s): 3**
  - MBAA 602 - Managerial Economics (cc) **Credit(s): 3**
- Plus choose one course from the following:**
- MBAA 604 - Operations Management **Credit(s): 3**

- ACCT 742 - Financial Statement Analysis **Credit(s): 3**
- HLCR 720 - Financial Management of Healthcare Institutions **Credit(s): 3**

Total Credits: 18

#### Areas of Concentration

Students are required to take **12 credits** of advanced graduate work beyond the Core. Advanced graduate courses are defined as all courses offered by the Graduate MBA Program numbered 700 to 799, and some courses listed under the Areas of Concentration.

**For a concentration, four courses must be in the same area.** Areas of concentration include *Accounting, Finance, Healthcare Management, Human Resource Management, International Business, Management, Managerial Analytics, Marketing, and Organizational Leadership.*

#### **A student may also opt for a dual concentration-**

##### **The following concentrations are offered:**

##### Accounting

The areas of Accounting are designed to meet the needs of students preparing to work in the field of financial management and control, to expand their knowledge in these areas, or to enter or advance in the field of Accounting or Finance.

##### **Four Accounting Courses are required for the concentration in Accounting:**

- ACCT 742 - Financial Statement Analysis **Credit(s): 3**
- ACCT 722 - Taxation **Credit(s): 3**
- ACCT 737 - Advanced Cost Concepts **Credit(s): 3**
- ACCT 765 - Accounting and Reporting **Credit(s): 3**

##### Finance

The Finance area concerns itself with financial markets, corporation finance and security analysis. Emphasis is placed on the analysis of financial markets and financial management from the point of view of the economy as a whole as well as from that of the individual business organization.

##### **Four Finance courses are required for the Finance concentration:**

- FINC 742 - Financial Statement Analysis **Credit(s): 3**
- FINC 703 - Corporate Financial Policy **Credit(s): 3**
- **Plus any two additional Finance courses**

##### Healthcare Management

This concentration prepares students for careers in the business of healthcare. Topics include medical ethics, finance, informatics, and systems.

**Four Healthcare Management courses are required for a concentration in Healthcare Management:**

- HLCR 720 - Financial Management of Healthcare Institutions **Credit(s): 3**
- **Plus three additional Healthcare Management courses**

### Human Resource Management

This concentration provides preparation for careers in the field of human resource management. The courses examine various areas of human resource management, including quality measurement techniques, employment law, recruitment and selection, training and development, compensation, benefits and labor relations.

**Any Four of the following Human Resource Management Courses are required for the Human Resource Management Concentration:**

- HRMG 500 - Introduction to Human Resource Management **Credit(s): 3**
- HRMG 630 - Employment Law — A Survey of Labor and Employment Laws **Credit(s): 3**
- HRMG 650 - Current Issues in Human Resource Management **Credit(s): 3**
- HRMG 710 - Recruitment and Selection **Credit(s): 3**
- HRMG 715 - Training and Development **Credit(s): 3**
- HRMG 730 - Organizational Behavior **Credit(s): 3**
- HRMG 750 - Wage and Salary Administration and Compensation **Credit(s): 3**
- HRMG 770 - Labor Relations **Credit(s): 3**
- HRMG 775 - Employment Law Today: Practical Application of Employment Laws in Today's Work Environment **Credit(s): 3**
- HRMG 780 - International Human Resource Management **Credit(s): 3**

### International Business

The International Business concentration focuses on decision-making in an international context and prepares professionals for positions within multinational organizations. Business functions are related to the sociocultural, political, legal and labor forces that affect global corporations. The international business concentration evaluates both theoretically and practically the opportunities and risks of doing business in an increasingly complex and interdependent world.

**Any Four International Business courses are required for the International Business concentration.**

### Management

The program of study in management stresses the application of analytic and critical skills to the business enterprise as a whole, as well as decisions the manager must make to plan, organize and control resources. Included in this area are courses in the selection and training of personnel, coordinating operations, production, planning, decision-making and program implementations.

**Any Four Management courses are required for the Management concentration.**

### Managerial Analytics

Courses in Managerial Analytics allow students to develop competency in understanding the concepts of using deep data analytics to provide clear and new insight surrounding business information. The courses examine data analytic concepts, data management, decision analysis, and data visualization.

**Any Four Managerial Analytics courses are required for the Managerial Analytics concentration:**

- ANLC 751 - Introduction to Managerial Analytics **Credit(s): 3**
- ANLC 752 - Data Management **Credit(s): 3**
- ANLC 753 - Visualization **Credit(s): 3**
- ANLC 754 - Data Business Decision and Analysis **Credit(s): 3**

## Marketing

Courses in marketing are designed to offer the student the tools necessary for the managerial task of developing and distributing the company's goods and services. The marketing area plays a fundamental role in the successful management of a business enterprise. It calls for a specific knowledge of marketing organization and an appreciation of the importance of marketing decisions in satisfying customer needs and generating profits.

**Any Four Marketing courses are required for the Marketing concentration.**

## Organizational Leadership

This concentration provides preparation for leadership roles at all levels of organizations. The courses, which focus on ethics and leadership, motivational theory and practice, organizational behavior, and team building, enable students to develop their abilities to align people and motivate them to achieve organizational goals.

**Any Four of the following Organizational Leadership courses are required for the Organizational Leadership concentration:**

- ORGL 510 - Becoming a Transformational Leader **Credit(s): 3**
- ORGL 515 - Practicing Ethical Leadership **Credit(s): 3**
- ORGL 520 - Aligning Meaning and Purpose **Credit(s): 3**
- ORGL 540 - Collaborative Communication **Credit(s): 3**
- ORGL 545 - Leading Diverse Teams **Credit(s): 3**
- ORGL 580 - Implementing Change Initiatives **Credit(s): 3**

Total Credits: 12

## Capstone Courses

The student may select one of two tracks to complete the Capstone requirement. Track I, for six credits, involves a Thesis or a Business Plan Preparation. A high GPA and thesis proposal are requirements for Track I. The Track II option is a comprehensive Case Study Analysis.

- Track I MBAA 810 - Capstone Seminar I / MBAA 811 - Capstone Seminar II, Thesis, or Business Plan  
**OR**
- Track II MBAA 815 - Comprehensive Case Analysis I/ MBAA 816 - Comprehensive Case Analysis II

Total Credits: 6

Total Program Credits: 36

## **Additional Program Information**

### **Advisement and Plan of Study**

Those students looking for advice and direction on academic issues, individual plans of study, course waivers and program requirements should contact the office of the Graduate Business chair or designee. Non-Degree students must obtain permission to register from the Graduate Business chair or designee before the beginning of each session.

All questions regarding degree requirements and waivers must be discussed with the Office of Graduate Admissions during the first session of study; no changes will be permitted thereafter.

### **Transfer Credits**

Advanced graduate courses taken at other graduate schools of business prior to admission to the MBA program may be transferred for credit with the permission of the Graduate Business chair or designee, provided the student requests the transfer of credit in writing at the time of application. Transfer credit must be advanced work and is limited to six credits for courses with a grade of B or better completed within the five-year period prior to admission to the MBA program. The grades received in those courses for which transfer credit is granted are not computed in the quality-point average for work performed in the program. All transfer credits must be from courses completed within the last five years.

### **Maintenance of Matriculation**

It is expected that students will fulfill the requirements for their graduate degree by registering over successive sessions. For cohort programs, registration is required during summer session(s). For non-cohort programs, summer registration is not required. Registration is accomplished by either enrolling in classes or maintaining matriculation. The Maintaining Matriculation fee is \$100 per session and is processed as a registration.

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

### **Procedures for Readmission**

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

### **Change of Status**

Upon the satisfaction of all academic and/or technical deficiencies, the special matriculant must make a written request to the Graduate Business chair for the removal of deficiencies. Application forms are available in the Office of

the Graduate Business chair.

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

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

Students who have two or more Incompletes on their academic record will be put on an academic hold and will not be allowed to register. Future registration for any subsequent courses will not be permitted until all of the Incompletes but one are resolved and graded. A grade of F or FW in any graduate course is grounds for dismissal from the program.

### **Academic Probation**

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

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

### **Capstone Advisement**

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

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

### **Incomplete Grades**

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

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

### **Degree Requirements**

Each candidate for a degree or certificate must have completed all course requirements with a quality point index of not less than 3.0. The words, "With Distinction" will appear on the diploma of a degree student whose quality point index, upon meeting all requirements for graduation, is at least 3.75.

### **Time Limit**

Requirements for the MBA must be completed within five years from the date of the candidate's admission (exclusive of time spent in the Armed Forces). Exceptions will be considered only if a student requests in writing an extension of time in advance and receives the approval of the Graduate Business chair and school dean.



**Residency**

A degree candidate must complete at least 30 credits of courses offered in the MBA program. To be in residence, the student must have registered for courses offered by Mercy College in the MBA programs.

# Human Resource Management, M.S.

Raymond L. Manganelli, Ph.D.

*Chair, Graduate Business Programs*

212-615-3380

rmanganelli@mercy.edu

Dan R. Cillis, Ph.D

*Program Director*

212-968-3209

dcillis@mercy.edu

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

## Objectives

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

## Expectations of the Graduate

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

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

# Program Requirements

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

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

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

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

## Curriculum

Requirements for the Master of Science Degree in Human Resource Management (HEGIS 0515) include:

|  |                    |                   |
|--|--------------------|-------------------|
| Introductory Core Courses                  | (500 level)        | 12 credits        |
| Advanced Core Courses                      | (600 level)        | 6 credits         |
| Elective Courses                           | (700 level)        | 12 credits        |
| Research Techniques and Thesis Preparation | (700 level)        | 3 credits         |
| <u>Capstone</u>                            | <u>(800 level)</u> | <u>3 credits</u>  |
| <b>Total</b>                               |                    | <b>36 credits</b> |

Students must complete each level before taking courses in the next level. Courses within each level may be taken in any order.

### Human Resource Management: Introductory Core Course

*(Must be completed before advanced core or elective courses are taken)*

- HRMG 500 - Introduction to Human Resource Management **Credit(s): 3**
- HRMG 520 - Quality Measurement Techniques and Tools for Human Resource Management **Credit(s): 3**
- HRMG 525 - Management in a Changing Work Environment **Credit(s): 3**
- HRMG 530 - Accounting and Finance for the Human Resource Professional **Credit(s): 3**

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

*(Must be completed before elective courses are taken)*

- HRMG 630 - Employment Law — A Survey of Labor and Employment Laws **Credit(s): 3**
- HRMG 650 - Current Issues in Human Resource Management **Credit(s): 3**

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

*(Courses grouped together comprise a concentration. Concentration in an area is not required. The program director will assist the student in planning his or her program.)*

**Choose four of the following courses:**

Staffing

- HRMG 710 - Recruitment and Selection **Credit(s): 3**
- HRMG 715 - Training and Development **Credit(s): 3**

## **Organization Management**

- HRMG 730 - Organizational Behavior **Credit(s): 3**
- HRMG 770 - Labor Relations **Credit(s): 3**
- HRMG 775 - Employment Law Today: Practical Application of Employment Laws in Today's Work Environment **Credit(s): 3**
- HRMG 780 - International Human Resource Management **Credit(s): 3**
- HRMG 750 - Wage and Salary Administration and Compensation **Credit(s): 3**
- HRMG 755 - Benefits Management **Credit(s): 3**

## **Internship**

- HRMG 799 - Internship in Human Resource Management **Credit(s): 3**

## **Research Techniques and Thesis Preparation**

*Must be taken within two quarters of registration for Capstone thesis or project*

- HRMG 785 - Research Techniques and Capstone Preparation (cc) **Credit(s): 3**

## **Human Resource Management: Capstone**

Students beginning the thesis or project must have a minimum GPA of 3.0 before the quarter in which they begin the thesis or project.

*Choose one of the following:*

- HRMG 810 - Capstone Research Project: **Credit(s): 3**

or

- HRMG 820 - Capstone: Project in Human Resource Management **Credit(s): 3**

## **Additional Program Information**

### **Transfer Credits**

The Master of Science in Human Resource Management program will accept a maximum of six transfer credits. Transfer courses must be substantially equivalent to core, advanced core, or elective courses in the program, and the student must submit course descriptions when requesting a transfer of courses. The courses must have been completed within the last five years of the student's first quarter of enrollment in the program with a grade of B or higher. For transfer credits to be accepted they must be credits attained at the graduate level, in an accredited graduate degree program.

### **Maintenance of Matriculation**

It is expected that students will fulfill the requirements for their graduate degree by registering over successive sessions. For cohort programs, registration is required during summer session(s). For non-cohort programs, summer registration is not required. Registration is accomplished by either enrolling in classes or maintaining matriculation. The Maintenance of Matriculation fee is \$100 per session and is processed as a registration.

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

### **Capstone Advisement**

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

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

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

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

### **Academic Probation**

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

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

### **Incomplete Grades**

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

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

### **Degree Requirements**

To be eligible for graduation, students must complete all 36 credits of the program with a GPA 3.0 or better. The words "With Distinction" will appear on the diploma of a student whose GPA, upon meeting all requirements for graduation, is at least 3.75.

### **Time Limit**

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

Students must begin the capstone no later than one year after completing their coursework. Students must complete the capstone within 18 months of registering for the thesis or the project.

# Organizational Leadership, M.S.

Raymond L. Manganelli, Ph.D.

*Chair, Graduate Business Programs*

212-615-3380

rmanganelli@mercy.edu

Dan R. Cillis, Ph.D

*Program Director*

212-968-3209

dcillis@mercy.edu

**Courses also offered online**

## Purpose

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

## Objective

**The major objectives of the program are for students to:**

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

**Graduates will be expected to demonstrate knowledge of the following:**

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

# Admission Requirements

Please refer to the general requirements for admission and matriculation in the Admissions section.

## Program Requirements

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

## Curriculum

The required courses for the program are listed below.

- ORGL 510 - Becoming a Transformational Leader **Credit(s): 3**
- ORGL 515 - Practicing Ethical Leadership **Credit(s): 3**
- ORGL 520 - Aligning Meaning and Purpose **Credit(s): 3**
- ORGL 540 - Collaborative Communication **Credit(s): 3**
- ORGL 545 - Leading Diverse Teams **Credit(s): 3**
- ORGL 550 - Leading Team Projects **Credit(s): 3**
- ORGL 570 - Building Sustainable Organizations **Credit(s): 3**
- ORGL 575 - Developing Learning Systems **Credit(s): 3**
- ORGL 580 - Implementing Change Initiatives **Credit(s): 3**
- ORGL 589 - Capstone Preparation Seminar **Credit(s): 3** (HRMG 785 or MBAA 810 may substitute)
- ORGL 590 - Professional Development Plan/Research Project (cc) **Credit(s): 3**

Total Credits: 33

## Additional Program Requirements

### Maintenance of Matriculation

Registration is accomplished by either enrolling in classes or maintaining matriculation. The Maintaining Matriculation fee is \$100 per term and is processed as a registration. Students who have not maintained matriculation and wish to return to their program within one year after their last course will be charged the Maintaining Matriculation fee of \$100 for each missed term. Maintenance of matriculation without attending classes is limited to one year. Activated U.S. Military Reservists are not required to pay the Maintenance of Matriculation fee.

### Capstone Advisement

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

### Maintenance of Good Academic Standing

The cumulative GPA for both academic standing and degree conferral is a 3.0. Grades are subject to review by the



program director at the midpoint and end of each term (i.e., at two-course intervals). At any review, any student whose GPA falls below 3.0 will be placed on academic probation.

### **Academic Probation**

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

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

### **Incomplete Grades**

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

### **Degree Requirements**

To be eligible for graduation, students must complete all 33 credits of the program with a GPA of 3.0 or better. The words "With Distinction" will appear on the diploma of a student whose GPA, upon meeting all requirements for graduation, is at least 3.75.

### **Time Limit**

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

### **Attendance**

The instructor will specify the attendance requirements, along with other requirements, at the beginning of each course. Since one goal of this program is to enhance interpersonal skills, class participation will be an important element in the evaluation of student performance in all courses.

# **Human Resource Management Advanced Certificate**

An Advanced Certificate in Human Resource Management is available for students who wish significant education in the major areas of human resource management but who do not wish to apply for the Master of Science degree. Applicants to the Certificate program are required to meet the same admission and program requirements as those applying for the Master of Science degree. To be awarded the certificate, a student must complete 12 credits of Introductory Core Courses and 6 credits of Advanced Core Courses for a total of 18 credits. Students who successfully complete the Certificate program may subsequently apply for the Master of Science degree. Credits obtained in the Certificate program will be applied to the requirements for the degree. Please see the Human Resource Management, M.S. program page for course requirements.

# **Department of Accounting**

## **Public Accounting, M.S.**

Denise M. Stefano, M.B.A., CPA, CGMA, Chair  
914-674-7490  
dstefano@mercy.edu

### **Purpose**

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

### **Objectives**

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

### **Expectations of the Graduate**

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

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

### **Admission Requirements**

Please refer to the general requirements for admission and matriculation in the Admissions section.

### **Program Requirements**

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

1. A baccalaureate transcript with 120 credits of prerequisite courses in the specific content areas of accounting, business, and liberal arts and sciences are required for entrance into the program. Contact the Accounting Department chairperson for prerequisite course specifics. International students must submit a formal evaluation of all international coursework; an evaluation by World Education Services (WES) is preferred. TOEFL scores must also be submitted.
2. A detailed Professional Goals Statement stating the reasons for applying to the program and how the applicant can benefit by its completion.
3. Interview with the Accounting Department chairperson or designee. Satisfactory GMAT score may be required for applicants with no substantive business experience or GPA below 3.0.
4. The successful completion of the CPA or CMA Examination or an equivalent examination could be used instead of the GMAT.

## **Curriculum**

The M.S. in Public Accounting Program meets New York State's requirements for a 150 credit-hours licensure qualifying program in public accountancy upon successful completion of the prerequisite and requisite program requirements. Requirements for the Master of Science Degree in Public Accounting are outlined below. Courses will be scheduled on a quarter system for cohorts of students.

Adherence to the schedule will enable students to complete the program in five quarters of continuous study.

### **Accounting Courses:**

- ACCT 510 - Global Financial Statement Analysis **Credit(s): 3**
- ACCT 520 - Contemporary Issues in Auditing **Credit(s): 3**
- ACCT 530 - Advanced Accounting Theory and Applications (cc) **Credit(s): 3 (Capstone)**
- ACCT 540 - Advanced Business Entity Taxation **Credit(s): 3**
- ACCT 550 - Cost Management for Controllershship **Credit(s): 3**
- ACCT 560 - Fraud Examination **Credit(s): 3**

Total Credits: 18

### **Business Courses:**

- FINC 703 - Corporate Financial Policy **Credit(s): 3**  
or

- FINC 710 - Corporate Mergers and Acquisitions **Credit(s): 3**
- MBAA 504 - Marketing Systems **Credit(s): 3**
- MBAA 535 - Communication Processes **Credit(s): 3**
- MBAA 602 - Managerial Economics (cc) **Credit(s): 3**

Total Credits: 12

Total Program Credits: 30

## Additional Program Requirements

### **Transfer Credits**

The Master of Science in Public Accounting Program will accept a maximum of six business transfer credits, which are substantially equivalent to those in the program, with the permission of Accounting Department chairperson. The courses must have been completed within the last five years of the student's first quarter of enrollment in the program with a grade of B or higher.

### **Maintenance of Matriculation**

It is expected that students will fulfill the requirements for their graduate degree by registering over successive sessions. For cohort programs, registration is required during summer session(s). For non-cohort programs, summer registration is not required. Registration is accomplished by either enrolling in classes or maintaining matriculation. The Maintaining Matriculation fee is \$100 per session and is processed as a registration.

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

### **Capstone Advisement**

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

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

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

### **Academic Probation**

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

well as the school dean.

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

### **Time Limit**

Requirements for the M.S. degree must be completed within three years from the candidate's date of matriculation (exclusive of time spent in the Armed Forces). Exception may be made by the Accounting Department chair if the candidate's request demonstrates circumstances beyond the student's control that temporarily interfere with the ability to complete the program on time.

### **Degree Requirements**

To be eligible for graduation, students must complete all 30 credits of the program with a GPA of 3.0 or better. The words "With Distinction" will appear on the diploma of a student whose GPA, upon meeting all requirements for graduation, is at least 3.75.

# School of Education

Eric Martone, Ph.D., *Interim Dean*

914-674-7618 emartone@mercy.edu

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

914-674-7334 mehoffman@mercy.edu

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

914-674-7689 rlevy6@mercy.edu

All initial certification programs are nationally recognized by the Council for Accreditation of Educator Preparation (CAEP).

## **Purpose**

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

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

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

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

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

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

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

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

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

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

learning.

**DISPOSITIONS:** Candidates demonstrate positive dispositions that enable them to work as effective educators, citizens and practitioners within the school and broader community.

The six unit goals are supported by the professional literature including theories, research, and wisdom of practice and education policies.

### **Admission Requirements**

Please refer to the general requirements for admission and matriculation in the Admissions section. Please review the prerequisite preparation for each program and consult with the program chair or associate dean.

#### **Requirements for admission and matriculation include:**

1. A completed application for admission.
2. Official transcripts from all undergraduate and graduate degrees.
3. Effective Teaching Statement.
4. A résumé.
5. Submission of scores on the Verbal Reasoning, Mathematical Reasoning, and Analytic Writing subtests of the Graduate Record Examination (GRE) or the PRAXIS Core Exams in Reading, Writing, and Mathematics.

\*The GRE/Praxis exam admission requirement is waived for certified in-service teachers and school administrators who have already completed a graduate program and who are returning to pursue additional graduate-level work for additional certifications, per state legislation [(A.3676 (Glick)/S.2487 (LaValle)].

### **Student Classification and Prerequisites**

Candidates who meet all prerequisites and admission requirements will be accepted and classified as matriculants. Candidates without a sufficient undergraduate background in the liberal arts and sciences will be required to take recommended prerequisite courses in accordance with New York State certification requirements. Sufficient college-level background includes: English, mathematics, science, social studies, information retrieval, artistic expression, a language other than English, and a 30-credit concentration in a liberal arts or science academic subject. Candidates will be able to take the necessary prerequisite courses at Mercy College.

Undergraduate prerequisites for students seeking the initial certificate in Adolescence Education, Childhood, Early Childhood, TESOL\*, and Special Education programs are:

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

*\*TESOL majors require 12 credits of the same language.*

*A course in Early Childhood or Child Development is required for applicants seeking certification in Early Childhood, Childhood Education and TESOL.*



Candidates should consult with the program chair or designee regarding acceptable academic concentrations or majors. A 30-credit major or equivalent in a liberal arts and science academic subject taught in secondary schools:

- English
- Mathematics
- Biology
- Chemistry
- Physics
- Social Studies (18 credits in U.S. and world history, 3 credits in geography, 3 credits in civics/government, 3 credits in economics, and 3 credits in another social science)

Candidates must present at least 18 of the 30 required prerequisite credits in the specific secondary content area or 18 of the required 30 prerequisite credits in the liberal arts and sciences area for matriculation into a program of study. Transcripts are subject to review regarding the appropriateness of courses for specific programs of study.

### **Advisement**

Upon matriculation, the candidate is assigned an advisor from the Office of Enrollment Services. Each candidate must consult with the advisor, program chair or his/her designee regarding required courses and electives for the program of study selected, and to develop a plan of study for degree completion.

### **Course Load**

Full-time candidates may take nine to twelve credits per semester. No candidate may exceed twelve credits per semester. Part-time candidates may take three to six credits per semester. Courses are offered during the fall, spring, and summer semesters.

### **Online Component**

All courses in the School of Education have a mandatory online component that gives candidates an additional opportunity to interact with the instructor and with one another between class meetings. The purpose of the online component is to encourage interaction among candidates and enrich the learning experience using technology as a learning and communication tool.

### **Transfer Credits**

Graduate courses taken at other institutions prior to admission at Mercy College may, if pertinent to the plan of study, be credited to the graduate degree. Permission to transfer credits must be requested at the time of admission and official transcripts and course descriptions must be submitted to the program chair or associate dean for evaluation. Transfer credit is limited to six semester hours of credit for courses taken within the last five years in which the student has received a grade of B or better. Transfer credits are not recorded as part of the GPA. Courses with a grade of B- or below are not transferable.

After matriculation, candidates may not register for courses at another institution with the intention of transferring credit to Mercy College unless written permission from the Associate Dean is obtained prior to registering for courses. If prior approval is not received, transfer credit will not be accepted.

### **Maintenance of Matriculation**

It is expected that candidates will fulfill the requirements for their graduate degree by registering during successive sessions. For cohort programs, registration is required during summer session(s). Registration is accomplished by either enrolling in classes or maintaining matriculation.

Candidates who have not maintained matriculation and wish to return to their program within one year after their last course will be charged the Maintenance of Matriculation fee for each missed term. Maintenance of matriculation without attending classes is limited to one year. If a student does not register for three consecutive semesters, the student will need to reapply to the program and meet the current admission requirements. Activated U.S. Military

Reservists are not required to pay the Maintenance of Matriculation fee.

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

The cumulative GPA for both good academic standing and degree conferral is 3.0. A student admitted with specific academic conditions is required to achieve a 3.0 GPA or better after completing a certain number of credits as stipulated by the student's respective program. Grades are subject to review by the associate dean and program chair at the end of each term. If the academic GPA falls below 3.0, the student may be dismissed or placed on academic probation.

### **Academic Probation**

A student in any School of Education program may be placed on academic probation for any of the following reasons:

1. Failure to maintain good academic standing (see "Maintenance of Good Academic Standing" above). All students who have a cumulative GPA below 3.0 will be placed on academic probation. If a student will not be able to achieve a cumulative GPA of 3.0 within a reasonable time, the student faces dismissal from the program. All students must achieve a minimum overall GPA of a 3.0 in order to be eligible for degree conferral. In all subsequent terms in which the student is on academic probation, the student is required to achieve a term GPA of 3.0 or better. If the 3.0 or higher is not achieved the student will be dismissed. If a student receives a grade of F or FW in any course, the student will be subject to academic probation or dismissal from the program. Except for the clinical course, students receiving a grade of F or FW and placed on academic probation may retake the course no more than 2 times. Students who receive a grade of F or FW in the clinical course and who are placed on academic probation may repeat the course only once with approval of the Dean, Associate Dean, and Clinical Placement Coordinator provided the student is able to present extraordinary circumstances that prevented him or her from successfully completing the course. In such cases where the student's request to repeat the clinical course is approved, the student will be required to complete and sign a program completion plan. In the subsequent term(s) in which a student on academic probation is permitted to retake a course, if the grade of F or FW is not replaced with a satisfactory grade, the student will be dismissed.
2. Two or more incompletes. Students who have two or more Incompletes on their academic record will be put on an academic hold and will not be allowed to register for subsequent courses without the permission of the Dean or Associate Dean. Permission will not be granted until all of the incompletes but one are resolved and graded. Students who have not maintained matriculation nor enrolled for one year are required to file an application for re-admission through the Admissions office.
3. Other academic violations. Students with academic violations not specified in this section can be placed on academic probation by the Dean or Associate Dean. Such violations can include, but are not limited to, violations of the Academic Integrity Policy.

For all students on academic probation, future registrations may be limited or restricted and must be reviewed and approved by the Dean or Associate Dean.

*Please refer to the college policies in the Academic Regulations and Procedures and Student Policies section.*

### **Academic Dismissals and Review**

An academic dismissal from a program may occur if a student does not meet criteria to remain in good academic standing. A student in any School of Education program may be dismissed from the program for any of the following reasons:

1. If a student on academic probation as a result of the failure to maintain a cumulative 3.0 GPA does not achieve a cumulative GPA of 3.0 within a reasonable time, the student will be dismissed from the program.
2. If a student receives a grade of F or FW in any course, the student will be subject to academic probation or dismissal from the program. In the subsequent term(s) in which a student on academic probation is permitted to retake a course, if the grade of F or FW is not replaced with a satisfactory grade, the student will be dismissed.
3. Unprofessional and/or inappropriate conduct in clinical placements and/or during the clinical experience course are grounds for program dismissal.

Academic performance includes interpersonal skills, dispositions, attitudes, and professional character. Unprofessional/inappropriate conduct includes, but is not limited to:

- A. Engaging in teaching or professional practices under the influence of drugs or alcohol
- B. Behavior that jeopardizes student welfare
- C. Participating or condoning dishonesty, fraud, intentional misrepresentation or deception in the context of one's educational or professional role
- D. Engaging in any form of discrimination
- E. Breach of student confidentiality or any laws regarding professional conduct in the field of education
- F. Behavior that is disruptive or disrespectful to the host site's educational operations, faculty, or administration
- G. Excessive tardiness and absences

Students dismissed from any School of Education program for unprofessional and/or inappropriate conduct in clinical placements and/or during the clinical experience course are permanently ineligible for recommendation from Mercy College for NYS certification.

4. Students with academic violations not specified in this section can be dismissed from a program. Such violations can include, but are not limited to, violations of the Academic Integrity Policy.

#### Dismissal Review

In cases where a student has been dismissed from a program for poor academic performance, the student may request a dismissal review to appeal this decision.

#### Incomplete Grades

If, due to an unforeseeable and extenuating circumstance, a teacher candidate has been unable to complete all course assignments, has been in attendance for the full term, and has completed the majority of the course assignments, she/he may request an incomplete grade. The issuance of an incomplete grade is at the discretion of the course professor and is not automatic. If granted, the "**AGREEMENT FORM FOR INCOMPLETE GRADE**" must be completed by both the professor and the teacher candidate.

After receiving the assignment(s) by the specified due date, the professor will grade the assignment(s), and will contact the registrar and the Associate Dean of Academic Affairs to have the final grade changed based upon the accomplishment of the course objectives according to a specified evaluation plan as presented in the course syllabus. If the assignment(s) are not completed by the specified due date, the professor reserves the right to change the grade to that which the candidate had earned before requesting the incomplete, or to let it remain a permanent incomplete as outlined in the Mercy College Graduate Catalog. Please also refer to the college policies in the Academic Regulations and Procedures and Student Policies section.

#### Degree Requirements

1. Successful completion of all required coursework in the selected master's program including the appropriate clinical practice experience.

2. A 3.0 cumulative GPA.
3. Successful completion of a capstone requirement. See the specific program for the capstone requirement.

### **Time Limit**

The School of Education Degree must be completed within five years from the date of the candidate's admission (exclusive of time spent in the Armed Forces). Exceptions will only be made if a candidate requests an extension in writing and receives the approval of the school dean.

### **Taskstream Requirement**

All School of Education candidates must register for and establish an electronic portfolio account through Taskstream. Taskstream accounts are free for candidates and faculty. Course instructors have the information needed to set up or renew an account. Candidates will submit assignments to the portfolio throughout their programs of study and will include the course key assessments and specific assignments as required by their degree or advanced certificate program. The key assessments are critical to our program improvement efforts and to continuing accreditation. Instructors in courses with key assessments may not submit a final course grade until all necessary assessments have been uploaded to Taskstream.

The completed e-Portfolio is the capstone requirement in all School of Education degrees and certificate programs and successful evaluation of the e-Portfolio is required for the degree or certificate.

### **Organization of the Program**

Candidates in both the Initial and Advanced Teacher certification programs follow a four-transition point progression through the program leading to the completion of degree and certification requirements.

#### **TRANSITION POINT ONE: Admission to Program**

Admission is determined by transcript analysis, GPA review, review of the Effective Teaching Statement, and a review of the scores on the Verbal Reasoning, Mathematical Reasoning, and Analytic Writing subtests of the Graduate Record Examination (GRE) or the Praxis Core Exam. In addition, upon acceptance, candidates will be required to sign an acknowledgement regarding certification and program requirements, and candidate responsibilities. The School of Education strongly recommends the following:

- Candidates should take the EAS (Educating All Students) within the first 12 credits.
- Candidates should consider registering for test prep seminars pertinent to the required CST in their degree area.

#### **TRANSITION POINT TWO: Conceptual Framework Achievement (CFA) Checkpoints**

To track teacher candidates individually in terms of evaluating how they progress through our conceptual framework and better serve our candidates.

During Checkpoint 2, faculty members review the CFA of a group of candidates competing their first semester after admission. If the candidate has a successful faculty CFA review, the candidate will proceed to the next checkpoint. If a candidate does not have a successful CFA review, faculty will advise a course remediation and conduct follow-up review with the candidate after the subsequent semester.

| <b>CFA Checkpoint 2</b>   | <b>Action</b>                                    | <b>People Responsible</b> |
|---------------------------|--|---------------------------|
| Checkpoint 2A             | Faculty Review (after first semester)            | Faculty                   |
| Checkpoint 2B (as needed) | Follow-up Faculty Review (after second semester) | Faculty                   |

### **TRANSITION POINT THREE: Admission to Clinical Practice**

Candidates seeking initial certification in Early Childhood, Childhood, Adolescence, Students with Disabilities, or Teaching English to Speakers of Other Languages must complete a clinical practice course to meet degree and certification requirements. Depending on the candidate's classroom employment and teaching experience, he/she will register for one of the following:

**EDUC 713 Seminar in Teaching** -Passing score on the CST in the major degree area is required prior to registration. The professional semester is comprised of the student teaching experience and the corresponding seminar. It is considered the capstone course of the graduate education program. Student teaching is based on experience that is supervised by both certified, experienced teachers and a college field supervisor. The experience is designed to reflect the reality of the classroom. Candidates who are currently employed in a classroom setting but do not have New York State Initial Certification may use their current job experience to meet part of the student teaching requirements. Candidates will also need to complete 100 hours in the other level of the certificate for which they don't have experience. The weekly seminar addresses issues related to the expectations expressed in the Standards for Licensing Beginning Teachers. Therefore, pertinent issues and topics related to the expectations expressed in the Standards will form the basis for presentations, group discussions and / or video analysis. Candidates must submit an edTPA examination to Pearson as one of the course requirements.

**EDUC 537 Current Critical Issues in American Education** - Open to currently employed teachers who hold a New York State Initial Certification. Students adding additional certificates will need to complete 50 hours of classroom clinical hours in the area of the additional certificate sought.

**EDUC 707 - Mentoring Seminar in TESOL** — Open to candidates in the Track 2 M.S. and Advanced Certificate Program. A passing score on the CST in the degree area is required prior to registration.

Admission to clinical practice requires candidates to apply for placement the semester prior to the anticipated course registration. Applications are available in Taskstream and are reviewed by the Office of Clinical Practice and Certification in the School of Education at the Dobbs Ferry Campus. Based on the criteria above, the Office of Clinical Practice and Certification reserves the right to determine appropriate clinical placements.

#### **Clinical Practice Application Deadlines:**

**FALL** February 15

**SPRING** October 15

**A passing score on the CST in the degree area is required prior to registration. Teaching candidates who do not pass the CST may appeal to an academic committee at the School of Education, which will evaluate candidates' readiness to enter student teaching based on multiple criteria.**

### **TRANSITION POINT FOUR: Completion of Program**

Upon completion of the capstone project and all other degree requirements, the School of Education will process the candidate's application for certification. All prerequisite course requirements must be satisfied prior to seeking certification. Program completion requires a 3.0 GPA. Initial New York State certification requires achieving qualifying scores on the Educating All Students Test (EAS), and the Content Specialty Test (CST), in the area of each certificate being requested, and receiving a passing score on the edTPA assessment.

#### **Certification Tests**

Mercy College provides support for candidates to prepare for these tests. Workshops are provided for the EAS, and some CSTs. Also, candidates or graduates who need to retake the edTPA may opt to take a workshop for more

support. Interested candidates should contact the School of Education for more information, or see the School of Education homepage at: [www.mercy.edu/education/](http://www.mercy.edu/education/) or see [www.mercy.edu/testprep](http://www.mercy.edu/testprep).

The School of Education strongly recommends that candidates take the courses listed below prior to taking the content specialty Tests listed below:

| CST  | Recommended Courses   |
|--|---|
| CST/Multi-Subject<br>(Childhood, Early<br>Childhood) | EDUC 513 EDUC 551 EDUC 553  |
| CST/SWD  | EDUC 502, EDUC 531/EDUC 532, EDUC 548, EDUC 546   |
| CST/Secondary  | Upon completion of the 6 credits of contact courses (math, science, social studies, or English), as required by candidate's program. However, candidates who enter the program with at least 24 credits in their undergraduate content major are strongly encouraged to take the CST as soon as possible. |
| CST/TESOL  | EDUC 505 , EDUC 636   |
| CST Literacy   | EDUC 561, EDUC 659  |

**Other state certification requirements include:**

- Completion of a Child Abuse Awareness seminar;
- Completion of a Violence Identification and Prevention seminar;
- Completion of the Health and Safety Workshop;
- Completion of the Dignity for All Students Workshop (DASA); and
- Fingerprint clearance.

Only United States citizens, or those who declare their intention to become United States citizens, are eligible for New York State certification.

# Educational Studies, M.S.

Elena Nitecki, Ph.D., *Chair*  
914-674-7370  
enitecki@mercy.edu

(Non-certification Program)

The 30-credit Master of Science in Educational Studies degree is a unique program designed for professionals working with children and adolescents who do not wish to pursue New York State teacher certification. Individuals with at least a baccalaureate degree may seek this master's degree if they are interested in career advancement or employment in education-related fields. The program seeks to prepare professional education experts who are reflective, knowledgeable, empowered to serve diverse populations and communities, and are equipped with technological and research skills. The goal of the program is to provide the necessary flexibility and range of options to develop professional educators with the understanding, strategies, and commitment to work in a variety of settings. This degree is available fully online or in person. The program would meet the needs of Distance Learning students outside of New York State and students interested in careers in education, but not in teaching public school. Examples of such careers include early childhood administration, children's publishing and media, children's library or literacy services, educational policy, advocacy, and government, preparation for doctoral study, children's museum directors, summer camps and youth sports leaders, not-for-profit organizations, and charter school management or professional development services.

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

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

## Course Requirements

- EDUC 500 - Educational Foundations from Diverse Perspectives **Credit(s): 3**
- EDUC 502 - Foundations in Education for Students with Disabilities **Credit(s): 3**
- EDUC 506 - Educational Evaluation and Assessment from Early Childhood through Adolescence **Credit(s): 3**
- Concentration Courses (Six – Select from Below) **Credit(s): 18**
- EDUC 721 - Thesis Project **Credit(s): 3**

**Total Credits: 30**

## Concentration Courses

Select Six from One of the Three Concentration Areas:

### **Early Childhood Education**

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

### **Secondary Education**

- EDUC 511A - Methods and Materials in Secondary Mathematics Education **Credit(s): 3**
- EDUC 511B - Methods and Materials in Secondary Science Education **Credit(s): 3**
- EDUC 511C - Methods and Materials in Secondary Social Studies Education **Credit(s): 3**
- EDUC 511D - Methods and Materials in Secondary English Education **Credit(s): 3**
- EDUC 517 - Educational Psychology and Adolescent Development **Credit(s): 3**
- EDUC 518 - Method and Materials in Middle Childhood Education **Credit(s): 3**
- EDUC 590 - The Teaching of Writing and the Writing Process **Credit(s): 3**
- EDUC 607 - Education Law **Credit(s): 3**
- EDUC 643 - Reading and Writing in the Content Areas, Grades 5–12 **Credit(s): 3**

### **Literacy**

- EDUC 505 - Teaching English as a Second Language **Credit(s): 3**
- EDUC 507 - Approaches to Literacy Instruction in Early Childhood through Adolescence **Credit(s): 3**
- EDUC 522 - Language Development and Literacy Acquisition **Credit(s): 3**
- EDUC 591 - Child and Adolescent Literature **Credit(s): 3**
- EDUC 617 - Literacy Instruction, Birth–Grade 6 **Credit(s): 3**
- EDUC 648 - Dimensions of Learning and Literacy **Credit(s): 3**



# STEM Education Advanced Certificate

Amanda Gunning, Ph.D., *Chair*  
914-674-7399  
agunning@mercy.edu

The 18-credit Advanced Certificate in STEM Education provides an opportunity for practicing teachers to return to school for specialized training in STEM pedagogy and resources. This program is open to K-12 teachers of science, technology, engineering and/or math. For elementary teachers, no subject specialization is required, but experience teaching one or more of the aforementioned subjects is preferred. Candidates will participate in the capstone leadership course designed to support increasing STEM education for all students within their schools.

## Course Requirements

- MTHE 542 - Enhancing Mathematics with STEM **Credit(s): 3**
- SCIE 553 - Engineering for the Secondary Classroom **Credit(s): 3**
- MTHE 543 - Robotics and Programming for the Classroom **Credit(s): 3**
- SCIE 554 - Leadership in STEM **Credit(s): 3**

Choose two of the following courses:

- EDUC 553 - Mathematics in Childhood and Early Childhood Education **Credit(s): 3**
- EDUC 554 - Science in Childhood and Early Childhood Education **Credit(s): 3**
- MTHE 535 - Problem Solving in Mathematics **Credit(s): 3**
- MTHE 536 - History of Mathematics **Credit(s): 3**
- MTHE 540 - Enriching the Teaching of Secondary School Mathematics **Credit(s): 3**
- SCIE 555 - Forensic Science **Credit(s): 3**
- SCIE 556 - Oceanography **Credit(s): 3**
- SCIE 557 - Bioengineering **Credit(s): 3**
- SCIE 558 - Physical Science **Credit(s): 3**

**Total Credits: 18**

# **Department of Childhood Education**

Elena Nitecki, Ph.D., *Chair*  
914-674-7370  
enitecki@mercy.edu

The 39-credit Master of Science in Early Childhood Education, Birth – Grade 2, offered at Mercy College, leads to initial / professional certification. Clinical placements are determined by a candidate's undergraduate preparation and teaching experience. Pre-practice candidates will pursue a course of study leading to degree conferral and initial New York State certification. Candidates who do not yet have appropriate experience at both the lower and upper grade levels covered by their prospective certification areas(s) will be required to fulfill this requirement during this program. This requirement will be fulfilled by completing 20 days of supervised student teaching in each area of certification(s) they are seeking, and do not already have appropriate experience. Professional candidates must also have completed three years of teaching in the area of the certificate to qualify for the professional certificate.

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

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

Degree candidates seeking initial certification will complete a capstone project and submit the edTPA in the clinical practice course.

## **Early Childhood Program Goals**

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

# Childhood Education, Grades 1-6, M.S.

Elena Nitecki, Ph.D., *Chair*  
914-674-7370  
enitecki@mercy.edu

The 36-credit Master of Science in Childhood Education, Grades 1–6, offered at Mercy College, leads to initial / professional certification. Clinical placements are determined by a candidate's undergraduate preparation and teaching experience. Pre-practice candidates will pursue a course of study leading to degree conferral and initial New York State certification. Candidates who do not yet have appropriate experience at both the lower and upper grade levels covered by their prospective certification area(s) will be required to fulfill this requirement during this program. This requirement will be fulfilled by completing 20 days of supervised student teaching in each area of certification(s) they are seeking, and do not already have appropriate experience. Professional candidates must also have completed three years of teaching in the area of the certificate to qualify for the professional certificate.

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

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

Degree candidates seeking initial certification will complete a capstone project and submit the edTPA in the clinical practice course.

## Childhood Education Program Goals

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

## Course Requirements for Initial Certification Candidates

### Course Numbers and Titles

- EDUC 500 - Educational Foundations from Diverse Perspectives **Credit(s): 3**
- EDUC 502 - Foundations in Education for Students with Disabilities **Credit(s): 3**
- EDUC 505 - Teaching English as a Second Language **Credit(s): 3**
- EDUC 506 - Educational Evaluation and Assessment from Early Childhood through Adolescence **Credit(s): 3**
- EDUC 507 - Approaches to Literacy Instruction in Early Childhood through Adolescence **Credit(s): 3**

- EDUC 605 - Assessing and Correcting Literacy Problems Practicum in Early Childhood and Childhood **Credit(s): 3**
- EDUC 514 - Working with Parents and Families of Children, in Early Childhood and Childhood **Credit(s): 3**
- EDUC 551 - Language Arts in Childhood and Early Childhood Education **Credit(s): 3**
- EDUC 552 - Social Studies in Childhood and Early Childhood Education **Credit(s): 3**
- EDUC 553 - Mathematics in Childhood and Early Childhood Education **Credit(s): 3**
- EDUC 554 - Science in Childhood and Early Childhood Education **Credit(s): 3**
- EDUC 713 - Seminar in Teaching **Credit(s): 3**

**Total Credits: 36**

-

### **Additional Certification**

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

#### **Track 1:**

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

Add:

- EDUC 531 - Methods and Materials in Teaching Students with Disabilities, Birth–Grade 6 **Credit(s): 3**
- EDUC 546 - Educational Assessment for Students with Disabilities **Credit(s): 3**
- EDUC 548 - Principles and Strategies of Classroom Management **Credit(s): 3**

**Total Credits: 45**

# Early Childhood Education, Birth - Grade 2, M.S.

Elena Nitecki, Ph.D., *Chair*  
914-674-7370  
enitecki@mercy.edu

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

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

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

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

## Early Childhood Program Goals

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

## Course Requirements for Initial Certification Candidates

- EDUC 500 - Educational Foundations from Diverse Perspectives **Credit(s): 3**
- EDUC 502 - Foundations in Education for Students with Disabilities **Credit(s): 3**
- EDUC 505 - Teaching English as a Second Language **Credit(s): 3**
- EDUC 506 - Educational Evaluation and Assessment from Early Childhood through Adolescence **Credit(s): 3**
- EDUC 507 - Approaches to Literacy Instruction in Early Childhood through Adolescence **Credit(s): 3**
- EDUC 513 - Introduction to Early Childhood Education: Foundations, Methods and Materials **Credit(s): 3**
- EDUC 514 - Working with Parents and Families of Children, in Early Childhood and Childhood **Credit(s): 3**
- EDUC 551 - Language Arts in Childhood and Early Childhood Education **Credit(s): 3**
- EDUC 552 - Social Studies in Childhood and Early Childhood Education **Credit(s): 3**
- EDUC 553 - Mathematics in Childhood and Early Childhood Education **Credit(s): 3**
- EDUC 554 - Science in Childhood and Early Childhood Education **Credit(s): 3**
- EDUC 605 - Assessing and Correcting Literacy Problems Practicum in Early Childhood and Childhood **Credit(s): 3**
- EDUC 713 - Seminar in Teaching **Credit(s): 3**

**Total Credits: 39**

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

### **Additional Certification(s)**

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

#### **Track 1:**

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

Add:

- EDUC 573 - Learning Technology across the English Language Arts Curriculum **Credit(s): 3**

**Total Credits: 42**

#### **Track 2:**

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

Add:

- EDUC 531 - Methods and Materials in Teaching Students with Disabilities, Birth–Grade 6 **Credit(s): 3**
- EDUC 546 - Educational Assessment for Students with Disabilities **Credit(s): 3**
- EDUC 548 - Principles and Strategies of Classroom Management **Credit(s): 3**

**Total Credits: 48**

# **Department of Secondary Education**

Amanda Gunning, Ph.D., *Chair*  
914-674-7399  
agunning@mercy.edu

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

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

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

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

## **Adolescence Education Program Goals:**

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

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

# Adolescence Education, Grades 7-12, M.S.

Amanda Gunning, Ph.D., *Chair*  
914-674-7399  
agunning@mercy.edu

The 36-credit Master of Science in Adolescence Education, Grades 7–12, offered at Mercy College, leads to either initial / professional certification. Clinical placements are determined by a candidate's undergraduate preparation and teaching experience. Pre-practice candidates will pursue a course of study leading to degree conferral and eligibility for Initial New York State certification. Candidates who do not yet have appropriate experience at both the lower and upper grade levels covered by their prospective certification area(s) will be required to fulfill this requirement during this program. This requirement will be fulfilled by completing 20 days of supervised student teaching in each area of certification(s) they are seeking, and do not already have appropriate experience.

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

Degree-seeking students in all Adolescence Education programs must successfully complete the education capstone requirement specific to their degree program prior to degree conferral. Degree candidates in the Adolescence Education program leading to Initial certification must complete an e-portfolio project in the clinical practice course.

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

## Adolescence Education Program Goals:

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

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

## Course Requirements for Initial Certification Candidates

### Course Numbers and Titles

- EDUC 500 - Educational Foundations from Diverse Perspectives **Credit(s): 3**



- EDUC 502 - Foundations in Education for Students with Disabilities **Credit(s): 3**
- EDUC 505 - Teaching English as a Second Language **Credit(s): 3**
- EDUC 506 - Educational Evaluation and Assessment from Early Childhood through Adolescence **Credit(s): 3**
- EDUC 507 - Approaches to Literacy Instruction in Early Childhood through Adolescence **Credit(s): 3**

*Select one of the following based on content area:*

- EDUC 511A - Methods and Materials in Secondary Mathematics Education **Credit(s): 3** \* Pertinent to the area of Certification
- EDUC 511B - Methods and Materials in Secondary Science Education **Credit(s): 3** \* Pertinent to the area of Certification
- EDUC 511C - Methods and Materials in Secondary Social Studies Education **Credit(s): 3** \* Pertinent to the area of Certification
- EDUC 511D - Methods and Materials in Secondary English Education **Credit(s): 3** \* Pertinent to the area of Certification
  
- EDUC 517 - Educational Psychology and Adolescent Development **Credit(s): 3**
- EDUC 518 - Method and Materials in Middle Childhood Education **Credit(s): 3**
- EDUC 643 - Reading and Writing in the Content Areas, Grades 5–12 **Credit(s): 3**
  
- EDUC 709 - Student Teaching Experience **Credit(s): 3**  
**or**
- EDUC 713 - Seminar in Teaching **Credit(s): 3**
  
- *Specialization Courses (Select Two Courses from the Same Content Area – See Below) Credit(s): 6*

## Content Area Specialization Courses

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

### English

- ENGE 540 - Applied English Grammar **Credit(s): 3**
- ENGE 541 - Analyzing Short Fiction **Credit(s): 3**

### Social Studies

Select two of the following:

- HSTE 533 - Critical Issues in U. S. History **Credit(s): 3**
- HSTE 535 - American Government **Credit(s): 3**
- HSTE 534 - Critical Issues in Global History **Credit(s): 3**
- HSTE 536 - Theories of Globalization **Credit(s): 3**

### Mathematics

Select two of the following:

- MTHE 535 - Problem Solving in Mathematics **Credit(s): 3**
- MTHE 536 - History of Mathematics **Credit(s): 3**
- MTHE 540 - Enriching the Teaching of Secondary School Mathematics **Credit(s): 3**
- MTHE 542 - Enhancing Mathematics with STEM **Credit(s): 3**
- MTHE 543 - Robotics and Programming for the Classroom **Credit(s): 3**

## **Biology**

Select two of the following:

- SCIE 553 - Engineering for the Secondary Classroom **Credit(s): 3**
- SCIE 554 - Leadership in STEM **Credit(s): 3**
- SCIE 555 - Forensic Science **Credit(s): 3**
- SCIE 556 - Oceanography **Credit(s): 3**
- SCIE 557 - Bioengineering **Credit(s): 3**

## **Physics**

Select two of the following:

- SCIE 553 - Engineering for the Secondary Classroom **Credit(s): 3**
- SCIE 554 - Leadership in STEM **Credit(s): 3**
- SCIE 555 - Forensic Science **Credit(s): 3**
- SCIE 556 - Oceanography **Credit(s): 3**
- SCIE 558 - Physical Science **Credit(s): 3**

## **Chemistry**

Select two of the following:

- SCIE 553 - Engineering for the Secondary Classroom **Credit(s): 3**
- SCIE 554 - Leadership in STEM **Credit(s): 3**
- SCIE 555 - Forensic Science **Credit(s): 3**
- SCIE 556 - Oceanography **Credit(s): 3**
- SCIE 558 - Physical Science **Credit(s): 3**

**Total Credits: 36**

*This degree leads to single certification.* Candidates in Adolescent Mathematics, Biology, English, and Social Studies may pursue additional certification as follows.

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

### **Master of Science in Adolescence Education, Grade 7-12, with an additional certification in Teaching Students with Disabilities Generalist- 45 credits**

The Master of Science in Adolescence Education Program leads to initial certification in Adolescence Education, Grades 7–12, and Teaching Students with Disabilities, Grade 7–12, requires completion of the above 12 courses required for degree conferral and completion of the three courses listed below:

- EDUC 532 - Methods and Materials in Teaching Students with Disabilities, Grades 7–12 **Credit(s): 3**
- EDUC 546 - Educational Assessment for Students with Disabilities **Credit(s): 3**
- EDUC 548 - Principles and Strategies of Classroom Management **Credit(s): 3**

Total Credits: 45

# **Department of Literacy and Multilingual Studies**

JungKang Miller, Ph.D., *Chair*  
914-674-7333  
jkmiller@mercy.edu

## **Teaching English to Speakers of Other Languages (TESOL) Pre-K-12, M.S.**

JungKang Miller, Ed.D., *Chair*  
914-674-7333  
jkmiller@mercy.edu

The Master of Science in Teaching English to Speakers of Other Languages (TESOL) program may lead to initial / professional certification. Candidates in the M.S. in TESOL (Track 1) must complete the 15-week New York State required student teaching experience. Candidates in the M.S. in TESOL certificate program (Track 2) are required to complete 20 days of clinical practice experience within an ESL Pre-K–12 school environment. Professional Certification in New York State requires three years of teaching experience.

Additional admission requirements for the Master of Science in TESOL include a 30-credit undergraduate major in one of the liberal arts or sciences. EDUC 610 Developmental Psychology, or its equivalent, is a prerequisite for the TESOL Program.

### **TESOL Program Goals:**

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

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

## Master of Science in TESOL Pre K-12 (Track 1) Program and Course Requirements

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

### Course Numbers and Titles

- EDUC 501 - Education in Today's Schools **Credit(s): 3**
- EDUC 504 - Cultural Perspectives and the Teaching Learning Process **Credit(s): 3**
- EDUC 505 - Teaching English as a Second Language **Credit(s): 3**
- EDUC 506 - Educational Evaluation and Assessment from Early Childhood through Adolescence **Credit(s): 3**
- EDUC 507 - Approaches to Literacy Instruction in Early Childhood through Adolescence **Credit(s): 3**
- EDUC 508 - Theory and Practice in Bilingual Education **Credit(s): 3**
- EDUC 509 - Linguistics and Language Development **Credit(s): 3**
- EDUC 590 - The Teaching of Writing and the Writing Process **Credit(s): 3**
- EDUC 616 - Theory and Practice of Second Language Teaching for Students with Disabilities **Credit(s): 3**
- EDUC 629 - Modern English Structure and the Teaching of English as a Second Language **Credit(s): 3**
- EDUC 636 - Methods and Materials of Teaching English as a Second Language through the Content Area Pre-K–12 **Credit(s): 3**
- EDUC 713 - Seminar in Teaching **Credit(s): 3**

**Total Credits: 36**

### Initial Certificate Program Progression:

- EDUC 505 and EDUC 507 must be completed prior to registering for EDUC 629 and EDUC 636
- EDUC 636 must be completed prior to registering for EDUC 709
- EDUC 713 should be taken in the candidate's last semester and candidates must apply for the placement during the semester prior to registration.
- A passing score on the Content Specialty Test in ESOL is required prior to registering for EDUC 713

## Master of Science in TESOL Pre K-12 (Track 2) Program and Course Requirements

Track 2 of the Master of Science in Teaching English to Speakers of Other Languages (TESOL) is designed for those students who hold an initial certificate in another content area and are seeking initial / professional ESOL certification. The program requires the same prerequisites as Track 1, development of an e-portfolio, passing the CST in ESOL prior to registration for EDUC 707, 12 credits of college-level work in a language other than English, and completion of the following graduate courses:

### Course Numbers and Titles

- EDUC 504 - Cultural Perspectives and the Teaching Learning Process **Credit(s): 3**
- EDUC 505 - Teaching English as a Second Language **Credit(s): 3**
- EDUC 506 - Educational Evaluation and Assessment from Early Childhood through Adolescence **Credit(s): 3**

- EDUC 508 - Theory and Practice in Bilingual Education **Credit(s): 3**
- EDUC 509 - Linguistics and Language Development **Credit(s): 3**
- EDUC 590 - The Teaching of Writing and the Writing Process **Credit(s): 3**
- EDUC 591 - Child and Adolescent Literature **Credit(s): 3**
- EDUC 616 - Theory and Practice of Second Language Teaching for Students with Disabilities **Credit(s): 3**
- EDUC 629 - Modern English Structure and the Teaching of English as a Second Language **Credit(s): 3**
- EDUC 636 - Methods and Materials of Teaching English as a Second Language through the Content Area Pre-K–12 **Credit(s): 3**
- EDUC 707 - Mentoring Seminar in TESOL **Credit(s): 3**

**Total Credits: 33**

**Professional Certificate Program Progression:**

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

# Teaching Literacy Birth-Grade 12, M.S.

JungKang Miller, Ed.D., *Chair*  
914-674-7333  
jkmiller@mercy.edu

The M.S. in Teaching Literacy, Birth-Grade 12 prepares candidates to be dually certified as a Literacy teacher in both Birth-Grade 6 and Grades 5-12 (Dual Certification). Our program prepares candidates to become reading teachers, literacy coaches, and remedial reading/writing specialists. Our graduates also remain Elementary and Secondary classroom teachers who have strong competence in classroom Literacy instruction and assessment.

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

## Teaching Literacy Program Goals

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

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

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

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

- EDUC 507 - Approaches to Literacy Instruction in Early Childhood through Adolescence **Credit(s): 3**
- EDUC 522 - Language Development and Literacy Acquisition **Credit(s): 3**
- EDUC 561 - Literacy Instruction for Students with Special Needs **Credit(s): 3**
- EDUC 573 - Learning Technology across the English Language Arts Curriculum **Credit(s): 3**
- EDUC 590 - The Teaching of Writing and the Writing Process **Credit(s): 3**
- EDUC 591 - Child and Adolescent Literature **Credit(s): 3**
- EDUC 643 - Reading and Writing in the Content Areas, Grades 5–12 **Credit(s): 3**
- EDUC 648 - Dimensions of Learning and Literacy **Credit(s): 3**
- EDUC 659 - Practicum in Literacy Assessment (cc) **Credit(s): 3**
- EDUC 660 - Practicum in Literacy Instructional Practices **Credit(s): 3**

- EDUC 658 - Seminar in the Organization and Administration of Literacy Programs **Credit(s): 3** (Capstone)

**Total Credits: 33**

### **Additional Program Requirements**

#### **Program Progression:**

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

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



# Bilingual Extension to Teaching Certificate

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

## Bilingual Extension Program Goals:

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

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

## Course Numbers and Titles

- EDUC 505 - Teaching English as a Second Language **Credit(s): 3**
- EDUC 508 - Theory and Practice in Bilingual Education **Credit(s): 3**
- EDUC 509 - Linguistics and Language Development **Credit(s): 3**
- EDUC 602 - Native Language Arts and Social Studies in Bilingual Education **Credit(s): 3**
- EDUC 604 - Mathematics and Science in Bilingual Education (cc) **Credit(s): 3**  
(This course must be completed at the Dobbs Ferry campus)

**Total Credits: 15**

# Intensive Teacher Institute Program (ITI-BSE)

The Intensive Teacher Institute in Bilingual Special Education (ITI-BSE) was created to address the shortage of certified Bilingual and English as a Second Language Special Education educators in New York State. Mercy College is one of the collaborating institutions of higher education (IHEs) approved by the New York State Education Department (NYSED) through Eastern Suffolk BOCES to assist participants in meeting the requirements for a Bilingual Special Education or a TESOL Special Education extension certificate.

The 15-credit NYSED sponsored ITI-BSE program permits qualified applicants who hold an approved NYS base special teaching certificate in B-6 or 7-12 subject area to earn a NYS professional Bilingual Special Education or TESOL Special Education teaching extension certificate. These teacher candidates must meet all program prerequisites and are required to complete the five courses listed below and pass the BEA exam (Bilingual Special extension) or CST-ESOL (TESOL extension in Special Education). For TESOL candidates, 12 credits in a language other than English is also required.

Interested candidates in this program need to review eligibility requirements and apply first for acceptance into this 15-credit tuition-assisted program through Eastern Suffolk BOCES: [www.esboces.org/Page/382](http://www.esboces.org/Page/382).

## Course Numbers and Titles for ITI-BSE in Bilingual Special Education Extension

### (Professional certificate)

- EDUC 505 - Teaching English as a Second Language **Credit(s): 3**
- EDUC 508 - Theory and Practice in Bilingual Education **Credit(s): 3**
- EDUC 602 - Native Language Arts and Social Studies in Bilingual Education **Credit(s): 3**
- EDUC 604 - Mathematics and Science in Bilingual Education (cc) **Credit(s): 3** (This course must be completed at DF campus)
- EDUC 616 - Theory and Practice of Second Language Teaching for Students with Disabilities **Credit(s): 3**

**Total Credits: 15**

## Course Numbers and Titles for ITI-BSE in TESOL Special Education Extension

### (Professional certificate)

- EDUC 505 - Teaching English as a Second Language **Credit(s): 3**
- EDUC 508 - Theory and Practice in Bilingual Education **Credit(s): 3**
- EDUC 616 - Theory and Practice of Second Language Teaching for Students with Disabilities **Credit(s): 3**
- EDUC 636 - Methods and Materials of Teaching English as a Second Language through the Content Area Pre-K–12 **Credit(s): 3**
- EDUC 561 - Literacy Instruction for Students with Special Needs **Credit(s): 3**

**Total Credits: 15**

# Teaching English to Speakers of Other Languages Pre-K-12 Advanced Certificate

The 15-credit Advanced Certificate in Teaching English to Speakers of Other Languages (TESOL) permits qualified applicants, who have a Master's degree in Education, and who hold a teaching certificate in certain acceptable disciplines, to earn initial / professional certification in Teaching English to Speakers of Other Languages. This certificate requires completion of the four courses listed below, a 20-day clinical practice experience in ESOL classrooms, documentation of 12 credits in a language other than English, and successful completion of the Content Specialty Test in ESOL.

## The Five Courses Are:

- EDUC 504 - Cultural Perspectives and the Teaching Learning Process **Credit(s): 3**
- EDUC 505 - Teaching English as a Second Language **Credit(s): 3**
- EDUC 629 - Modern English Structure and the Teaching of English as a Second Language **Credit(s): 3**
- EDUC 636 - Methods and Materials of Teaching English as a Second Language through the Content Area Pre-K-12 **Credit(s): 3**
- EDUC 707 - Mentoring Seminar in TESOL **Credit(s): 3**

**Total Credits: 15**

# Teaching Literacy Birth-Grade 6 Advanced Certificate

JungKang Miller, Ed.D., *Chair*  
914-674-7333  
jkmiller@mercy.edu

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

## The Five Courses Are

- EDUC 522 - Language Development and Literacy Acquisition **Credit(s): 3**
- EDUC 561 - Literacy Instruction for Students with Special Needs **Credit(s): 3**
- EDUC 590 - The Teaching of Writing and the Writing Process **Credit(s): 3**
- EDUC 617 - Literacy Instruction, Birth–Grade 6 **Credit(s): 3**
- EDUC 659 - Practicum in Literacy Assessment (cc) **Credit(s): 3**

**Total Credits: 15**

# Teaching Literacy Grades 5-12 Advanced Certificate

JungKang Miller, Ed.D., *Chair*  
914-674-7333  
jkmiller@mercy.edu

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

## The Five Courses Are

- EDUC 561 - Literacy Instruction for Students with Special Needs **Credit(s): 3**
- EDUC 590 - The Teaching of Writing and the Writing Process **Credit(s): 3**
- EDUC 621 - Literacy Instruction and Adolescent Literature, Grades 5–12 **Credit(s): 3**
- EDUC 643 - Reading and Writing in the Content Areas, Grades 5–12 **Credit(s): 3**
- EDUC 659 - Practicum in Literacy Assessment (cc) **Credit(s): 3**

**Total Credits: 15**

# **Department of Educational Leadership**

Esther Wermuth, Ed.D., *Chair*  
914-674-7644  
ewermuth@mercy.edu

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

## **Admission Requirements**

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

\*The GRE/Praxis exam admission requirement is waived for certified in-service teachers and school administrators who have already completed a graduate program and who are returning to pursue additional graduate-level work for additional certifications, per state legislation [(A.3676 (Glick)/S.2487 (LaValle)].

## **Degree Requirements**

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

# Educational Administration, M.S.

Esther Wermuth, Ed. D., *Chair*  
914-674-7644  
ewermuth@mercy.edu

## Purpose

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

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

## School District Leadership Goals

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

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

## Course Numbers and Titles

- EDSA 510 - Using Data for Instruction and Educational Policy **Credit(s): 3**
- EDSA 520 - Curriculum and Teaching: Theories into Practice **Credit(s): 3**
- EDSA 535 - Organization of the Community Relations Program **Credit(s): 3**
- EDSA 540 - Leadership in Instructional Supervision **Credit(s): 3**
- EDSA 551 - Organizational Dynamics and Culture of School Systems **Credit(s): 3**
- EDSA 555 - Educational Finance and Management **Credit(s): 3**
- EDSA 560 - Legal Aspects of the Administration of Schools **Credit(s): 3**
- EDSA 580 - Clinic for School Administrators (cc) **Credit(s): 3**
- EDSA 590 - School Building Internship I **Credit(s): 3**
- EDSA 592 - Administrative Internship II (District-level Candidates Only) **Credit(s): 3**
- EDSA 597 - Governance and Policy Issues for School District Leaders **Credit(s): 3**
- EDSA 598 - Functions of Human Capital in Educational Administration **Credit(s): 3**

**Total Credits: 36**

# Educational Supervision, M.S.

Esther Wermuth, Ed.D., *Chair*

914-674-7644

ewermuth@mercy.edu

## **Purpose**

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

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

## **School Building Leadership Goals**

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

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

## **Course Numbers and Titles**

- EDSA 510 - Using Data for Instruction and Educational Policy **Credit(s): 3**
- EDSA 520 - Curriculum and Teaching: Theories into Practice **Credit(s): 3**
- EDSA 535 - Organization of the Community Relations Program **Credit(s): 3**
- EDSA 540 - Leadership in Instructional Supervision **Credit(s): 3**
- EDSA 551 - Organizational Dynamics and Culture of School Systems **Credit(s): 3**
- EDSA 555 - Educational Finance and Management **Credit(s): 3**
- EDSA 560 - Legal Aspects of the Administration of Schools **Credit(s): 3**
- EDSA 580 - Clinic for School Administrators (cc) **Credit(s): 3**
- EDSA 590 - School Building Internship I **Credit(s): 3**
- EDSA 591 - School Building Internship II **Credit(s): 3**

**Total Credits: 30**



# Alternative Route: School District Leader (Transitional D), M.S.

Esther Wermuth, Ed.D., *Chair*  
914-674-7644  
ewermuth@mercy.edu

The M.S. program in Alternative Route: School District Leader (Transitional D) is a 33 credit program for exceptionally qualified individuals from other fields who already hold a graduate or professional degree and are able to demonstrate the nine essential characteristics of effective leaders as a result of exemplary prior service for at least three years in a leadership position. Upon completion of this program, candidates are eligible for recommendation for School District Leader professional certification. The successful completion of 60 semester hours or more of graduate study is required for this certification (these hours may include graduate study completed prior to admission and the graduate study required to develop knowledge and skills for school district leadership).

## **Admission Requirements**

1. An undergraduate degree in a related field from an accredited institution, with a GPA of at least 3.0 is required. A graduate degree is also required.
2. A letter documenting school district employment and support commitment.
3. A resume.
4. Dossier documenting exemplary service in a leadership position (3 years).
5. Submission of scores on the Verbal Reasoning, Mathematical Reasoning, and Analytic Writing subtests of the Graduate Record Examination (GRE) or Praxis are needed if the candidate does not have an earned master's degree and NYSED teacher certification.

## **Required Courses:**

Students in the program must complete the following:

- EDSA 510 - Using Data for Instruction and Educational Policy **Credit(s): 3**
- EDSA 520 - Curriculum and Teaching: Theories into Practice **Credit(s): 3**
- EDSA 535 - Organization of the Community Relations Program **Credit(s): 3**
- EDSA 540 - Leadership in Instructional Supervision **Credit(s): 3**
- EDSA 551 - Organizational Dynamics and Culture of School Systems **Credit(s): 3**
- EDSA 555 - Educational Finance and Management **Credit(s): 3**
- EDSA 560 - Legal Aspects of the Administration of Schools **Credit(s): 3**
- EDSA 580 - Clinic for School Administrators (cc) **Credit(s): 3 \***
- EDSA 598 - Functions of Human Capital in Educational Administration **Credit(s): 3**
- EDSA 590 - School Building Internship I **Credit(s): 3**
- EDSA 592 - Administrative Internship II (District-level Candidates Only) **Credit(s): 3**

*\*Indicates Core Course and must be taken at the registered campus.*

**Total Credits: 33**

# School District Leadership Advanced Certificate

Esther Wermuth, Ed.D., *Chair*  
914-674-7644  
ewermuth@mercy.edu

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

## Course Requirements for School District Administrator Advanced Certificate

- EDSA 592 - Administrative Internship II (District-level Candidates Only) **Credit(s): 3**
- EDSA 594 - School District Administration **Credit(s): 3**
- EDSA 595 - Advanced Human Resource Strategies for District Office Administrators **Credit(s): 3**
- EDSA 596 - Special Education Law **Credit(s): 3**

**Total Credits: 12**

## Program Progression

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

# **Department of Special Education**

Christine Lang, Ph.D., BCBA-D, *Chair*  
914-674-7380  
clang@mercy.edu

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

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

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

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

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

## **Special Education Goals**

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

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

1. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
2. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

3. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
4. Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
5. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
6. Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
7. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities.

### **Additional Options**

The Department of Special Education also offers coursework which may lead to dual certification for candidates registered in the Early Childhood, Childhood and Adolescence Education Programs. Candidates will learn about the diverse needs of students with disabilities and how to provide effective, evidence-based instruction incorporating inclusionary practices, differentiation and individualization. The coursework provides candidates with the knowledge and skills necessary to work with a wide range of students in a variety of settings.

Candidates who are admitted into the Departments of Childhood Education or Adolescence Education have the option of pursuing additional coursework to obtain certification in Students with Disabilities (see sections above in the relevant departments).

# Teaching Students with Disabilities in Early Childhood and Childhood, M.S.

Christine Lang, Ph.D., BCBA-D, *Chair*  
914-674-7380  
clang@mercy.edu

## Course Numbers and Titles

- EDUC 500 - Educational Foundations from Diverse Perspectives **Credit(s): 3**
- EDUC 502 - Foundations in Education for Students with Disabilities **Credit(s): 3**
- EDUC 522 - Language Development and Literacy Acquisition **Credit(s): 3**
- EDUC 523 - Development and Exceptionalities **Credit(s): 3**
- EDUC 529 - Diversity, Equity and Inclusion **Credit(s): 3**
- EDUC 531 - Methods and Materials in Teaching Students with Disabilities, Birth–Grade 6 **Credit(s): 3**
- EDUC 534 - Differentiated Instructional Methods and Materials **Credit(s): 3**
- EDUC 546 - Educational Assessment for Students with Disabilities **Credit(s): 3**
- EDUC 548 - Principles and Strategies of Classroom Management **Credit(s): 3**
- EDUC 617 - Literacy Instruction, Birth–Grade 6 **Credit(s): 3**
- EDUC 641 - Autism **Credit(s): 3**
- EDUC 657 - Collaboration and Consultation for Students with Special Needs **Credit(s): 3**
- EDUC 674 - Assistive Learning Technologies for Students with Special Needs **Credit(s): 3**
  
- EDUC 709 - Student Teaching Experience **Credit(s): 3**  
or
- EDUC 713 - Seminar in Teaching **Credit(s): 3**  
or
- EDUC 537 - Current Critical Issues in American Education **Credit(s): 3**

**Total Credits: 42**

## Coursework to Self-Certify in Students with Disabilities

Candidates with Initial Certification in Early Childhood, Childhood, or Adolescence Education candidates who already hold an initial certificate in Early Childhood Education, Childhood Education or in an Adolescence subject area, may complete the 12 credits of coursework necessary for Students with Disabilities certification, pass the Student with Disabilities Content Specialty Test, complete workshops in Autism and in the Dignity for All Students (DASA), and self-certify for certification in Teaching Students with Disabilities to the New York State Education Department.

## Course Requirements for Pursuing Students with Disabilities Certification:

- EDUC 502 - Foundations in Education for Students with Disabilities **Credit(s): 3**
  - EDUC 531 - Methods and Materials in Teaching Students with Disabilities, Birth–Grade 6 **Credit(s): 3**
- Or

- EDUC 532 - Methods and Materials in Teaching Students with Disabilities, Grades 7–12 **Credit(s): 3**
- EDUC 546 - Educational Assessment for Students with Disabilities **Credit(s): 3**
- EDUC 548 - Principles and Strategies of Classroom Management **Credit(s): 3**

### **Coursework in Applied Behavioral Analysis**

Candidates will complete coursework in Applied Behavior Analysis, a science-based approach to analyzing teaching and learning. The coursework in Applied Behavior Analysis at Mercy College will provide candidates with the appropriate number of coursework hours required to become a Board Certified Behavior Analyst (BCBA). To become eligible for certification in Applied Behavior Analysis, the Behavior Analyst Certification Board (BACB) requires that candidates earn the appropriate number of coursework hours, participate in a mentored or supervised experience with a Board-Certified Behavior Analyst and achieve passing scores on the Behavior Analyst Certification Board Exam. Candidates are required to make their own arrangements for the remaining requirements to be eligible for Board Certification.

### **Post-Master's Coursework**

The coursework in Applied Behavior Analysis will permit qualified applicants with a master's degree to complete the required coursework hours to become Board Certified Behavior Analysts. Although this coursework does not lead to teacher certification, with the addition of the appropriate internship hours, it may meet the requirements for licensing offered by the New York State Education Department Office of the Professions. Applicants must possess a minimum of a graduate degree (master's or doctoral) in an acceptable field of study from a qualifying accredited institution. Acceptable fields of study are behavior analysis, education, or psychology. Candidates must enroll in course sections that are designated as BCBA and are taught by Board Certified Behavior Analysts.

Additional Information to become a Board Certified as a Behavior Analyst is available from the Behavior Analyst Certification Board at <http://www.bacb.com>.

### **Course Requirements:**

- EDUC 519 - Basic Principles of Applied Behavior Analysis for BCBA **Credit(s): 3**
- EDUC 521 - Evidence Based Instructional Methods for BCBA **Credit(s): 3**
- EDUC 524 - Single-Subject Research Designs in Education for BCBA **Credit(s): 3**
- EDUC 525 - Foundations and Ethical Considerations for Practice as Behavior Analysts for BCBA **Credit(s): 3**
- EDUC 526 - Functional Assessment and Positive Behavior Support for BCBA **Credit(s): 3**
- EDUC 527 - Verbal Behavior for BCBA **Credit(s): 3**

**Total Credits: 18**

# Teaching Students with Disabilities, Birth to Sixth Grade and Early Childhood, M.S.

Christine Lang, Ph.D., BCBA-D, *Chair*  
914-674-7380  
clang@mercy.edu

## Course Numbers and Titles

- EDUC 500 - Educational Foundations from Diverse Perspectives **Credit(s): 3**
- EDUC 502 - Foundations in Education for Students with Disabilities **Credit(s): 3**
- EDUC 513 - Introduction to Early Childhood Education: Foundations, Methods and Materials **Credit(s): 3**
- EDUC 522 - Language Development and Literacy Acquisition **Credit(s): 3**
- EDUC 523 - Development and Exceptionalities **Credit(s): 3**
- EDUC 529 - Diversity, Equity and Inclusion **Credit(s): 3**
- EDUC 531 - Methods and Materials in Teaching Students with Disabilities, Birth–Grade 6 **Credit(s): 3**
- EDUC 534 - Differentiated Instructional Methods and Materials **Credit(s): 3**
- EDUC 546 - Educational Assessment for Students with Disabilities **Credit(s): 3**
- EDUC 548 - Principles and Strategies of Classroom Management **Credit(s): 3**
- EDUC 553 - Mathematics in Childhood and Early Childhood Education **Credit(s): 3**
- EDUC 617 - Literacy Instruction, Birth–Grade 6 **Credit(s): 3**
- EDUC 641 - Autism **Credit(s): 3**
- EDUC 657 - Collaboration and Consultation for Students with Special Needs **Credit(s): 3**
- EDUC 674 - Assistive Learning Technologies for Students with Special Needs **Credit(s): 3**
  
- EDUC 709 - Student Teaching Experience **Credit(s): 3**  
or
- EDUC 713 - Seminar in Teaching **Credit(s): 3**  
or
- EDUC 537 - Current Critical Issues in American Education **Credit(s): 3**

**Total Credits: 48**

## Coursework to Self-Certify in Students with Disabilities

Candidates with Initial Certification in Early Childhood, Childhood, or Adolescence Education candidates who already hold an initial certificate in Early Childhood Education, Childhood Education or in an Adolescence subject area, may complete the 12 credits of coursework necessary for Students with Disabilities certification, pass the Student with Disabilities Content Specialty Test, complete workshops in Autism and in the Dignity for All Students (DASA), and self-certify for certification in Teaching Students with Disabilities to the New York State Education Department.

## Coursework Requirement for Pursuing Students with Disabilities Certification:

- EDUC 502 - Foundations in Education for Students with Disabilities **Credit(s): 3**

- EDUC 531 - Methods and Materials in Teaching Students with Disabilities, Birth–Grade 6 **Credit(s): 3**  
**Or**
- EDUC 532 - Methods and Materials in Teaching Students with Disabilities, Grades 7–12 **Credit(s): 3**
- EDUC 546 - Educational Assessment for Students with Disabilities **Credit(s): 3**
- EDUC 548 - Principles and Strategies of Classroom Management **Credit(s): 3**

### **Coursework in Applied Behavioral Analysis**

Candidates will complete coursework in Applied Behavior Analysis, a science-based approach to analyzing teaching and learning. The coursework in Applied Behavior Analysis at Mercy College will provide candidates with the appropriate number of coursework hours required to become a Board-Certified Behavior Analyst (BCBA). To become eligible for certification in Applied Behavior Analysis, the Behavior Analyst Certification Board (BACB) requires that candidates earn the appropriate number of coursework hours, participate in a mentored or supervised experience with a Board-Certified Behavior Analyst and achieve passing scores on the Behavior Analyst Certification Board Exam. Candidates are required to make their own arrangements for the remaining requirements to be eligible for Board Certification.

### **Post-Master's Coursework**

The coursework in Applied Behavior Analysis will permit qualified applicants with a master's degree to complete the required coursework hours to become Board Certified Behavior Analysts. Although this coursework does not lead to teacher certification, with the addition of the appropriate internship hours, it may meet the requirements for licensing offered by the New York State Education Department Office of the Professions. Applicants must possess a minimum of a graduate degree (master's or doctoral) in an acceptable field of study from a qualifying accredited institution. Acceptable fields of study are behavior analysis, education, or psychology. Candidates must enroll in course sections that are designated as BCBA and are taught by Board Certified Behavior Analysts.

Additional Information to become a Board Certified as a Behavior Analyst is available from the Behavior Analyst Certification Board at <http://www.bacb.com>.

### **Course Requirements:**

- EDUC 519 - Basic Principles of Applied Behavior Analysis for BCBA **Credit(s): 3**
- EDUC 521 - Evidence Based Instructional Methods for BCBA **Credit(s): 3**
- EDUC 524 - Single-Subject Research Designs in Education for BCBA **Credit(s): 3**
- EDUC 525 - Foundations and Ethical Considerations for Practice as Behavior Analysts for BCBA **Credit(s): 3**
- EDUC 526 - Functional Assessment and Positive Behavior Support for BCBA **Credit(s): 3**
- EDUC 527 - Verbal Behavior for BCBA **Credit(s): 3**

**Total Credits: 18**



# School of Health and Natural Sciences

Joan Togli, 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*

## HONOR SOCIETIES:

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 the following programs: 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.

# Nursing Profession

Miriam Ford, FNP, Ph.D., *Chief Nurse Administrator*  
mford@mercy.edu  
914.674.7865

Susie Moscou, FNP, MPH, Ph.D., *Executive Director of Nursing*  
smoscou@mercy.edu  
914.674.7865

## **Overview**

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

## **Graduate Nursing Program Goals**

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

1. Assume leadership roles
2. Support and engage in nursing research
3. Contribute to the advancement of the nursing professions
4. Participate in lifelong learning
5. Collaborate with other disciplines to enhance the quality of healthcare
6. Prepare for doctoral study

## **Graduate Nursing Program Outcomes- Nursing Education and Nursing Administration**

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

### **Technology:**

- Students will synthesize knowledge and skills using patient care technologies and information management to deliver and coordinate care across multiple settings.
- Students will be able analyze care outcomes and communicate with individuals, groups, media, policy makers, health care professionals and the public.

### **Research:**

- Students will synthesize knowledge and skills to integrate theory, evidence, clinical judgment, research, and inter-professional perspectives using evidence-based practices to improve health outcomes for patient aggregates.

### **Leadership:**

- Students will synthesize knowledge and expertise in assessing organizations, identifying systems issues, and facilitating organization wide changes in practice delivery. Students will be able to develop leadership skills to establish and maintain effective communication and collaborative relationships with inter-professional teams.

### **Quality:**

- Students will synthesize knowledge and skills to analyze and prioritize outcomes that need to be improved, promote health, shape the health delivery system, and advance values such as social justice through policy processes and advocacy.
- Students will use quality improvement and high reliability organizational principles to measure the impact of plans

### **Program Requirements- Nursing Administration and Nursing Education**

Requirements for matriculation and admission into the Master of Science Programs in Nursing include the following:

- Students applying for acceptance to the Nursing program for 2019 may complete the process using the Mercy College website (<http://www.mercy.edu>) or using the Nursing Centralized Application Service (<http://www.nursingcas.org>).
- Baccalaureate transcript with a nursing major from a professionally accredited program (or for baccalaureate degrees in other fields, see the Bridge Program below) with a GPA of 3.0 or higher.
- Admission Requirements

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

- Copy of current RN registration in the U.S.A.

### **Graduate Nursing Program Outcomes- Family Nurse Practitioner and Advanced Certificate in Family Nurse Practitioner**

Graduates of the Master of Science Degree Family Nurse Practitioner and Advanced Certificate in Family Nurse Practitioner will be expected to demonstrate the following program outcomes:

1. Integrate the nursing science, research and related sciences into the design and delivery of advanced nursing care, education, and management within an inter-professional, holistic, caring-healing framework.
2. Demonstrate advanced clinical reasoning, reflective learning, ethical analysis and all ways of knowing to assess, design, implement, and evaluate advanced nursing care, education, and management practices that are holistic, safe, ethical, and evidence based.
3. Use effective communication, informatics, and inter-professional collaboration to influence complex health, cultural, and sociopolitical issues of diverse populations.
4. Influence nursing and health promotion, practice and delivery through policy and political advocacy and activism.
5. Serve as a leader to explicate policy, organization, and financing of health care and to initiate change in the advancement of nursing and health care practices.
6. Demonstrate professional role development through accountability and leadership in clinical, educational and management advanced practice roles.

### **Program Requirements- Family Nurse Practitioner**

Requirements for matriculation and admission into the Master of Science Program- Family Nurse Practitioner include the following:

1. Bachelor's degree in nursing from and accredited college or university
2. Official transcripts from all colleges/universities attended
3. Copy of currently registered and unencumbered New York State RN License
4. Personal Statement (500 words- why you want to become a Family Nurse Practitioner)
5. Applicants with international education are required to have their earned credits evaluated by NACES to be comparable to United States standards

### **Admission Requirements- Family Nurse Practitioner**

- Bachelor's degree in Nursing from an accredited college or university
- Official transcripts from all colleges/universities attended
- GPA of 3.0 or above is required
- Applicants with international education are required to have their earned credits evaluated by NACES to be comparable to United States Standards
- Copy of currently registered and unencumbered New York State RN License
- Resume or CV
- Personal Statement (500 word essay)

### **Program Requirements- Advanced Certificate, Family Nurse Practitioner**

Requirements for matriculation and admission into the Advanced Certificate- Family Nurse Practitioner include the following:

1. A Master's in Nursing from an accredited college or university
2. Official transcripts from all colleges/universities attended
3. A cumulative undergraduate GPA of 3.0 or above is required
4. Completion of Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment\*
5. Applicants with international education are required to have their earned credits evaluated by NACES to be comparable to United States Standards
6. Copy of currently registered and unencumbered New York State RN License
7. Personal Statement (500 words- why you want to become a Family Nurse Practitioner)

### **Admission Requirements for Advanced Certificate, Family Nurse Practitioner**

- A Master's degree in Nursing from an accredited college or university
- Official transcripts from all colleges/universities attended
- A cumulative undergraduate GPA of 3.0 or above is required
- Completion of Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment\*
- Applicants with international education are required to have their earned credits evaluated by NACES to be comparable to United States standards
- Copy of currently registered and unencumbered New York State RN License
- Resume or CV
- Personal Statement (500 word essay)

**\*Applicants who possess a MS in Nursing but who have not completed the prerequisites, may take these courses at Mercy College. However, students cannot start their clinical rotations until all of the prerequisites are completed.**

### **Additional Admission Requirements**

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

## **Bridge Admission Requirements**

RNs with bachelor's degrees in a field other than nursing may apply for admission to the master's programs. All admission and program requirements to the master's programs must be met. The applicant must complete the following courses with a grade of B or above prior to admission into the graduate programs:

1. NURS 363: Nursing Research (See Undergraduate Catalog for description)
2. NURS 401A: Community Health Nursing: Advocacy for Population Health (See Undergraduate Catalog for description)
3. NURS 502 - Computer Technology (cc) or NURS 510 or NURS 503 (one graduate course only)

## **Advisement**

Upon admission students are assigned a faculty advisor. The faculty advisor (Or Co-Directors) is available to meet with the student to assess the credit requirements necessary for completion of the program and to develop a long-term plan of study.

## **Transfer Credits**

Graduate courses taken at other institutions prior to admission at Mercy College may, if pertinent to the plan of study, be credited to the graduate degree. Transfer credit is limited to six credits taken within the last five years in which the student has received a grade of B or above.

Transfer courses taken prior to admission will not be computed in the quality point average.

## **Course Load**

The Master of Science in Nursing degree is a part-time program that takes three years to complete. The student is advised to take six credits per semester. Course work may be completed in 6 semesters.

## **Maintenance of Matriculation**

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

### **Practicum Requirements- Nursing Education and Nursing Administration**

Practicum is a 120 hour precepted experience in a student's specialty track - Education or Administration. Students should be in touch with Practicum advisor at least one semester before they are scheduled to begin. Students must be in good academic standing with an overall GPA of 3.0 or higher and have completed the required prerequisites, to enroll in Practicum.

### **Practicum Requirements- Family Nurse Practitioner and Advanced Certificate Family Nurse Practitioner**

Practicum is a 200 hour precepted experience each semester for three semesters. Students should be in touch with Practicum advisor at least one semester before they are scheduled to begin. Students must be in good academic standing with an overall GPA of 3.0 or higher and have completed the required prerequisites, to enroll in Practicum.

### **Requirements :**

All students must have the following in order to start the practicum. Copies must be submitted to the Nursing Clinical Coordinator in one email.

1. Current malpractice insurance that extends through practicum period
2. Current BCLS
3. Copy of current NY State RN license verification from New York State Office of Professions website or any other State within the U.S.A. in which you will engage in the practicum experience
4. Completed background check and drug screen: See clinical coordinator for website and detailed instructions.
5. Associated fees for these clearances must be paid by the student.
6. Lab report with titers for MMR Varicella Hepatitis B, C
7. Vaccination for Seasonal flu (Current season)
8. The agency may require the following additional documentation prior to starting the onsite practicum that is not requested by Mercy College:
  - a. Proof mask fitting; Vaccination for seasonal flu, T-Dap, Hepatitis B, pneumonia or declination, color vision screening. Note: some agency polices require mask use with flu declination.
  - b. Recent (Within 6 months of practicum) PPD or Quantiferon, or Negative Chest X-ray
  - c. HIPAA, infection control &/or corporate compliance education verification.

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

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

### **Academic Probation**

All students who have a GPA below 3.0 will be placed on program probation. Students have two semesters to bring the cumulative GPA to 3.0 or higher in order to be in good academic standing. If at the end of two semesters the student's cumulative GPA is < 3.0, the student will be dismissed from the Nursing Program. If a student receives a grade of F in any course, the student may be subject to dismissal from the College. For all students on program probation, future registrations must be reviewed and approved by the Director as well as the School Dean. Students who receive a grade of less than B may be required to repeat the course. Students will be allowed to repeat a course only once.

### **Program Academic Standing and Probation**

All students who have a GPA below 3.0 will be placed on program probation. Students have two semesters to bring the cumulative GPA to 3.0 or higher in order to be in good academic standing. If at the end of two semesters the student's cumulative GPA is < 3.0, the student will be dismissed from the Nursing Program. If a student receives a grade of F in any course, the student may be subject to dismissal from the College. For all students on program probation, future registrations must be reviewed and approved by the Director as well as the School Dean. Students who receive a grade of less than B may be required to repeat the course. Students will be allowed to repeat a course only once.

### **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 effected 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.

### **Degree Requirements**

To be eligible for graduation students must complete all coursework with a GPA of 3.0 or better. The words "With Distinction" will appear on the diploma of a student whose GPA, upon meeting all requirements for graduation, is 3.75 or above.



**Time Limit**

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

**Accreditation**

The 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 program is also approved by the New York State Board of Regents.

# Nursing Administration, M.S.

## Courses also offered online

### Overview

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

### Program Design

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

### Capstone Requirement

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

### Degree Requirements

Requirements for the Nursing Administration Program include:

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

### Nursing Administration Curriculum

#### Core

- NURS 502 - Computer Technology (cc) **Credit(s): 3**
- NURS 503 - Health Policy **Credit(s): 3**
- NURS 510 - Diversity **Credit(s): 3**
- NURS 514 - Philosophical and Theoretical Foundations of Nursing **Credit(s): 3**
- NURS 520 - Research Perspectives and Methods **Credit(s): 3**

#### Specialization

- NURS 601 - Capstone–Part I **Credit(s): 3**
- NURS 602 - Capstone–Part II **Credit(s): 3**
- NURS 638 - Healthcare and Human Resource Management for Nurse Administrators **Credit(s): 3**

- NURS 644 - Nursing and Health Care Financing **Credit(s): 3**
- NURS 646 - Strategic Planning of the Health Care Organization for Nurse Administrators **Credit(s): 3**
- NURS 648 - Measuring and Enhancing Organizational Performance in Health Care Delivery Systems for Nurse Administrators **Credit(s): 3**
- NURS 700 - Nursing Education OR Administration Practicum and Role Development **Credit(s): 3**

**Total Credits: 36**

# Nursing Education, M.S.

Courses also offered online

## Overview

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

## Program Design

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

## Capstone Requirement

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

## Degree Requirements

Requirements for the Nursing Education Program include:

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

## Nursing Education Curriculum

### Core

- NURS 502 - Computer Technology (cc) **Credit(s): 3**
- NURS 503 - Health Policy **Credit(s): 3**
- NURS 510 - Diversity **Credit(s): 3**
- NURS 514 - Philosophical and Theoretical Foundations of Nursing **Credit(s): 3**
- NURS 520 - Research Perspectives and Methods **Credit(s): 3**

### Specialization

- NURS 601 - Capstone–Part I **Credit(s): 3**

- NURS 602 - Capstone–Part II **Credit(s): 3**
- NURS 604 - Integrated Health Assessment for Nurse Educators **Credit(s): 3**
- NURS 606 - Curriculum Processes **Credit(s): 3**
- NURS 609 - Instructional Strategies **Credit(s): 3**
- NURS 614 - Student Evaluation **Credit(s): 3**
- NURS 700 - Nursing Education OR Administration Practicum and Role Development **Credit(s): 3**

**Total Credits: 36**

# Family Nurse Practitioner, M.S.

Susie Moscou, FNP, MPH, Ph.D., *Program Director*

[smoscou@mercy.edu](mailto:smoscou@mercy.edu)

914.674.7865

## Overview

The Family Nurse Practitioner program educates advanced practice nurses to practice primary care, which includes health promotion, health maintenance, disease prevention, and diagnosis and treatment of acute and chronic illness, in a variety of settings (e.g., community clinics, private offices, urban areas, rural areas, school-based clinics, prisons) throughout the patient's lifecycle. The program is designed for professional nurses who have a B.S. in Nursing degree.

## Program Design

The program is designed for part-time students taking up to six credits per semester.

## Degree Requirements

Requirements for the Family Nurse Practitioner Program: **42 credits**

## Family Nurse Practitioner Curriculum

- NURS 680 - Healthcare Delivery Systems and Innovation **Credit(s): 2**
- NURS 681 - Theoretical Underpinnings of Advanced Practice **Credit(s): 2**
- NURS 682 - Ethical Decision-Making in Health Care **Credit(s): 2**
- NURS 683 - Transformational Leadership **Credit(s): 2**
- NURS 684 - Research Methods in Practice-Based and Theory-Informed Evidence **Credit(s): 2**
- NURS 685 - Constructs of Healing and Integrative Health **Credit(s): 2**
- NURS 748 - Advanced Pathophysiology **Credit(s): 3**
- NURS 749 - Advanced Pharmacology **Credit(s): 3**
- NURS 751 - Advanced Health Assessment **Credit(s): 3**
- NURS 756 - Advanced Health Assessment Lab **Credit(s): 1**
- NURS 758 - Genetics and Genomics Essentials **Credit(s): 1**
- NURS 759 - End of Life and Palliative Care Management **Credit(s): 1**
- NURS 771 - Clinical Practicum I: Family Nurse Practitioner (cc) **Credit(s): 6**
- NURS 772 - Clinical Practicum II: Family Nurse Practitioner **Credit(s): 6**
- NURS 773 - Clinical Practicum III: Family Nurse Practitioner **Credit(s): 6**

**Total Credits: 42**

# Family Nurse Practitioner, Advanced Certificate

Susie Moscou, FNP, MPH, Ph.D., *Program Director*

[smoscou@mercy.edu](mailto:smoscou@mercy.edu)

914.674.7865

## Overview

The Advanced Certificate Family Nurse Practitioner program educates advanced practice nurses to practice primary care, which includes health promotion, health maintenance, disease prevention, and diagnosis and treatment of acute and chronic illness, in a variety of settings (e.g., community clinics, private offices, urban areas, rural areas, school-based clinics, prisons) throughout the patient's lifecycle.

## Program Design

The program is designed for part-time students taking up to six credits per semester.

Degree Requirements for the Advanced Certificate in Family Nurse Practitioner Program: **21 credits**

## Family Nurse Practitioner Curriculum

- NURS 756 - Advanced Health Assessment Lab **Credit(s): 1**
- NURS 758 - Genetics and Genomics Essentials **Credit(s): 1**
- NURS 759 - End of Life and Palliative Care Management **Credit(s): 1**
- NURS 771 - Clinical Practicum I: Family Nurse Practitioner (cc) **Credit(s): 6**
- NURS 772 - Clinical Practicum II: Family Nurse Practitioner **Credit(s): 6**
- NURS 773 - Clinical Practicum III: Family Nurse Practitioner **Credit(s): 6**

**Total Credits: 21**

# Communication Disorders, M.S.

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

Ashley O'Rourke, M.S., CCC-SLP, *Clinic Director*  
aorourke@mercy.edu  
914-674-7505

## Purpose

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

## Objectives

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

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

## Expectations of the Graduate

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

1. Display understanding of anatomic, biologic, neurologic, physiologic and psychologic bases of speech, language and hearing.
2. Demonstrate understanding of the nature of communication disorders.
3. Display knowledge of the professions of Speech/Language Pathology.
4. Recognize the relevance of cultural and linguistic diversity in all aspects of the profession.
5. Exhibit competency in academic and clinical skill areas.
6. Produce and defend evidence-based research methods.
7. Apply counseling strategies with clients and families.
8. Describe and discuss hearing problems across the life span and in a variety of populations.



9. Demonstrate knowledge of assessment techniques for identifying hearing loss.
10. Screen hearing ability according to ASHA guidelines.
11. Develop and execute appropriate aural rehabilitation programs within the scope of practice of speech-language pathology.

## **Undergraduate Prerequisites**

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

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

Statistics\*  
Aural Rehabilitation\*  
Physical Science\*\*(Must be Physics or Chemistry)  
Human Biological Science\*\*  
*\* Must be taken for undergraduate credit during the first year of graduate study.*  
*\*\* Required for ASHA Certification; must be completed by the end of the first year of graduate school.*

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

## **Admission Requirements**

Please refer to the general requirements for admission and matriculation in the Admissions section.

## **Application Requirements:**

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

1. Transcripts for all undergraduate and graduate programs attended.
2. Minimum GPA of 3.2 in the undergraduate major. Applicants with a lower average may be considered for admission if their last two years of grades show steady improvement. The student may be required to complete a specified number of credits as a part-time student with an overall GPA of 3.0.
3. Minimum GPA of 3.2 in the seven primary prerequisite courses.
4. Completion of the GRE (to be submitted to Mercy College using ETS code 7110)
5. Oral communication skills necessary to provide services to a wide range of clients.
6. Adequate written communication skills.
7. The "Written Statement" is in response to the question, "Other than technology and "apps", what do you believe is a significant development in the field of speech/language pathology over the past 10 years? How

will you incorporate this development into your future practice as a speech/language pathologist? The essay is to be double-spaced in a font of 12 and no more than two type-written pages in length.

8. Completion of application through Communication Science Disorders Centralized Application Service (which includes completion of "Pre-Requisite Checklist"). <https://csdcas.liaisoncas.com/applicant-ux/#/login>
9. Résumé.
10. Two letters of recommendation, at least one letter must be from Communication Disorders faculty member who has taught the applicant in class and can attest to applicant's capacity to successfully complete graduate study. The other letter must be from a Communication Disorders faculty member who has taught the applicant and/or an academic clinical supervisor (who has supervised the applicant planning for, implementing and documenting speech/language therapy).
11. Submission of entire application packet is due by January 15 (Applications are accepted for fall admission only).

The number of applicants accepted is limited by the training facilities available; therefore, applicants who otherwise meet minimum requirements for matriculation may not necessarily be admitted.

1. Documents will be reviewed by the Admissions Committee of the CD Program.
2. Applications will be reviewed and ranked according to GPA, GREs, essay, résumé, and letters of recommendation.
3. Representatives of the CD Admissions Committee will interview highest ranked applicants before final acceptance decisions are made. Interview requirement may be waived for students in the undergraduate or prerequisite CD programs.
4. Applicants whose native language is not English must submit scores for the Test of English as a Foreign Language (TOEFL). The minimum acceptable TOEFL score is 600.
5. Request for acceptance of up to six transfer credits must be submitted at the time of application. A transcript of these courses must be included with course outlines and will be evaluated after acceptance to the program.
6. Students accepted into the program will be required to pay a nonrefundable \$350 deposit at the time of acceptance. This fee will be applied to the fall tuition payment.
7. Students accepted into the program may be required to take a "pre-clinic" workshop for a specified fee. Students may test out of this workshop by passing an assessment administered at Orientation.

## **Advising**

Upon acceptance into the Master of Science Program in Communication Disorders, students will be assigned a faculty member who will serve as their advisor. Students accepted into the program will be required to pay a non-refundable deposit of \$350 at the time of acceptance. This fee will be applied to the fall tuition payment. The advisor will meet with students to counsel them on Program and ASHA certification requirements, and to develop a plan of study and a future professional development plan.

## **Program Design**

The Graduate Program in CD is designed for full-time and part-time students and can be completed in two years and one summer for full-time students and three years for part-time students. The program consists of academic and clinical components that are organized in a progressive sequence. Courses are primarily offered in the evening. Some

courses may be offered in various scheduling formats. Clinical practicum schedules require days, evenings and/or Saturdays. The College defines full-time as nine credits. For the purpose of completing the CD program in two years (including one summer), the student must follow the projected curriculum sequence established by the program. Part-time students must follow their required course projections.

Students who graduate from the program may sit for the National Examination in Speech-Language Pathology (Specialty Area Test of the Praxis Series by the Educational Testing Service). Students then complete their Clinical Fellowship (CF). Upon successful completion of the degree, the examination, and the CF, the individual can be certified as a Speech-Language Pathologist by ASHA.

Successful completion of the educational and clinical requirements of the graduate program will prepare students for eligibility for the New York State License as a Speech-Language Pathologist.

## Degree Requirements

Requirements for the Master of Science Degree in Communication Disorders include:

|                           |                   |
|---------------------------|-------------------|
| Required Coursework       | 46 credits        |
| Elective Coursework       | 6 credits         |
| <u>Clinical Education</u> | <u>7 credits</u>  |
| <b>Total Credits</b>      | <b>59 credits</b> |

In order to qualify for graduation, students must demonstrate competency by:

- a. Completing program requirements.
- b. Passing a summative assessment which can be waived with a passing score on the PRAXIS examination.  
Otherwise students must take a comprehensive exam.

To be eligible for graduation students must complete all coursework with a GPA of 3.0 or better. The words "With Distinction" will appear on the diploma of a student whose GPA, upon meeting all requirements for graduation, is 3.75 or above.

## Curriculum

*\* Clinical course sequence may vary*

Year 1

Fall Semester

- CMDS 510 - Neuroanatomy of Human Communication **Credit(s): 3**
- CMDS 515 - Advanced Speech and Hearing Science and Instrumentation **Credit(s): 3**
- CMDS 520 - Language Disorders in Children (cc) **Credit(s): 3**
- CMDS 555 - Diagnostic Process in Communication Disorders **Credit(s): 4**
- CMDS 620 - Introduction to Clinical Practicum in Speech-Language Pathology **Credit(s): 1 \***

## Spring Semester

- CMDS 525 - Speech Sound Disorders **Credit(s): 3**
- CMDS 530 - Advanced Audiology **Credit(s): 3**
- CMDS 561 - Acquired Motor Speech Disorders **Credit(s): 3**
- CMDS 550 - Communication Disorders in Adults **Credit(s): 3**
- CMDS 621 - Advanced In-House Clinical Practicum in Speech-Language Pathology **Credit(s): 1 \***

## Summer Semester

- CMDS 505 - Professional Issues in Speech-Language Pathology and Audiology **Credit(s): 1**
- CMDS 562 - Dysphagia **Credit(s): 3**
- CMDS 590 - Special Topics in Communication Disorders **Credit(s): 3**
- CMDS 640 - Clinical Practicum In Audiology **Credit(s): 1 \***

## Year 2

### Fall Semester

- CMDS 535 - Fluency Disorders **Credit(s): 3**
- CMDS 587 - Language, Learning and Literacy in School-Age Children **Credit(s): 3**
- CMDS 600 - Research Methods In Communication Disorders **Credit(s): 4**
- CMDS 611 - Colloquium I **Credit(s): 2**
- CMDS 635 - School-based Clinical Practicum In Speech-Language Pathology **Credit(s): 2 \***

### Spring Semester

- CMDS 545 - Voice Disorders **Credit(s): 3**
- CMDS 590 - Special Topics in Communication Disorders **Credit(s): 3**
- CMDS 612 - Colloquium II **Credit(s): 2**
- CMDS 630 - Clinical Practicum In Speech-Language Pathology III **Credit(s): 2 \***

## Additional Program Information

### Teacher of Students with Speech and Language Disability (TSSLD) Certification

The program is registered with the New York State Education Department to offer Teacher of Students with Speech and Language Disabilities (TSSLD) certification. Students who wish to obtain the academic and clinical requisites for Initial TSSLD certification must complete the following requirements in addition to program requirements:

1. Twelve credits in Education, which include three credits in Foundations of Education, three credits in Special Education, and six credits in Literacy.
2. Thirty-six credits in Speech/Language Pathology and Audiology.
3. Student Teaching: a minimum of 150 "direct contact" hours.
4. Achievement of passing grades on New York State Teacher Certification exams:
  - a. Educating All Students (EAS) test
  - b. Academic Literacy Skills Test (ALST)

5. Completion of Workshops:
  - a. Child Abuse Identification
  - b. School Violence Prevention
  - c. Human Dignity (DASA)
6. Fingerprint Clearance.

### **Attendance**

Attendance and punctuality in all classes and clinical education assignments is required, unless the student is excused for extenuating and extraordinary life circumstances. A maximum of three undocumented absences from class will result in failure in the course and may jeopardize the student's standing in the program. Absence from a clinical assignment is subject to the policies and procedures of the Graduate Handbook and Clinic Manual.

### **Student Classification**

A student will be classified as a matriculant when admitted to the CD Program. Students may attend the program on a full-time or part-time basis. However, all students must fulfill a full-time residency requirement of one semester that may be fulfilled during the summer. Students must complete all degree requirements within five years from the time of acceptance. A maximum of six transfer graduate credits comparable to graduate courses offered at Mercy College will be accepted. Request for transfer credit must be made at the time of application. Once matriculated, all graduate courses and clinical hours must be completed at Mercy College.

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

The cumulative GPA for both good academic standing and degree conferral is a 3.0. Grades are subject to review by the faculty advisor and program director at the end of each term. If the academic average falls below 3.0 the student will be placed on academic probation and may be subject to dismissal from the CD program.

### **Clinical Probation and Continuation**

Students who earn a grade of below B in CMDS 620 or CMDS 621 will be placed on Clinical Probation and will have to repeat CMDS 620 or CMDS 621 the following semester. Continuation in the program is contingent upon obtaining a grade of B or above in CMDS 620 and CMDS 621. Furthermore, students who fail CMDS 620 or CMDS 621 in the fall or spring semester will only be allowed to register for two prescribed courses on the part-time student schedule and to repeat either CMDS 620 or CMDS 621. The student may also opt to just repeat the clinic course. If a student fails CMDS 620/CMDS 621 in the spring semester, (s) he cannot retake clinic in the summer, because of the abbreviated session.

### **Academic Probation**

All students who have a cumulative GPA of below 3.0 will be placed on academic probation and will be subject to dismissal from the program. If a student receives a grade of F or FW in any course, the student may be subject to dismissal from the College.

For all students on probation, future registrations must be reviewed and approved by the Program Director as well as the school dean.

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

### **Program Dismissal Review**

In cases which a student has been dismissed from the Communication Disorders Program, the student may request a dismissal review when he/she believes that extenuating circumstances effected 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.

### **Essential Functions**

The program has adopted a list of Essential Functions that outlines the necessary communication, motor, intellectual/cognitive, and behavioral/social attributes deemed necessary for program completion and clinical practice within the field. Students are expected to review this list and sign a form stating that they are or are not capable of performing the skills and abilities listed.

### **Program Accreditation**

The Master's Degree program in Communication Disorders is accredited in Speech-Language Pathology by the Council for Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

### **Course Load**

The Master of Science Degree Program in Communication Disorders is offered as both a full-time and a part-time program that takes approximately two years, one summer to complete for full-time students and three to five years for part-time students (five years is the maximum length of time for program completion). Full-time students are required to take 13-14 credits per fall and spring semesters and 8-9 credits in the summer. Part-time candidates must take 6 credits per semester. Students who are accepted as part-time students and wish to change to full-time status may make a request after their first-year summer grades are completed and with the permission of their departmental advisor and the Program Director. Courses are offered during the fall, spring, and summer semesters.

### **Maintenance of Matriculation**

It is expected that students will fulfill the requirements for their graduate degree by registering over successive sessions. For cohort programs, registration is required during summer session(s). For non-cohort programs, summer registration is not required. Registration is accomplished by either enrolling in classes or maintaining matriculation. The Maintenance of Matriculation fee is processed as a registration.

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

### **Transfer Credits**

Graduate courses taken at other institutions prior to admission at Mercy College may, if pertinent to the plan of study, be credited to the graduate degree. Transfer credit is limited to six credits taken within the last five years in which the student has received a grade of B or above. Transfer courses taken prior to admission will not be computed in the quality point average.

### **Time Limit**

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

# Occupational Therapy, M.S.

Francine Seruya, Ph.D., O.T.R., *Program Director*  
(914) 674-7816  
fseruya@mercy.edu

## Purpose

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

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

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

## Objectives

The Graduate Program in Occupational Therapy is a full-time 60-credit weekend program designed to prepare graduates to apply for licensure in Occupational Therapy and to practice at an entry level. Classes are completed in 5 trimesters and are followed by twenty-four weeks of full-time clinical fieldwork. Entry into the M.S. degree program requires a bachelor degree and prerequisite courses. Students without a bachelor degree can apply for a B.S. in Health Sciences that includes prerequisites or pre-professional occupational therapy courses.

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

learning style inherent in the professional role. The Occupational Therapy Program is committed to preparing practitioners who can competently fulfill responsibilities of the professional role within a changing health care world.

## Occupational Therapy Program Goals

Upon completion of the program, graduates are expected to:

1. Master entry-level proficiencies in occupational therapy knowledge and practice skills with individuals of all ages.
2. Display professional behaviors, cultural competence, ethical values and a commitment to maintaining currency with professional knowledge and practice.
3. Use a dynamic process of inquiry to guide evidence based clinical decisions to competently fulfill the responsibilities of the occupational therapist's role within a complex and changing health care environment.
4. Demonstrate a commitment to advocate with professional colleagues for diverse populations of clients' access to health, educational, and rehabilitative services to foster life and community participation.

## Admission Requirements

Please refer to the general requirements for admission and matriculation in the Admissions section.

## Program Requirements

The Occupational Therapy Program begins in the fall of each academic year. Applications are accepted for consideration from April 1st through June 1st. To apply to the occupational therapy program students must submit:

1. A completed graduate program application.
2. A bachelor's degree transcript from an accredited college or university or a minimum of 90 undergraduate credits (including 48 credits of general education requirements).
3. Two letters of professional reference (with required letter of recommendation form).
4. A completed course prerequisite form.
5. Students with a minimum of 90 undergraduate credits can apply to the program for provisional acceptance up to one year in advance of entry into the program. **The bachelor's degree must be completed before beginning the master's program.** The prerequisite GPA as well as the overall GPA or GPA from the last degree will be considered in the admission process.
6. Admission applications will be accepted between April 1st and June 1st
  - e. Requirements for admission include completion of at least 20 credits of prerequisite courses by the end of the spring term of application and a prerequisite GPA of 3.0.
  - f. Preference is also given to students who have a higher prerequisite GPA and have completed additional Mercy-specific prerequisite coursework, particularly HLSC Science courses (HLSC 303, HLSC 314, HLSC 410).
  - g. All students must present a realistic plan to complete Mercy-specific prerequisite courses prior to enrollment into the program (admission prerequisite completion checklist form must accompany application). Students are required to complete all prerequisite courses prior to starting the Graduate Program in Occupational Therapy (see below).



7. Acceptance is provisional upon successful completion of all prerequisite with a prerequisite courses with an average minimum GPA of 3.0, a grade of B or better in A & P I and II (BIO 130/130A and 131/131A), a grade of B or higher in HLSC 344 Group Process and a grade of C or higher in prerequisites
8. A maximum of 35 students will be accepted into each class.

Students may transfer general prerequisite courses from other colleges that are considered equivalent as evaluated by the occupational therapy admissions committee and may be required to provide a copy of the course outline and required assignments for review. Mercy-specific prerequisites should be taken at Mercy College within the last five years. Students who take courses outside of the above guidelines may be required to complete a competency exam and/or provide additional documentation at the time of application.

## General Prerequisites

*\*\* General Bio I or II (4 credits with a lab) including with a grade of B or higher from a four-year institution, can substitute for A&P II for students with a bachelor's degree.*

- Anatomy & Physiology I and II with a Lab including vertebrae dissection (BIOL 130/130A and 131/131A)\*\*  
**Credit(s): 3**
- Social and Behavioral Sciences (Intro to Sociology, Anthropology or Cultural Diversity) **Credit(s): 3**
- Abnormal Psychology (PSYN 212) **Credit(s): 3**
- Developmental Psychology (PSYN 233) **Credit(s): 3**
- Statistics for the Social and Behavioral Sciences (BHSC 370) **Credit(s): 3**
- or**
- a Statistics course at the 200 level or higher

## Mercy-Specific Prerequisites

- Group Process for Health Professionals (HLSC 344) **Credit(s): 3**
- Overview of Occupational Therapy Practice (HLSC 210) **Credit(s): 1**
- Human Anatomy with Cadaver (HLSC 303 / 303A) **Credit(s): 4**
- Pathology for Rehabilitation (HLSC 302) **Credit(s): 3**
- Clinical Kinesiology and Applied Physics (HLSC 314) **Credit(s): 4**
- Applied Neuroscience for the Rehabilitation Professional (HLSC 410) **Credit(s): 4**
- Standard Safety Precautions for the Health Care Professional (HLSC 205) **Credit(s): 1**
- Introduction to Accessing and Reading Scholarly Literature (HLSC 225) **Credit(s): 1**
- Scientific Writing (HLSC 402) **Credit(s): 2**
- Foundations in Occupational Therapy (HLSC 420) **Credit(s): 3**

The prerequisite courses are offered at Mercy College days, evenings and weekends. Please note that students must qualify to take ENGL 111 to be admitted into a prerequisite science course.

The grades of any repeated program specific prerequisite courses will be averaged together into the GPA. Students currently repeating a Mercy-specific prerequisite course will have the standing grade for that course included in their admission GPA until the new grade is averaged with the existing grade. Grades lower than B in BIOL 130/130A and 131/131A, B- in HLSC 344, and C in all other prerequisite courses are not accepted.

*(Courses listed above are at the undergraduate level. Please refer to the undergraduate catalog for course descriptions).*

## Students Without a Bachelor's Degree

To be eligible for a bachelor's degree in Health Science, students must complete a minimum of 30 undergraduate credits at Mercy College and 18 credits in the major concentration of Health Sciences.

All of the required Occupational Therapy Program prerequisite courses can be used to fulfill the requirements for the Bachelor of Health Science Degree. In addition, ninety undergraduate credits must be completed (including 48 credits of general education). For further information, please refer to the Undergraduate Catalog Pre-occupational Therapy track.

### **Program Application**

The following components should be submitted to Mercy College:

1. Two references on the Mercy College Occupational Therapy Recommendation Form; (one from a work supervisor and one from faculty of a prerequisite course). The recommendations must be less than six months old. Each reference should be in a sealed envelope with the referee's signature over the seal.
2. A one page written essay with 3 citations
3. A résumé of professional, educational, and volunteer experiences, if appropriate.
4. Official transcripts from all colleges attended.
5. A written plan for completion of remaining prerequisite courses, using the Prerequisite Checklist to indicate courses taken, courses to be completed along with dates of expected completion.

### **Admission Procedure**

1. Prospective students are required to meet with an admissions counselor for evaluation of transfer credits prior to submitting an application to the Occupational Therapy Program.
2. All candidates for the Occupational Therapy Program must first be admitted into Mercy College. General information regarding eligibility for the Master of Science Degree Program is available online or from the Admissions Office, or the Occupational Therapy Program Office at the Dobbs Ferry Campus. Perspective students should complete the Graduate Application for admissions to Mercy College available online, and should indicate Occupational Therapy as their area of interest.
3. After applying to the College, students will receive an email containing the Occupational Therapy Application materials. Application materials must be completed and returned with an application fee and should be submitted between April 1st and June 1st for entrance to the Occupational Therapy Program during the fall trimester one year later. Applications from qualified applicants may continue to be processed after the application deadline if there are available spaces in the program.
4. Selected applicants will be invited to interview with representatives of the Graduate Program Admissions Committee at which time an onsite writing sample will be required.
5. Each applicant's records will be presented to the Admission Committee of the program. The final admission decision is based on a combination of GPA, references, interview, and written work. Candidates will be notified as to their acceptance into the next Occupational Therapy class for the following year in August. All acceptances will be provisional, based on successful completion of all minimum requirements.
6. Students accepted into the program will be required to pay a non-refundable deposit of \$250 at the time of acceptance. This fee will be applied to the fall tuition payment of the first fall trimester of the graduate program.

7. Acceptance may be deferred up to one admission cycle under severe and extreme circumstances. The student must submit a written request for deferral and supporting documentation to the Program. The PD and Admission Committee will review the request and notify the student of the decision.

### **Transfer Credits**

Up to six credits of graduate occupational therapy coursework taken at another institution may be credited towards the occupational therapy degree, if equivalent in content, to Mercy College occupational therapy courses. Permission to transfer credits must be requested at the time of admission and official transcripts and course descriptions must be submitted to the program director for evaluation of equivalency. Students may be required to provide a copy of the course outline and required assignments for review by the Occupational Therapy Program Admissions Committee.

### **Program Design**

The professional program in Occupational Therapy is a full-time weekend program that takes approximately 7 trimesters. The program is divided into seven trimesters of academic work. Classes are held every other weekend from 6 p.m. to 8:30 p.m. on Friday evenings and 9 a.m. to 5:30 p.m. on Saturday and 9 a.m. to 5 p.m. on Sunday. The student is required to take nine to eleven hours per trimester in the designated sequence. The student is also required to complete a research seminar, splinting course, and assistive technology course during the summer between the first and second years and a capstone project during the second year of the program. The summer weekend courses are scheduled between May and July and do not always follow the alternating weekend schedule. Since the program involves a full-time graduate course load, it is not recommended that students work for more than 20-25 hours per week.

The curriculum is organized around the life-span stages of childhood, adolescence, adulthood and geriatrics. Concepts related to health, learning, the impact of illness and occupational therapy practice are integrated within each life-span stage. The program provides an intense learning experience and is especially designed for the motivated adult learner.

The program incorporates a variety of learning methods including a mixture of lecture, discussion, small group problem solving, hands on experiences and problem-based learning (PBL). In PBL, students meet in small groups with a faculty facilitator to discuss clinical cases. The case context drives learning, requires students' active participation and involvement in the learning process, and reflects the actual process occupational therapists engage in within practice. The cases require students to call upon previous learned knowledge from prerequisite courses, engage in independent and self-directed learning, and use a variety of learning resources. PBL allows students to learn the content specified for the course by applying clinical reasoning and inquiry skills.

Each life-span module is linked to a Level I Fieldwork course designed to connect theory to practice. Students are assigned to various clinical and community settings for a minimum of seven weekdays each fall and spring trimester. Level I Fieldwork in Pediatrics is completed in settings such as children's specialized hospital and rehabilitation centers, private practices, school-based practices, special education schools, pediatric units in general hospitals, and outpatient clinics. Level I Fieldwork in Adolescence is completed in residential care facilities for children and youth with emotional disabilities or after school programs for impoverished and "at-risk" youth that are located primarily in the counties surrounding the college. Accommodations may be made for students outside of the tri-state area. Level I Fieldwork in Adults is completed with a physically disabled population in hospitals and rehabilitation centers, private practices, outpatient clinics. The final Level I Fieldwork course in Geriatrics is completed in community settings typically in social based adult day programs for individuals with dementia.

A total of 24 weeks of Level II Fieldwork experiences is required for students to graduate and be eligible for national certification and state licensure. This fieldwork is usually completed at the end of the curriculum sequence as two full-time 12-week placements. Modifications, such as part time (i.e., three-day-a-week schedule) or placement in

three practice sites (e.g., 12 weeks in physical disabilities, eight weeks in pediatrics, and eight weeks in mental health) may be possible depending on a student's GPA, work schedule and availability of fieldwork sites with contracts with Mercy College. Part time fieldwork experiences may limit the populations and settings in which the fieldwork can be completed, and will lengthen the time needed to complete the program, but for some students offers the opportunity to balance educational requirements with work or family responsibilities. Specialty or third affiliations are offered in focused areas such as hand rehabilitation or pediatric early intervention after the student completes the basic fieldwork experiences. All fieldwork placements must be successfully completed within 24 months of the didactic course work unless the program Faculty Review Committee grants an extension for extenuating circumstances. Participating in a Level II fieldwork involves a commitment commensurate to a full-time job.

### **Degree Requirements:**

Requirements for the Master of Science Degree in Occupational Therapy include:

|                           |                   |
|---------------------------|-------------------|
| Professional Courses      | 48 Credits        |
| <u>Clinical Education</u> | <u>12 Credits</u> |
| <b>Total*</b>             | <b>60 Credits</b> |

*\* Including completion of Comprehensive Capstone Project*

#### Curriculum

##### First Year - Fall Term

(Every other Friday 6–8:30 p.m.; Saturday 9 a.m.–5:30 p.m.; Sunday 9 a.m.–5 p.m.)

- OCTR 500 - Models of Occupational Therapy Practice (cc) **Credit(s): 3**
- OCTR 503 - Applied Research **Credit(s): 1**
- OCTR 505 - Childhood and Occupational Therapy Practice **Credit(s): 5**
- OCTR 506 - Level I Fieldwork in Pediatric Occupational Therapy **Credit(s): 1**
- OCTR 507 - Problem-Based Learning in Child Health **Credit(s): 1**

##### First Year - Spring Term

(Every other Friday 6–8:30 p.m.; Saturday 9 a.m.–5:30 p.m.; Sunday 9 a.m.–5 p.m.)

- OCTR 510 - Adolescence and Occupational Therapy Practice **Credit(s): 5**
- OCTR 511 - Level I Fieldwork with Older Children and Adolescent Clients in a Mental Health Setting **Credit(s): 1**
- OCTR 512 - Problem-Based Learning in Adolescent Health **Credit(s): 1**
- OCTR 515 - Occupational Therapy Assessment and Treatment I **Credit(s): 3**

##### First Year - Summer Term

(May-August, 15 weekend days 8:30 a.m.–5:30 p.m.)

- OCTR 516 - Occupational Therapy Assessment and Treatment II - Assistive Technology **Credit(s): 3**
- OCTR 517 - Occupational Therapy Assessment and Treatment III – Splinting **Credit(s): 3**

- OCTR 525 - Qualitative and Quantitative Research Methods for Occupational Therapy **Credit(s): 3**
- Advanced Topics I (Course number determined by capstone option) (meets once a month through the 2nd year) **Credit(s): 2**

#### Second Year - Fall Term

(Every other Friday 6–8:30 p.m., Saturday 9 a.m.–5:30 p.m.; Sunday 9 a.m.–5 p.m.)

- OCTR 605 - Adulthood and Occupational Therapy Practice **Credit(s): 5**
- OCTR 606 - Level I Fieldwork in Adult Settings **Credit(s): 1**
- OCTR 607 - Problem Based Learning in Adult Health **Credit(s): 1**
- OCTR 610 - Occupational Therapy Assessment and Treatment IV **Credit(s): 3**

#### Second Year - Spring Term

(Every other Friday evening 6–8:30 p.m., Saturday 9 a.m.–5:30 p.m., Sunday 9 a.m.–5:00 p.m.)

- Advanced Topics II (Course number determined by capstone option) **Credit(s): 1**
- OCTR 615 - Geriatrics and Occupational Therapy Practice **Credit(s): 3**
- OCTR 616 - Level I Fieldwork with Older Adult Clients **Credit(s): 1**
- OCTR 617 - Problem Based Learning in Geriatric Health **Credit(s): 1**
- OCTR 619 - Occupational Therapy Assessment and Treatment V — Cognition and Occupation **Credit(s): 2**
- OCTR 620 - Occupational Therapy Management and Leadership **Credit(s): 3**

#### Second Year - Summer Term

(Fieldwork Hours Arranged at Site)

- Advanced Topics III (Course number determined by capstone option)
- OCTR 623 - Clinical Education II (first placement) **Credit(s): 4** (12 weeks)
- OCTR 623A - Clinical Hours **Credit(s): 0.5** (no tuition)

#### Second Year - Fall Term

(Fieldwork Hours Arranged at Site)

- OCTR 625 - Clinical Education II (second placement) **Credit(s): 4** (12 weeks)
- OCTR 625A - Clinical Hours **Credit(s): 0.5**

**Total Credits: 60**

### Occupational Therapy Program Policies

#### Grading

Incomplete grades will be granted only under extenuating circumstances and for no more than 25 percent of total course assignments or examinations within a term. Students will contract, in writing, with the course instructor regarding the completion of coursework within a time specified by the program Faculty Review Committee.

Students may not register for any further occupational therapy courses without permission from the program director. Failure to complete the work in accord with the contract-specified time will automatically result in failure for the course.

### Clinical Education Grades

If a student fails any clinical education course, the decision to allow the course to be repeated will be determined by a Faculty Review Committee. If the student is allowed to repeat the clinical experience and fails again, he/she will be dismissed from the program. If the student is not allowed to repeat the clinical experience, matriculated status will be withdrawn. A student may only withdraw from a clinical education experience for extenuating circumstances approved by a Faculty Review Committee.

Students who are not meeting required standards or competencies of a Level II clinical education experience will be required to suspend work towards the completion of their master's capstone project to enable them to focus their efforts on successful completion of the clinical experience. This will require the student to register for OCTR 890 - Capstone Continuation and possibly delay their graduation date.

### Attendance

Attendance and punctuality in all classes and clinical education assignments is required, unless the student is excused for extenuating and extraordinary life circumstances (documentation may be required). If absence is due to illness, a note signed by a M.D. may be required. Missing one weekend day per trimester is equivalent to missing three to four classes in a traditional program and may jeopardize a student's standing in the program. Course instructors or clinical instructors must be notified in advance regarding absences. Failure to do this will result in a review of the situation by the faculty and program director. Possible results may include a written warning, additional assignments and/or lower grades on missed assignments. Absence from courses for an entire weekend, or from more than one course meeting over the trimester, may result in a non-passing grade for a course, delayed graduation, and/or dismissal from the program regardless of the circumstances. If a student misses a test or exam without previous approval of the instructor, the situation will be reviewed by the faculty and may result in a grade of F for that test or exam. Supplemental Policies may be found in the OT Program Student Handbook.

### Fieldwork Level I Attendance Policy

Absences of more than one fieldwork day (even if rescheduled) are considered excessive and may result in a non-passing grade for the fieldwork course. Students are expected to attend fieldwork for the entire scheduled day unless they are ill or have an extenuating circumstance. Students who are ill should use their judgment when deciding if they should attend fieldwork. Students are required to complete a total of at least seven days of fieldwork each fall and spring term. Students must meet the minimum required hours (forty-two hours) to successfully complete each Fieldwork Level I experience. Students assigned to fieldwork sites that have less than a six-hour workday must complete a minimum of 42 hours. Students assigned to sites with six or more hour workdays must complete seven days.

### Student Classification

A student will be classified as a matriculant in the professional program upon full-time enrollment at Mercy College and admission to the program by the Admissions Committee of the program. Students must maintain an overall 3.0 or better in the program.

### Program Accreditation

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

Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (O.T.R.). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

### Advising

Upon acceptance into the program, an assigned faculty member will advise the student in the Master of Science Degree Program in Occupational Therapy. The program director or associate director is available to meet with students to counsel them on their standing in the program, the requirements necessary for the completion of the program, and to develop long-term plans of study and future professional directions.

### Course Load

The Master of Science Degree Program in Occupational Therapy is a full-time weekend program that takes approximately two years, four months to complete. The student is required to take nine–eleven credits per trimester. Course work may be completed in six trimesters. During the final two trimesters while completing the Level II fieldwork experiences, the student registers for 4.5 – 5 credits and is considered a part-time student. The required 24 weeks of fieldwork must be completed within 24 months following the completion of the didactic component of the program unless the program Faculty Review Committee grants an extension for extenuating circumstances.

### Maintenance of Matriculation

It is expected that students will fulfill the requirements for their graduate degree by registering over successive sessions. For cohort programs, registration is required during summer session(s). For non-cohort programs, summer registration is not required. Registration is accomplished by either enrolling in classes or maintaining matriculation. The Maintenance of Matriculation fee is \$100 per session and is processed as a registration.

Students who have not maintained matriculation and wish to return to their program within one year after their last course will be charged the Maintenance of Matriculation fee of \$100 for each missed session. Maintenance of matriculation without attending classes is limited to one year. After three terms, a student is required to reapply for admission and if accepted come under any new regulations. Activated U.S. Military Reservists are not required to pay the Maintenance of Matriculation fee.

### Capstone Advisement

Occupational therapy students register for the Advanced Topics course series that leads to the completion of the capstone requirement. This course series ends in summer of the second year. After this semester is over, a Capstone Continuation fee (equal to the cost of one graduate credit) will be charged for each additional term required to complete the project. Students can only register for Capstone Continuation for two terms.

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

### Maintenance of Good Academic Standing

The cumulative GPA for both good academic standing and degree conferral is a 3.0. Students admitted as a special matriculant are required to achieve a 3.0 average or better, after completing a certain number of credits as stipulated by their respective program.

Students who are taking graduate occupational therapy courses are required to achieve a 3.0 cumulative grade point average or better. If the academic average falls below 3.0, the student will be placed on academic probation. Please see the "Academic Probation" section below for more detail. Grades are subject to review by the faculty advisor and program director at the end of each term.

Students who receive a grade of less than B in a course may be required to repeat the course. If a student receives a

grade of C or lower in any course, the course must be repeated before permission to continue the curriculum sequence is granted. Students will be allowed to repeat a course only once. If a student receives a grade of F or FW in any course the student may be subject to dismissal from the College. If a student fails any Clinical Education course, a decision to allow the course to be repeated will be determined by a Program Faculty Review Committee.

If the scores from any category of the Professional Development Form (PDF) fall in the "Unsatisfactory" category, or the student's total score is a 27/30 or below, the student must meet with his or her advisor to discuss their plan for improvement. This plan will be reviewed by the program director and will be placed in the student's file in the Occupational Therapy Program office. Additional details on the Professional Development Form and process are located in the Program Student Manual.

If the program notes a pattern of inappropriate or unprofessional behavior, these behaviors will be brought to the student's attention through professional development feedback forms, faculty memos, advising notes, or fieldwork evaluations. The student will develop a professional plan to demonstrate improved professional behaviors. This plan may include recommendations such as self-reflective journaling, professional counseling, etc. If the student fails to develop the required plan, follow through with the recommendations, or remediate the problematic behaviors, the student will be reviewed by occupational therapy faculty. The student may be prohibited from participating in future fieldwork experiences until he/she demonstrates consistent appropriate professional behaviors. Students whose behaviors are potentially disruptive to therapeutic client relationships, or are potentially disruptive to the operation of the clinical facility may be dismissed from the Occupational Therapy Graduate Program.

### Academic Probation

Any student who has a term or cumulative GPA of below 3.0 (without rounding) will be placed on academic probation. While on academic probation, the student is required to achieve a term GPA of 3.0 or higher in the next term of enrollment and a cumulative GPA of 3.0 or higher by the second term after probation. If the student is not able to achieve a cumulative program GPA of 3.0 within two terms, the student will be dismissed from the program. If a student receives less than a 2.8 during any term, a faculty review will determine whether the student will be allowed to progress in the program. Students on academic probation will not be allowed to progress to Level II fieldwork. For all students on probation, future registrations must be reviewed and approved by the program director as well as the school dean.

### Program Dismissal Review

In cases which a student has been dismissed from the Occupational Therapy Program, the student may request a dismissal review when he/she believes that extenuating circumstances effected 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.

### Graduation Requirements

To be eligible for graduation students must complete all required course work with a cumulative GPA of 3.0 or higher. The coursework includes the completion of capstone and clinical education requirements.

### Technical Standards

The program has an Technical Standard Form that outlines the necessary behavioral/communicative, psychomotor, cognitive and self-care skill deemed essential for completion of the program and performance as a competent occupational therapist. This form is signed by the student stating they are or are not capable of performing the skills and abilities that are listed.



# Physician Assistant, M.S.

Lorraine Cashin, M.P.S., PA-C, *Program Director*  
lcashin@mercy.edu  
914-674-7626

Brian C. Baker, MD, J.D., *Associate Director*  
bbaker@mercy.edu  
718-678-8812

## Purpose

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

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

## Objectives

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

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

## Expectations of the Graduate

The Physician Assistant Program is designed to provide students with the skills needed to practice at an entry-level proficiency with their clinical supervisors while observing all appropriate ethical and legal boundaries.

Upon completion of the program, graduates are expected to:

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

**Specifically, graduates are required to perform the following tasks with competence:**

- Elicit a detailed and accurate history and perform an appropriate physical examination on any patient within any setting; distinguish acute from chronic problems and delineate health maintenance needs.
- Record findings in a uniform, concise, clear and legally competent manner.
- Determine appropriate diagnostic tools, and interpret the results of routine laboratory procedures, radiographic and electrocardiographic studies.
- Develop treatment plans, including written medical orders, for common medical problems.
- Perform routine medical procedures such as injections, immunizations, suturing, wound care, intravenous catheterization, cast application and incision and drainage of superficial infections.
- Perform patient rounds in acute and long-term inpatient care settings, record patient progress notes and pertinent case summaries, develop and implement patient management plans.
- Assist in the provision of continuity of care in clinic and office based care settings.
- Counsel and educate patients regarding prescribed therapeutic regimens, health maintenance and disease prevention, normal growth and development, family planning, lifestyle risks, lifestyle adjustments due to illness and other health concerns.
- Perform independent evaluations and initiate therapeutic procedures in life- threatening events.
- Maintain knowledge of referral mechanisms for medical and psychosocial concerns. Facilitate referral to community resources, social service agencies and other health care providers as appropriate.

**Technical Standards of the Graduate**

To be a Physician Assistant, you must possess a number of abilities and skills. Therefore, to successfully complete the Physician Assistant Program, each student must be able to:

**Intellectual**

- Acquire information from written documents and visualize info as presented in images from paper, film, slides and video.
- Comprehend X-ray, EKG, and other graphic images with or without assistive devices.
- Exercise good judgment.
- Complete all responsibilities attendant to the diagnosis and care of patients properly.

## Observation

- Observe patient accurately, at a distance and close at hand, with or without standard medical instrumentation.
- Speak to, hear and observe a patient in order to elicit information.

## Communication

- Communicate effectively with patients and their families in both written and oral modalities.
- Communicate effectively and efficiently in oral, written, and electronic format with members of the health care team.

## Sensory/Motor Coordination

- Possess motor skills necessary to perform palpation, percussion, auscultation and other diagnostic and therapeutic maneuvers.
- Perform basic laboratory tests and emergency therapeutic procedures including airway management, placement of intravenous catheters, cardiopulmonary resuscitation, application of pressure to control bleeding and suturing of wounds.
- Tolerate physically taxing workloads.

## Social and Behavioral

- Develop mature, sensitive and effective relationships with patients.
- Describe changes in mood, activity and posture and perceive nonverbal communication in patients.
- Function effectively under stress.
- Adapt to changing environments.
- Display flexibility and learn to function in the face of uncertainties inherent in the practice of clinical medicine.
- Possess good interpersonal skills in order to be an integral member of a medical team.

## Problem Solving/Critical Thinking

- Measure, calculate, reason, analyze, integrate, synthesize and comprehend three-dimensional relationships including spatial relationships of structures according to standard medical care.

## Course Load

The Mercy College Graduate Program in Physician Assistant Studies is a 90-credit, full-time, weekday program that takes 27 months to complete. The Program is divided into three terms of didactic instruction, three terms of clinical rotations and a final term for the master's capstone project. Some evening and weekend sessions are held during the didactic terms. During clinical rotations, students will be required to take on-call shifts, including nights and weekends, as required by the clerkship objectives and by the hosting institution.

## Application Criteria

General information regarding eligibility for the Physician Assistant Program 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.

Students who have earned an overall minimum GPA of 3.0 and a GPA of 3.2 in the CASPA designated sciences have met the minimum GPA requirements for the application process.

Applicants with a lower overall GPA may be considered for admission provided the GPA from their most recent degree meets the minimum GPA of 3.0 and other components of the application are strong. If admitted, the student would be a special matriculate required to achieve a minimum GPA of 3.0 after completing the first semester of the program. Special matriculates who fail to attain a minimum GPA of 3.0 in the first term of the program will be dismissed.

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 admission to the Physician Assistant 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, 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. 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.
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, biochemistry and the advanced human biology course 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 Program. 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.

## **Admission Procedures**

All candidates for the Physician Assistant Program must file an application with CASPA at [www.caspaonline.org](http://www.caspaonline.org) and a supplemental Mercy College application. Completed applications must be submitted by November 1 and verified by December 1. The program begins in late May.

Selected applicants will be invited to interview with representatives of the Physician Assistant Program. Offers of admission are extended only for the academic year stated. Students accepted into the program will be required to pay a non-refundable deposit of \$800.00 at the time of acceptance, which will be applied to the summer tuition payment.

## **Program Accreditation**

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **Mercy College Physician Assistant Program** sponsored by **Mercy College**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **June 2027**. The review date is contingent upon continued compliance with the Accreditation *Standards and ARC-PA* policy.

## **Student Advisement**

Upon acceptance into the Physician Assistant Program, each student will be assigned a faculty member who will serve as his or her advisor. The advisor will offer counsel on issues related to requirements for program completion, the development of long-term plans of study and future professional direction, and academic standing in the program.

## **Program Design**

The Physician Assistant Program is a full-time weekday program that takes 27 months to complete. It is possible that some evening and weekend sessions will be held during the first three terms. The program is divided into three terms of didactic instruction, three terms of clinical rotations and a final term for the master's Capstone project. The didactic phase of the program will be taught during the day, Monday through Friday. For the clinical or second year, students will be required to take on-call shifts, including nights and weekends, as required by the clerkship objectives and by the hosting institution.

Students move through the curriculum as a cohort. There is no opportunity for part-time study. Transfer credit for courses previously completed will not be accepted. Each term contains a full course load, so working full-time or part-time is not advised. A comprehensive financial aid program is available through the Mercy College financial aid office.

## **Attendance**

Attendance and punctuality in all classes and clinical education assignments is required, unless the student is excused for extenuating and extraordinary life circumstances. If absence is due to illness, a note signed by a licensed medical practitioner must be submitted. A maximum of three undocumented absences from class may result in failure in the course and may jeopardize the student's standing in the program. Course instructors or clinical instructors must be notified in advance regarding absences. If a student misses a test or exam without previously contacting the instructor, the situation will be reviewed by the faculty and may result in a grade of F for that test or exam. Absence from a clinical assignment is subject to the rules and regulations of the institution. In addition, individual course instructors may have attendance policies specific to their courses. These will be provided at the beginning of the course.

## **Background Checks**

In order to participate in clinical education a criminal background check is required. The majority of clinical sites now require students to pass a background check prior to starting their affiliation. It is the student's responsibility to

perform this and supply the necessary documentation to the clinical facility well in advance of the start date of their affiliation. Policies regarding criminal background checks vary from facility to facility. Some facilities require students to have the background check performed on site or by a specific company. Some facilities require fingerprinting and/or drug screening in addition to a background check. It is the student's responsibility to contact the Clinical Coordinator to find out the specific procedure at that facility and to have it completed and submitted within the specific time frame for the facility. If a facility has no preference, the Clinical Coordinator will provide the student with an acceptable company. Cost of the background check is the student's responsibility. A student may be required to have more than one background check performed during the course of the program.

### **Academic Probation**

Failure of 2 or more components in any Fundamentals of Clinical Medicine course, may result in being placed on academic probation. Students placed on academic probation for this reason, will be required to meet with their advisors and course instructor regularly, to develop a remediation plan and will be required to show substantial progress to be removed from probation.

Any student whose cumulative program or term GPA falls below 3.0 (without rounding) after any given semester will be placed on academic probation. In all subsequent terms in which the student is on academic probation the student is required to achieve a term GPA of 3.0 or better. If a term GPA of 3.0 or higher is not achieved the student will be dismissed from the program. If the student is not able to achieve a cumulative program GPA of 3.0 by the end of the semester in which the student is on probation, the student will be dismissed from the program. A student must have a cumulative program GPA of 3.0 or higher by the end of the didactic year to be able to register for Clinical Clerkship courses. A student must have a cumulative program GPA of 3.0 or higher by the end of the clinical year to be able to register for the research semester courses. If a student receives a grade of F or FW in any course the student will be subject to dismissal from the program. Once a student is dismissed from the Program he or she may not re-apply to the PA Program.

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

### **Program Dismissal Review**

In cases which a student has been dismissed from the Physician Assistant Program, the student may request a dismissal review when he/she believes that extenuating circumstances effected 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.

### **Academic Integrity**

The Physician Assistant Program maintains a zero-tolerance policy regarding cheating and plagiarism. The Physician Assistant Program follows the College's Academic Integrity Policy (located in the Academic Regulation and Procedures section in the Graduate Catalog). This policy covers cheating, plagiarism, obtaining unfair advantage, and falsification of records and official documents.

### **Maintenance of Matriculation**

It is expected that students will fulfill the requirements for their graduate degree by registering over successive

sessions. For cohort programs, registration is required during summer session(s). For non-cohort programs, summer registration is not required. Registration is accomplished by either enrolling in classes or maintaining matriculation. The Maintenance of Matriculation fee is \$100 per session when student does not enroll in classes and is processed as a registration. The course number in all programs is 899.

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

### **Capstone Advisement**

It is expected that Capstone students shall make satisfactory progress with their program's culminating activity. After the student registers for all sections of his/her Capstone requirement, he/she will be given one subsequent term to complete his/her work. The Maintaining Matriculation registration must be completed for this subsequent term if no other courses are taken. After this period, a Capstone Continuation fee (equal to the cost of one graduate credit) will be charged for each additional term required to complete the project. The course number in all programs is 890. Students can only register for Capstone Continuation for two terms.

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

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

The cumulative GPA for both good academic standing and degree conferral is a 3.0. Applicants admitted as a special matriculate are required to achieve a minimum GPA of 3.0 after completing the first semester of the program. Special matriculates who do not attain a minimum GPA of 3.0 in the first term of the program will be dismissed. Grades are subject to review by the faculty advisor and program director at the end of each term. If the academic average falls below 3.0 the student will be placed on academic probation.

### **Degree Requirements**

To be eligible for graduation students must complete all coursework with a GPA of 3.0 or better. The coursework includes the completion of research and clinical education requirements. The words "With Distinction" will appear on the diploma of a student whose GPA, upon meeting all requirements for graduation, is 3.75 or above.

### **Curriculum**

Prerequisite courses:

*The following prerequisites are undergraduate courses. Please refer to the undergraduate catalog for course descriptions.*

Biology

\* *This must be taken at a four-year institution.*

- General Biology I (BIOL 160/160A or equivalent) **Credit(s): 4**

- General Biology II (BIOL 161/161A or equivalent) **Credit(s): 4**
- Human Physiology for Biomedical Sciences (BIOL 309 or equivalent) **Credit(s): 4**
- Microbiology (BIOL 265/265A or equivalent) **Credit(s): 4**
- Advanced Human Biology (BIOL 317 or equivalent) **Credit(s): 3 \***

#### Chemistry

- General Chemistry I (CHEM 160/160A or equivalent) **Credit(s): 4**
- General Chemistry II (CHEM 161/161A or equivalent) **Credit(s): 4**
- Elements of Biochemistry (BIOL 226 or equivalent is accepted; CHEM 354 is recommended) **Credit(s): 3**

#### Mathematics

- Statistics (MATH 122 or another 3 credit Math course) **Credit(s): 3**

#### Curriculum Course Requirements

##### Year I:

##### Summer — 10 weeks

- PHAS 500 - Human Gross Anatomy With Cadaver – Part I (cc) **Credit(s): 2**
- PHAS 500A - Human Gross Anatomy With Cadaver Lab **Credit(s): 1**
- PHAS 502 - Pathophysiology **Credit(s): 3**
- PHAS 503 - Fundamentals of Clinical Medicine I **Credit(s): 2**
- PHAS 513 - Physician Assistant Seminar **Credit(s): 2**

##### Fall Semester — 15 Weeks

- PHAS 504 - Fundamentals of Clinical Medicine II **Credit(s): 4**
- PHAS 506 - Patient Interviewing **Credit(s): 1**
- PHAS 509 - Pharmacology I **Credit(s): 3**
- PHAS 514 - Evidence-Based Medicine **Credit(s): 2**
- PHAS 518 - EKG and Radiology **Credit(s): 2**
- PHAS 530 - Medical Spanish I **Credit(s): 1**
- PHAS 532 - Physical Diagnosis I **Credit(s): 2**
- PHAS 534 - Human Gross Anatomy With Cadaver – Part II **Credit(s): 1**
- PHAS 540 - Clinical Laboratory Procedures I **Credit(s): 2**

##### Spring Semester — 15 Weeks

- PHAS 505 - Fundamentals of Clinical Medicine III **Credit(s): 5**
- PHAS 510 - Pharmacology II **Credit(s): 3**
- PHAS 512 - Preventive Medicine and Public Health **Credit(s): 2**
- PHAS 528 - Communication in the Medical Encounter **Credit(s): 2**



- PHAS 529 - Clinical Decision Making and Problem Solving **Credit(s): 3**
- PHAS 531 - Medical Spanish II **Credit(s): 1**
- PHAS 533 - Physical Diagnosis II **Credit(s): 2**
- PHAS 541 - Clinical Laboratory Procedures II **Credit(s): 2**

Year II:

Summer — 10 Weeks

- PHAS 612 - Clinical Clerkship I **Credit(s): 4**
- PHAS 613 - Clinical Clerkship II **Credit(s): 4**
- PHAS 614 - Clinical Clerkship III **Credit(s): 2**

Fall Semester — 15 Weeks

- PHAS 615 - Clinical Clerkship IV **Credit(s): 4**
- PHAS 616 - Clinical Clerkship V **Credit(s): 4**
- PHAS 617 - Clinical Clerkship VI **Credit(s): 2**

Spring Semester — 15 Weeks

- PHAS 618 - Clinical Clerkship VII **Credit(s): 4**
- PHAS 619 - Clinical Clerkship VIII **Credit(s): 4**
- PHAS 620 - Clinical Clerkship IX **Credit(s): 2**

Year III:

Summer - 10 Weeks

- PHAS 700 - Seminar in Community Health Research **Credit(s): 3**
- PHAS 701 - Epidemiological Methods **Credit(s): 3**
- PHAS 702 - Master's Project Seminar **Credit(s): 6**

**Total Credits: 90**

# School of Liberal Arts

Stephen Ward, M. Mus., *Interim Dean*  
Andrés Matías-Ortiz, Ph.D., *Associate Dean*

## DEPARTMENT OF LITERATURE AND LANGUAGE

Kristen Keckler, Ph.D., *Chair*, English Literature\*

Christopher Loots, Ph.D., *Program Director*, English Literature

## DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCES

David Wang, M.S., *Chair*, Mathematics and Computer Sciences

Narasimhaswamy Banavara, Ph.D., *Program Director*, Computer Science

John Yoon, Ph.D., *Program Director*, Cybersecurity\*

\*Courses also offered online

# English Literature, M.A.

Christopher Loots, Ph.D., *Program Director*  
914-674-7423  
cloots@mercy.edu

## Courses also offered online

## Purpose

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

## Objectives

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

## Student Learning Outcomes (SLOs):

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

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

## Admission Requirements

Please refer to the general requirements for admission and matriculation in the Admissions section.

## Program Requirements

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

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

## Curriculum

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

### Course Distribution:

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

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

### Total Credits: 30

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

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

## **Comprehensive Examination**

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

## **Thesis**

The Master of Arts Degree requires a thesis focused on original research from which an essay of approximately 25 pages in the MLA Style will be developed. The master's thesis essay should be on an original research topic. Proposed topics for thesis research must be submitted to and approved by a mentor selected by the student from the program faculty. Topics for the thesis may be developed from a research paper or project submitted by the student in one of his or her previous courses. The mentor will assess the suitability and viability of the topic, guide the student's research, and oversee the student's progress during the process of writing the thesis. A polished draft of the paper will be reviewed by a Master's Thesis committee comprised of the mentor and a second reader from the faculty. The committee may have some revisions to suggest before a final draft of the thesis may be submitted as part of the student's degree requirements.

## **Transfer Credits**

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

## **Course Load**

In order to be designated as full-time a student must take nine credits (three courses) per semester. The English MA program, however, recommends six credits per semester as the preferred course-load, except for students who need to maintain full-time status or who need to complete the degree at an accelerated pace. Students may also take just three credits per semester, but this load does not qualify for financial aid. No students may exceed nine credits per semester. Courses are offered during the fall, spring, and summer semesters

## **Maintenance of Matriculation**

It is expected that students will fulfill the requirements for their graduate degree by registering over successive semesters, excluding the summer sessions which are optional. Registration is accomplished by either enrolling in classes or maintaining matriculation. The Maintenance of Matriculation fee for students in the program not taking courses during a fall or spring semester is \$100 per session and is processed as a registration.

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

### **Capstone (ENGL 599) Advisement**

It is expected that students in the Capstone course, ENGL 599, shall make satisfactory progress during the semester in which they are enrolled. Students who do not complete the Capstone requirement during that semester will be given one subsequent term to complete their work. The Maintaining Matriculation registration must be completed for this subsequent term if no other courses are taken. After this period, a Capstone Continuation fee (equal to the cost of one graduate credit) will be charged for each additional term required to complete the project. Students can only register for Capstone Continuation for two terms.

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

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

The cumulative GPA for both good academic standing and degree conferral is a 3.0. Grades are subject to review by the faculty advisor and program director at the end of each term. If the academic average falls below 3.0 the student will be placed on academic probation.

### **Academic Probation**

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

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

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

### **Time Limit**

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

## **Online Learning**

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

# **Department of Mathematics and Computer Sciences**

## **Computer Science, M.S.**

Narasimhaswamy Banavara, Ph.D., *Program Director*  
914-674-7443  
nbanavara@mercy.edu

### **Courses also offered online**

### **Purpose**

The 30-credit Master of Science in Computer Science is designed to equip students with the necessary theoretical fundamentals as well as knowledge about cutting-edge application tools to solve data science and software development problems. Students choose from two specialization tracks; Software Development or Data Science.

In the Software Development specialization, students are trained in the software development processes, including mobile and distributed data development, and software assurance.

In the Data Science specialization, students are introduced to and trained in the mathematical methods of data science, computational data analysis, machine learning, and applications in big data.

### **Program Objectives**

#### **For all students in the M.S. program in Computer Science:**

1. Acquire a working knowledge of the theoretical foundations of Computer Science
2. Develop critical thinking, problem-solving and analytical skills

#### **Additionally, for students in the Software Development specialization:**

3. Develop software design and development skills

#### **Additionally, for students in the Data Science specialization:**

#### **Program Goals:**

4. Develop an in-depth understanding of the key technologies in computer science

#### **Student Learning Outcomes (SLO's)**

#### **Students who graduate with a Master's in Computer Science will be able to:**

1. Communicate Computer Science concepts, designs, and solutions effectively and professionally
2. Develop efficient and effective algorithmic solutions to real-world problems
3. Analyze and evaluate the complexity and computability of solutions to real-world problems

#### **Additionally, for students in the Software Development specialization:**

4. Design, develop and test complex programs



**Additionally, for students in the Data Science specialization:**

5. Mine, analyze, and visualize data
6. Solve real-world problems by applying principles of computing intelligence and data analytics

**Admission Requirements**

1. One course in Discrete Structures
2. Two courses in Calculus
3. At least one course in Data Structures
4. Linear Algebra and Analysis of Algorithms are recommended but not required
5. Please refer to the general requirements for admission and matriculation in the Admissions section of this catalog.

Foundation Courses

- CISC 505 - Object-Oriented Programming and Analysis of Algorithms **Credit(s): 3**
- CISC 510 - Theoretical Concepts in Computer Science **Credit(s): 3**
- CISC 520 - Database Management Systems **Credit(s): 3**

Specialization I: Software Development

- CISC 515 - Software Design and Development **Credit(s): 3**
- CISC 545 - Distributed Application Development **Credit(s): 3**
- CISC 555 - Mobile Application Development **Credit(s): 3**
- CISC 575 - Software Assurance **Credit(s): 3**

Specialization II: Data Science

- CISC 530 - Mathematical Methods for Data Analysis **Credit(s): 3**
- CISC 540 - Computational Data Analysis **Credit(s): 3**
- CISC 550 - Machine Learning **Credit(s): 3**
- CISC 560 - Big Data **Credit(s): 3**

Electives

*(Choose any two of the following)*

- CISC 565 - Social Media and Large-Scale Data Analytics **Credit(s): 3**
- CISC 570 - Advanced Operating Systems **Credit(s): 3**
- Any other graduate CISC major course
- Any graduate IASP (Cybersecurity) course

Capstone

- CISC 600 - Capstone Course in Computer Science- Thesis (cc) **Credit(s): 3**

**Or**

- CISC 601 - Capstone Course in Computer Science- Software Development Project (cc) **Credit(s): 3 (Software Development Specialization Students)**

**Or**

- CISC 602 - Capstone Course in Computer Science- Data Science Project (cc) **Credit(s): 3 (Data Science Specialization Students)**

**Total Credits: 30**

# Cybersecurity, M.S.

John Yoon, Ph.D., *Program Director*  
914-674-7461  
jyoon@mercy.edu

## Courses also offered online

## Purpose

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

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

## Objectives

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

## Expectations of the Graduate

Graduates will be able to:

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

## Admission Requirements

Please refer to the general requirements for admission and matriculation in the Admissions section.

Requirements for admission to the Cybersecurity program include:

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

## Degree Requirements

30 credits are required to earn an M.S. in Cybersecurity. Each student should take at least one course, including IASP 500, from each course category. The courses and course categories are listed below. The IASP 600 - Master Project is optional. Students who successfully complete an IASP 600 - Master Project may obtain approval from the program director to pursue further on a IASP 601 - Master Thesis.

### Courses

Cybersecurity program offers the courses in four categories: Application courses, Network courses, Legal & Management courses, and Special courses (such as IASP 595)

### Application Courses

- IASP 500 - Topics on Information Security (cc) **Credit(s): 3**
- IASP 505 - Foundation of Cybersecurity Sciences **Credit(s): 3**
- IASP 520 - Data Mining and Knowledge Discovery **Credit(s): 3**
- IASP 525 - Database Security **Credit(s): 3**
- IASP 530 - Forensic Computing **Credit(s): 3**
- IASP 565 - Internet Social Media and Security **Credit(s): 3**
- IASP 585 - Applied Cryptography **Credit(s): 3**

### Network Courses

- IASP 550 - Intrusion Detection and Prevention **Credit(s): 3**
- IASP 555 - Mobile Technologies and Wireless Sensor Services **Credit(s): 3**
- IASP 560 - Wireless Network and Security **Credit(s): 3**

### Legal/Management Courses

- IASP 510 - Social Implication of Information Security **Credit(s): 3**
- IASP 540 - Information Assurance and Management **Credit(s): 3**
- IASP 580 - IT Security Audit and Compliance **Credit(s): 3**

### Special Courses

- IASP 590 - Internship: Advanced topics in Security Practices **Credit(s): 3**
- IASP 595 - Special Topics in Information Security **Credit(s): 3**
- IASP 599 - Independent Study **Credit(s): 3**
- IASP 600 - Master Project **Credit(s): 3**
- IASP 601 - Master Thesis **Credit(s): 3**

### Capstone Continuation

- IASP 890 - Capstone Continuation **Credit(s): No credit, but cost is equivalent to one credit.**

### Additional Program Information

#### Online Courses

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

#### Advisement and Plan of Study

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

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

#### Transfer Credits

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

#### Course Load

In order to be designated as full-time a student must take nine credits per semester. No students may exceed nine

credits per semester. Part-time students may take three to six credits per semester. Courses are offered during the fall, spring, and summer semesters

### **Maintenance of Matriculation**

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

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

### **Capstone Advisement**

Students who take the project option should complete their project (IASP 600) within one semester, and thesis (IASP 601) option within two consecutive terms. If students could not complete their work within the term(s), they should register for Capstone Continuation (IASP 890, equal to the cost of one graduate credit), but no more than two terms.

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

### **Procedures for Readmission**

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

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

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

### **Academic Probation**

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

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

B may be required to repeat the course. Students will be allowed to repeat a course only once.

### **Incomplete Grades**

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

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

### **Graduation Requirements**

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

### **Time Limit**

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

# School of Social and Behavioral Sciences

Karol E. Dean, Ph.D., *Dean*

Eduardo Zachary Albrecht, Ph.D., *Associate Dean*

Wendi Vescio, M.S., *Associate Dean*

## DEPARTMENT OF COUNSELING

Cynthia Walley, Ph.D., *Chair*

- Specialization: School Counseling
- Specialization: Mental Health Counseling

## DEPARTMENT OF SOCIAL SCIENCES

Diana D'Amico Juettner, J.D., *Chair*

- Health Services Management\*

## DEPARTMENT OF PSYCHOLOGY

Mary Knopp Kelly, Ph.D., *Chair*

- Psychology\*
- School Psychology

*\*Courses also offered online*



# Marriage and Family Therapy, M.S.

Evan Imber-Black, Ph.D., *Program Director*  
914-674-7800  
eimberblack@mercy.edu

## Purpose

The purpose of the 48-credit Master of Science in Marriage and Family Therapy Program is to provide a comprehensive education in marriage and family therapy through a course of studies designed to meet the educational requirements for licensure as a marriage and family therapist in New York State. Graduates of the marriage and family therapy program are eligible to seek initial employment towards meeting the 1,500-hour externship required for licensure. According to the laws regulating marriage and family therapy licensure, graduates will have two years to meet the 1,500-hour experience requirement, with an additional two years if needed and applied for with the Office of the Professions, and pass a licensure qualifying examination to complete licensure requirements.

## Expectations of the Graduates

Graduates of the program are expected to:

1. Identify problematic relationships of individuals, couples, parents, and children, extended family members, and between families and larger systems and communities.
2. Provide family systems-oriented psychotherapies to help individuals, couples and families facing couple, parent/ child and extended family emotional and interactional difficulties, mental and physical illnesses, substance abuse, and family violence, and to assist in problem interactions with educational, foster care, adoption or legal agencies. Work effectively with both traditional and non-traditional couples and families across the life span
3. Meet the qualifications for employment in a variety of professional settings including but not limited to, private practice and agency settings.
4. Prevent or help manage problems that may stem from social or health care issues including living with life shortening or chronic illness.
5. Demonstrate the skills and competencies required for New York State licensure and complete the licensure examination and required clinical hours successfully.

## Admission Requirements

Please refer to the general requirements for admission and matriculation in the Admissions section.

## Program Requirements

1. Submit baccalaureate transcript with a major in psychology, sociology, behavioral science health care, or education. Students are required to have completed an upper level undergraduate statistics course with a grade of B or higher. In special cases other majors will be considered.
2. Two written recommendations. At least one recommendation shouldn't be from a professor.
3. Interview with the program director.

4. A current résumé.
5. Submission of a four to five-page essay, detailing why applicant wants to study M.F.T.; personal and professional attributes for this field and career goals.
6. Demonstrate knowledge of the M.F.T. field; familiarity with the M.F.T. Program Handbook.

## **Advisement**

Students in the Marriage and Family Therapy program must meet with the program director, or other full-time faculty to plan his/her courses and to review the plan of study prior to course registration each semester.

## **Course Load**

In the first semester, full-time students may take nine credits. In subsequent semesters and with permission of the program director, student may take up to 12 credits. Part time students must take 6 credits a semester.

## **In Class and Online courses**

M.F.T. students must take the clinical courses, including PSYN 605, PSYN 614, PSYN 639, PSYN 640, PSYN 641, PSYN 642, PSYN 644, PSYN 653, and PSYN 657 in the classroom at either the Dobbs ferry or Bronx campus. Other required courses may be taken online when so offered.

## **Transfer Credits**

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

## **Maintenance of Matriculation**

It is expected that students will fulfill the requirements for their graduate degree by registering over successive sessions. For cohort programs, registration is required during summer session(s). For non-cohort programs, summer registration is not required. Registration is accomplished by either enrolling in classes or maintaining matriculation. The Maintenance of Matriculation fee is \$100 per session and is processed as a registration.

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

## **Clinical Continuation**

Students must complete three semesters of practicum, which include 200 hours at the practicum site each semester. Of this total of 600 hours, 300 must be client contact hours. Students who have registered for all three semesters of practicum but have not successfully accumulated 300 client contact hours are required to enroll in "Clinical Practicum Continuation" each term in order to see clients under supervision until the full 300 mandatory hours are

met. No credit, but cost is equivalent to one credit of tuition.

## **Capstone Advisement**

It is expected that Capstone students shall make satisfactory progress with their program's culminating activity. After the student registers for the Capstone requirement, he or she will be given one subsequent term to complete their work.

The Maintaining Matriculation registration must be completed for this subsequent term if no other courses are taken. After this period, a Capstone Continuation fee (equal to the cost of one graduate credit) will be charged for each additional term required to complete the project. Students can only register for Capstone Continuation for two terms. A student's degree will not be released until all Maintenance of Matriculation and Capstone Continuation registration and fees are recorded appropriately on a student's record.

## **Maintenance of Good Academic Standing**

The cumulative GPA for both good academic standing and degree conferral is a 3.0. A student admitted as a Special Matriculant is required to achieve a 3.0 average or better after completing a certain number of credits as stipulated by their respective program. Any course in which a student receives a B- or below must be re-taken.

Grades are subject to review by the faculty advisor and program director at the end of each term. If the academic average falls below 3.0 the student will be placed on academic probation.

## **Academic Probation**

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

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

## **Degree requirements**

Students must complete three semesters of practicum, which include 200 hours at the practicum site each semester. Of this total of 600 hours, 300 must be client contact hours. Students are expected to complete a minimum of 75 client contact hours in Practicum I; 125 client contact hours in Practicum II; and 100 client contact hours in Practicum III. In addition, a 3.0 cumulative GPA is required and successful completion of 48 credits including PSYN 710 - Clinical Research Project.

## **Comprehensive Requirement**

The Marriage and Family Therapy Degree requires completion of course PSYN 710 - Clinical Research Project. Registration in this course requires program director's approval.

## Time Limit

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

## Program Design

The 48-credit Master of Science in Marriage and Family Therapy Degree is organized as follows:

|                            |                   |
|----------------------------|-------------------|
| Human Development          | 3 credits         |
| Clinical Knowledge         | 15 credits        |
| Theoretical Knowledge      | 9 credits         |
| Family Law                 | 3 credits         |
| Research                   | 3 credits         |
| Professional Ethics        | 3 credits         |
| Internship                 | 9 credits         |
| <u>Capstone Experience</u> | <u>3 credits</u>  |
| <b>Total</b>               | <b>48 credits</b> |

Completion of at least 21 credits, including PSYN 644 - Group Experience (cc); PSYN 654 - Psychopathology; PSYN 653 - Family Systems Assessment and either Couples Therapy or Family Therapy. The Practicum course must be applied for the semester prior to course registration. A 3.0 GPA is required to register in PSYN 640 and PSYN 641.

## Curriculum

### Course Requirements

- PSYN 602 - Development Across the Lifespan **Credit(s): 3**
- PSYN 605 - Contemporary Couples Therapy: Theory and Practice **Credit(s): 3**  
(student must take PSYN 653 before taking this course)
- PSYN 614 - Introduction to Consultation and Family/Community Mental Health **Credit(s): 3**
- PSYN 616 - Statistics and Research Methodology I **Credit(s): 3**
- PSYN 625 - Domestic Violence: Cognitive Behavioral Approaches to Family Treatment **Credit(s): 3**
- PSYN 639 - Pre-Practicum in Marriage and Family Therapy **Credit(s): 3**
- PSYN 640 - Marriage and Family Therapy Practicum I (only offered in fall semester) **Credit(s): 3**
- PSYN 641 - Marriage and Family Therapy Practicum II (Only offered in the spring semester) **Credit(s): 3**
- PSYN 642 - Marriage and Family Therapy Practicum III (offered only in summer semester) **Credit(s): 3**
- PSYN 644 - Group Experience (cc) **Credit(s): 3**
- PSYN 653 - Family Systems Assessment **Credit(s): 3**  
(this course is a required prerequisite for PSYN 605 and PSYN 657)
- PSYN 654 - Psychopathology **Credit(s): 3**
- PSYN 656 - Family Law **Credit(s): 3**

- PSYN 657 - Contemporary Family Therapy (cc) **Credit(s): 3** \*  
(student must take PSYN 653 before taking this course)
- PSYN 665 - Professional Issues and Ethics **Credit(s): 3**

### Capstone

- PSYN 710 - Clinical Research Project **Credit(s): 3**

**Total Credits: 48**

*\*PSYN 657- Contemporary Family Therapy is the core course for this program and must be taken at the Dobbs Ferry campus.*

# Psychology, M.S.

Rebecca Trenz, Ph.D., *Program Director*  
914-674-7327  
rtrenz@mercy.edu

## Courses also offered online

## Purpose

The purpose of the Master of Science in Psychology Program is to provide graduate education in psychology through a course of studies designed for students who wish to extend their knowledge of psychology, who desire to qualify for employment requiring psychological skills and/or plan to pursue eventual doctoral study. Professional concerns are emphasized throughout the program.

## Expectations of the Graduates

Graduates of the program are expected to:

- Develop a broad understanding of the prominent theories and strata of practices of psychologists who seek to identify, understand, and explain behavior and events in the general and specific populations.
- Become a provider of psychological services able to apply knowledge and preparation in the workplace, under supervision, in agencies, hospitals, and other therapeutic environments.
- Be competent in the critical evaluation of psychological research and capable of designing and investigating studies to further the base of knowledge in the field.
- Understand and abide by the accepted American Psychological Association Code of Ethics governing professional and personal behavior.
- Be prepared to embark upon further professional studies.

## Admission Requirements

Please refer to the general requirements for admission and matriculation in the Admissions section.

## Program Requirements

1. Bachelor's degree with a major in psychology, sociology, behavioral science or education. Students are required to have completed undergraduate statistics and 12 undergraduate credits in psychology with a grade of B or higher. In special cases other majors will be accepted.
2. Two written letters of recommendation from instructors in major area of study and/or professional letters from employers.
3. Interview with the Program Director or the Chair.
4. A three- to five-page essay of the applicant's reasons for pursuing the Master's degree in psychology.
5. A current résumé.

## Four-Plus-One Program

The Psychology Program's Four-Plus-One option offers a unique opportunity to qualified undergraduates in Psychology who wish to pursue their master's at an accelerated pace. Applicants must meet the admissions criteria for the master's program in psychology, including a 3.0 GPA, a grade of B or better in statistics, and completion of 90 undergraduate credits. Students may apply in their junior year to the M.S. in Psychology at Mercy College. If accepted these students may then take three graduate credits each semester of their senior year (a total of six credits), which will apply to both their undergraduate and graduate degrees. Upon completing their bachelor's in psychology, these students will be able to complete their master's in psychology within a single year of full-time enrollment.

### **Advisement**

Students in the psychology program must meet with the Program Director, or Chair to plan his/her courses and to review the plan of study prior to course registration. Students will choose their elective courses in consultation with the Program Director and in consideration of individual interest.

### **Course Load**

Students must consult with the program director regarding required courses and electives for the psychology program. Full-time students may register for up to 12 credits per semester without special permission. Part-time students may register for either three or six credits per semester. 9 credits is considered full-time on the graduate level.

### **Transfer Credits**

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

### **Maintenance of Matriculation**

It is expected that students will fulfill the requirements for their graduate degree by registering over successive sessions. Registration is accomplished by either enrolling in classes or maintaining matriculation.

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

Students must register for PSYN 899 - Maintenance of Matriculation in order to continue work toward their degree in semesters when they are not registered for classes.

### **Capstone Requirement:**

After completing 27 credits, including all of the program's required courses, students may make arrangements to

complete their capstone requirement. Students may elect either to conduct a thesis project or to take a comprehensive examination.

Students electing to conduct the thesis project must register for PSYN 709 - Master Thesis Supervision , and select a faculty member to serve as their thesis mentor. Students electing to take the comprehensive examination should notify the Program Director of their intention to take the comprehensive exam at the beginning of their final semester.

### **Capstone Advisement**

It is expected that Capstone students shall make satisfactory progress with their program's culminating activity. After the student registers for all sections of their Capstone requirement, they will be given one subsequent term to complete their work.

The Maintaining Matriculation registration must be completed for this subsequent term if no other courses are taken. After this period, a Capstone Continuation fee (equal to the cost of one graduate credit) will be charged for each additional term required to complete the project. Students can only register for Capstone Continuation for two terms. A student's degree will not be released until all Maintenance of Matriculation and Capstone Continuation registration and fees are recorded appropriately on a student's record.

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

The cumulative GPA for both good academic standing and degree conferral is a 3.0.

Grades are subject to review by the faculty advisor and program director at the end of each term. If the academic average for the semester falls below 3.0 the student will be placed on academic probation.

### **Academic Probation**

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

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

### **Degree Requirements**

A 3.0 cumulative GPA is required and successful completion of either 36 graduate credits including PSYN 709, Master's Thesis Supervision or a written comprehensive examination.

### **Comprehensive Requirement**

The psychology degree requires completion of a written comprehensive based upon course content in the program or the production of a six credit thesis. Please see the program director or chair for further details on either option.

### **Time Limit**



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

## Program Design

The 36-credit Master of Science Degree in Psychology is organized as follows:

Core Courses            24 credits

Electives            6–12 credits (6 credits for four-plus-one students, 12 for all others)

**Total                    36 credits**

Completion of at least 18 credits, including PSYN 644 - Group Experience (cc)\* is required prior to registration in PSYN 630 - Practicum I in Psychology. The Fieldwork course must be applied for the semester prior to course registration. A 3.0 GPA is required to register in PSYN 630.

### Curriculum

#### Core Course Requirements

- PSYN 603 - Contemporary Theories in Psychology **Credit(s): 3**
- PSYN 604 - Physiological Psychology **Credit(s): 3**
- PSYN 616 - Statistics and Research Methodology I **Credit(s): 3**
- PSYN 617 - Statistics and Research Methodology II **Credit(s): 3**
- PSYN 630 - Practicum I in Psychology **Credit(s): 3**
- PSYN 644 - Group Experience (cc) **Credit(s): 3 \***
- PSYN 654 - Psychopathology **Credit(s): 3**
- PSYN 665 - Professional Issues and Ethics **Credit(s): 3**

\*(cc) indicates Core Course. The Core Course for the Program cannot be substituted.

#### **Total Credits: 24**

#### Elective Courses

Determined by Capstone option

#### **Total Credits: 6–12**

#### Capstone

Option A: Written comprehensive + 12 elective credits = 36 credits

Option B: Completion of PSYN 709 + 6 elective credits = 36 credits

# School Psychology, M.S.

Jeffrey J. Cohen, Ph.D., *Program Director*

914-674-7503

jcohen@mercy.edu

## Purpose

The Master of Science Degree Program in School Psychology prepares matriculated students to become school psychologists capable of serving the needs of children in today's diverse schools and agencies. The program is registered by the New York State Education Department, and is fully approved as a nationally recognized program by the National Association of School Psychologists (NASP).

Students completing the 66-credit General Program will be recommended for provisional certification as a school psychologist to the New York State Education Department. Qualified students may elect to pursue the 72-credit Bilingual School Psychology Extension Program. Successful completion leads to a recommendation for provisional certification as a school psychologist and recommendation for the Bilingual Extension to the certificate. For complete information regarding program requirements, courses, policies and procedures, please contact the Program Director. The School Psychology Student Handbook may be located on the program's page on the College's website.

## Expectations of Graduate

Graduates of the Master of Science in School Psychology Program will be prepared to assume the role of the school psychologist in school and agency settings. Among other competencies, graduates are expected to:

- Demonstrate knowledge of major concepts, theories, and historical developments in School Psychology.
- Demonstrate knowledge and skills in consultation, assessment, intervention and prevention practices related to the role of school psychologist.
- Understand and apply research methods in school psychology including research design, data analysis and interpretation as well as effectively evaluate evidence-based research to develop, recommend and implement effective interventions.
- Apply the practice of school psychology consistent with the ethical guidelines of the American Psychological Association and the National Association of School Psychologists, and consistent with State and Federal Law.

## Admission Requirements

Please refer to the general requirements for admission and matriculation in the Admissions section. The School Psychology Student Handbook also provides specific program related admissions information.

## Program Application Requirements

1. Baccalaureate transcript showing a major in psychology, sociology, behavioral science, or education. In special cases, other majors will be considered. Transcript review of individual course grades will also be conducted.

2. Interview with the program director and completion of an on-site essay.
3. Two letters of reference from instructors or appropriate professionals
4. A current résumé.

Applicants should have completed undergraduate statistics specifically in psychology or the social and behavioral sciences with a grade of B or higher. Undergraduate Psychology majors should also have a grade of at least B in Experimental Psychology.

### **Advisement**

Students in the School Psychology program must meet with the program director to plan courses and review the plan of study prior to course registration. Students will choose the elective course in discussion with the program director and in consideration of individual interest and relevance to school psychology practice.

### **Course Load**

Students must consult with the program director regarding registration in School Psychology courses. Full-time students may register for up to 12 credits per semester. Part-time students may register for either three or six credits per semester.

### **Transfer Credits**

Graduate courses taken at other institutions prior to admission at Mercy College may, if pertinent to the plan of study, be credited to the graduate degree. Permission to transfer credits must be requested at the time of admission and official transcripts and course descriptions must be submitted before those credits are transferred to Mercy College. Such courses may be used to meet program requirements provided the student requests transfer of credit in writing at the time of the application and the program director approves them as comparable to courses in the required program.

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

### **Maintenance of Matriculation**

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

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

### **Capstone Advisement**

It is expected that Capstone students shall make satisfactory progress with their program's culminating activity. After the student registers for all sections of their Capstone requirement, they will be given one subsequent term to complete their work. The Maintaining Matriculation registration must be completed for this subsequent term if no

other courses are taken. After this period, a Capstone Continuation fee (equal to the cost of one graduate credit) will be charged for each additional term required to complete the project. Students can only register for Capstone Continuation for two terms.

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

## **Maintenance of Good Academic Standing**

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

## **Academic Probation**

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

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

## **Degree Requirements**

1. Successful completion of at least 66 graduate credits, which includes course work, fieldwork, internship, and required projects and assessments. The Bilingual Extension requires 6 additional credits for a total of 72 credits.
2. A 3.0 cumulative GPA.
3. For students seeking the Bilingual Extension only, satisfactory completion of EDUC 508 Theory and Practice in Bilingual Education and SCPY 724 – Assessing Bilingual Children And Adolescents.
4. Prior to graduation, taking the PRAXIS II examination in School Psychology, created and administered by the Educational Testing Service (ETS). Scores must be reported to the School of Social and Behavioral Sciences Graduate Office. Information about the test and registration can be found at [www.ets.org/praxis](http://www.ets.org/praxis) or at 1-800 772-9476. Additional information is available at [www.nasponline.org](http://www.nasponline.org).
5. Demonstrating through professional behavior in class and in field-based experiences, a commitment to school psychology ethical and legal codes of conduct, which include APA and NASP ethical standards. Students are also expected to adhere to the Mercy College policy on Academic Integrity found in the Graduate Catalog
6. Completion of three New York State mandated workshops: The Identification and Reporting of Child Abuse and Maltreatment; School Violence Prevention and Intervention; DASA workshop on Bullying, Cyberbullying, Harassment and Discrimination in Schools.

## Time Limit

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

## Curriculum

The 66–72 credit Master of Science Degree Program in School Psychology is organized as follows:

|                                      |                           |
|--------------------------------------|---------------------------|
| Psychological Foundation             | 21 credits                |
| Assessment Courses                   | 15 credits                |
| Intervention Courses                 | 15 credits                |
| Professional School Psychology       | 15 credits                |
| <u>(Bilingual Extension Courses)</u> | <u>(6 credits)</u>        |
| <b>Total</b>                         | <b>66 (or 72) credits</b> |

Completion of all courses and the Fieldwork experience is required prior to registration for SCPY 771 – Internship in School Psychology (cc) .

## Application Deadlines for Fieldwork/Intern Placement

Fieldwork in School Psychology and Internship in School Psychology must be applied for the semester prior to course registration. Recommended deadlines are October 15 and February 15 for Spring and Fall semesters respectively. Courses in the Assessment sequence (SCPY 705 , SCPY 718, SCPY 719, SCPY 720, SCPY 721) as well as SCPY 704 require a minimum grade of B in order to continue the sequence. Courses in the Assessment sequence in which the grade achieved is below B may need to be repeated before advancing to the next course in the sequence. . A 3.0 cumulative GPA is required to register for either Fieldwork or Internship. Please consult the School Psychology Student Handbook for information about course sequencing and prerequisites.

### Psychological Foundation Courses

- SCPY 610 – Developmental Psychology **Credit(s): 3**
- SCPY 616 – Statistics and Research Methodology I **Credit(s): 3**
- SCPY 617 – Statistics and Research Methodology II **Credit(s): 3**
- SCPY 641 – Neurological Factors in Cognition and Behavior **Credit(s): 3**
- SCPY 652 – Developmental Psychopathology **Credit(s): 3**
- SCPY 704 – Psychological and Educational Assessment **Credit(s): 3**
- Elective **Credit(s): 3**

Total Credits: 21

### Assessment Courses

- SCPY 705 – Diagnosis of Learning Problems: Students with Special Needs **Credit(s): 3**
- SCPY 718 – Individual Assessment: Cognitive I **Credit(s): 3**
- SCPY 719 – Individual Assessment: Cognitive II **Credit(s): 3**
- SCPY 720 – Individual Assessment: Social/Emotional/Behavioral Development I **Credit(s): 3**
- SCPY 721 – Individual Assessment: Social/Emotional/Behavioral Development II **Credit(s): 3**

Total Credits: 15

#### Intervention Courses

- SCPY 654 – Behavior Management Applications for Children with Special Needs **Credit(s): 3**
- SCPY 657 – Group Counseling Techniques for School Psychologists **Credit(s): 3**
- SCPY 658 – Individual Counseling Techniques for School Psychologists **Credit(s): 3**
- SCPY 703 – Remediation of Learning Problems: Students with Special Needs **Credit(s): 3**
- SCPY 710 – Consultation in Multicultural School Settings **Credit(s): 3**

Total Credits: 15

#### Professional Practice Courses

- SCPY 670 - Fieldwork in School Psychology **Credit(s): 3**
- SCPY 771 - Internship in School Psychology (cc) **Credit(s): 6 credits per semester**

Total Credits: 15

#### Bilingual Extension Education Courses

- EDUC 508 - Theory and Practice in Bilingual Education **Credit(s): 3**
- SCPY 724 - Assessing Bilingual Children And Adolescents **Credit(s): 3**

Total Credits: 6

Total Program Credits: 66 (or 72)

# Department of Counseling

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

## Purpose

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

The Master of Science in (School) Counseling offers two certifications within the degree program. Successful completion of the School Counselor Program leads to recommendation to the New York State Education Department for provisional certification as a school counselor. Students completing the Bilingual School Counselor Program will be recommended for provisional certification as a school counselor and also for a bilingual extension to the certificate. The Master of Science in Mental Health Counseling is a licensure-qualifying program. Upon program completion, graduates are eligible to work towards meeting the 3,000-hour externship required for licensure as a mental health counselor in New York State. According to the state laws regulating mental health counseling licensure, graduates will have up to two years (with the option of two additional one-year extensions) to meet the 3,000 hours of experience and pass a licensing examination to complete the licensure requirements.

Note: the following courses: ( CNSL 650 Counseling and Application I, CNSL 655 Counseling and Application II, CNSL 660 Group Counseling Theories & Practice (cc), CNSL 670 Practicum in Counseling Practicum in Counseling , CNSL 688 Supervised Internship I: Bilingual School Setting or CNSL 690 Supervised Internship I: School Setting , and CNSL 689 Supervised Internship II: Bilingual School Setting or CNSL 691 Supervised Internship II: School Setting) may be not completed as distance learning courses for the School Counseling Program, New York State will not permit more than 27 credits of distance learning courses to be counted toward the 60-credit Master of Science in Mental Health Counseling. New York State also requires students pursuing a Master of Science in Mental Health Counseling to take the following courses in a traditional classroom environment: CNSL 650, CNSL 655, and CNSL 660.

## Expectations of the Graduate

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

1. Identify and apply the American School Counseling Association standards to qualify for provisional certification as a School Counselor in New York State.
2. Demonstrate mastery of the eight CACREP Core Counseling Competencies: Human Growth and Development, Social and Cultural Foundations, Theories of Counseling, Groups, Lifestyle and Career Development, Appraisal, Research and Program Evaluation, and Professional Orientation and Ethics.
3. Identify, explain, and respond to concerns, issues, and challenges relevant to today's students.

4. Define, explain, and apply counseling, assessment, advocacy, prevention, and intervention techniques to assist students.
5. Apply current knowledge and research from social and behavioral sciences, including the use of technology, to the practice of counseling in a school setting.
6. Identify and explain the impact of cultural diversity on counseling techniques and make appropriate applications.

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

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

### Admission Requirements

Please refer to the general requirements for admission and matriculation in the Admissions section.

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

1. Two professional letters of recommendation on letterhead (letters from friends, neighbors, acquaintances, or clergy are welcome but do not replace the two professional letters).
2. In an 800-1000- word personal statement, please address all of the following questions: What does it mean to be a school counselor? What influenced you to want to be a school counselor? What are your three biggest strengths? How will your strengths and challenges impact you as a student in the school counseling program and as a future school counselor? (If your GPA is below a 3.0, this must be one of your challenges that you discuss). What influenced you to apply to Mercy College?
3. A current résumé.
4. In-person interview with the program director (or designee) once above requirements have been accepted.
5. Undergraduate college transcripts (and Graduate transcripts) if applicable.

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

1. Two professional letters of recommendation on letterhead (letters from friends, neighbors, acquaintances, or clergy are welcome but do not replace the two professional letters).
2. In an 800-10000-word personal statement, please address all of the following questions: What does it mean to be a mental health counselor? What influenced you to want to be a mental health counselor? What are your three biggest strengths? Your three biggest challenges? How will your strengths and challenges impact you



as a student in the mental health counseling program and as a future school counselor? (If your GPA is below a 3.0, this must be one of your challenges that you discuss). What influenced you to apply to Mercy College?

3. A current résumé.
4. In-person interview with the program director (or designee) once above requirements have been accepted.
5. Undergraduate college transcripts (and Graduate transcripts, if applicable).
- 6.

### Course Load

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

### Transfer Credits

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

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

### Maintenance of Matriculation

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

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

### Maintenance of Good Academic Standing

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

### Academic Probation

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

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

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



- CNSL 650 Counseling and Application I
- CNSL 655 Counseling and Application II
- CNSL 651 Multicultural Perspectives in Counseling
- CNSL 654 Psychopathology \*
- CNSL 660 Group Counseling Theories & Practice (cc)
- CNSL 665 Career Development and Counseling
- CNSL 667 Assessment in Counseling
- CNSL 670 Practicum in Counseling
- CNSL 673 Research Methodology
- CNSL 678 The Psychological, Pharmacological and Physiological Aspects of Alcoholism and Substance Abuse \*
- CNSL 686 Supervised Internship I: Mental Health Setting /CNSL 688 Supervised Internship I: Bilingual School Setting / CNSL 690 Supervised Internship I: School Setting
- CNSL 687 Supervised Internship II: Mental Health Setting /CNSL 689 Supervised Internship II: Bilingual School Setting /CNSL 691 Supervised Internship II: School Setting

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

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

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

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

# Counseling, School Counseling Certification, M.S.

Cynthia T. Walley, Ph.D.

*Program Director*

914-674-7276

cwalley@mercy.edu

Abby Hirsch, M.S.

*Director of Internship Placement*

914-674-7428

ahirsch@mercy.edu

## Degree Requirements

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

|  |                   |
|--|-------------------|
| <b>Level I:</b> Basic Foundational Knowledge, Theories, and Skills                                 | 18 credits        |
| <b>Level II:</b> Intermediate Pre-Internship Preparation, Social Basis of Behavior, and Assessment | 12 credits        |
| <b>Level III:</b> Advanced Specialty Concentration and Internship                                  | 18 credits        |
| <b>Total</b>   | <b>48 credits</b> |

The Master of Science Degree in Counseling Program requires completion of 10 core course requirements and three supervised field placements specific to the students' area of study. As of Fall 2017, there are not elective courses for the Master of Science Degree in Counseling Program.

Level I: Basic Foundational Knowledge, Theories, and Skills

- CNSL 630 – Counseling and Ethics **Credit(s): 3**
- CNSL 640 – Human Development I **Credit(s): 3**
- CNSL 650 – Counseling and Application I **Credit(s): 3**
- CNSL 655 – Counseling and Application II **Credit(s): 3**
- CNSL 673 – Research Methodology **Credit(s): 3**
- CNSL 643 – Introduction to School Counseling **Credit(s): 3**

Total Credits: 18

Level II: Intermediate Pre-Internship Preparation, Social Basis of Behavior, and Assessment

- CNSL 651 - Multicultural Perspectives in Counseling **Credit(s): 3**
- CNSL 660 - Group Counseling Theories & Practice (cc) **Credit(s): 3 \***
- CNSL 665 - Career Development and Counseling **Credit(s): 3**
- CNSL 670 - Practicum in Counseling **Credit(s): 3** (100 Hours)

Total Credits: 12

*\* Indicates core course and must be taken at the registered campus.*

### **Track 1**

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

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

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

#### Level III: Advanced Specialty Concentration and Internship

- CNSL 667 - Assessment in Counseling **Credit(s): 3**
- CNSL 690 - Supervised Internship I: School Setting **Credit(s): 6**
- CNSL 691 - Supervised Internship II: School Setting **Credit(s): 6**
- CNSL 525 - College Planning and Preparation Counseling **Credit(s): 3**

Total Credits: 18

Total Program Credits: 48

### **Track 2**

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

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

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

Successful completion of the program leads to recommendation to the New York State Education Department for

provisional certification as a school counselor and a bilingual extension to the certificate.

### Level III: Advanced Specialty Concentration and Internship

- CNSL 667 - Assessment in Counseling **Credit(s): 3**
- CNSL 688 - Supervised Internship I: Bilingual School Setting **Credit(s): 6** (300 Hours)
- CNSL 689 - Supervised Internship II: Bilingual School Setting **Credit(s): 6**  
(300 Hours)
- CNSL 525 - College Planning and Preparation Counseling **Credit(s): 3**
- EDUC 504 - Cultural Perspectives and the Teaching Learning Process **Credit(s): 3**
- EDUC 508 - Theory and Practice in Bilingual Education **Credit(s): 3**

Total Credits: 24

Total Program Credits: 54

# Mental Health Counseling, M.S.

Lisa McHale, M.S., *Director of Internship Placement*  
914-674-7417  
lmchale@mercy.edu

## Degree Requirements

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

|  |                   |
|--|-------------------|
| <b>Level I:</b> Basic Foundational Knowledge, Theories, and Skills                                 | 18 credits        |
| <b>Level II:</b> Intermediate Pre-Internship Preparation, Social Basis of Behavior, and Assessment | 21 credits        |
| <b>Level III:</b> Advanced Specialty Concentration and Internship                                  | 21 credits        |
| <b>Total</b>   | <b>60 credits</b> |

### Level I: Basic Foundational Knowledge, Theories, and Skills

- CNSL 630 - Counseling and Ethics **Credit(s): 3**
- CNSL 640 - Human Development I **Credit(s): 3**
- CNSL 650 - Counseling and Application I **Credit(s): 3**
- CNSL 655 - Counseling and Application II **Credit(s): 3**
- CNSL 673 - Research Methodology **Credit(s): 3**
- CNSL 618 - Introduction to Mental Health Counseling (cc) **Credit(s): 3 \***

Total Credits: 18

*\* CNSL 618 is the Core Course for the Mental Health Counseling program and must be taken at the registered campus.*

### Level II: Intermediate Pre-Internship Preparation, Social Basis of Behavior, and Assessment

- CNSL 651 - Multicultural Perspectives in Counseling **Credit(s): 3**
- CNSL 660 - Group Counseling Theories & Practice (cc) **Credit(s): 3**
- CNSL 665 - Career Development and Counseling **Credit(s): 3**
- CNSL 667 - Assessment in Counseling **Credit(s): 3**
- CNSL 654 - Psychopathology **Credit(s): 3**
- CNSL 648 - Mental Health Counseling Diagnosis and Treatment **Credit(s): 3**
- CNSL 670 - Practicum in Counseling **Credit(s): 3** (100 Hours)

Total Credits: 21

### Level III: Advanced Specialty Concentration and Internship

- CNSL 686 - Supervised Internship I: Mental Health Setting **Credit(s): 3**
- CNSL 687 - Supervised Internship II: Mental Health Setting **Credit(s): 6**
- CNSL 625 - Domestic Violence: Cognitive Behavioral Approaches to Family Treatment **Credit(s): 3**
- CNSL 678 - The Psychological, Pharmacological and Physiological Aspects of Alcoholism and Substance Abuse **Credit(s): 3**
- CNSL 601 - Crisis Counseling and Mental Health **Credit(s): 3**

Total Credits: 21



# Counseling, CASAC 350-Hour Certificate Program - Standardized Curriculum

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

## Program Requirements

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

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

- CNSL 630 - Counseling and Ethics **Credit(s): 3**
- CNSL 640 - Human Development I **Credit(s): 3**
- CNSL 648 - Mental Health Counseling Diagnosis and Treatment **Credit(s): 3 \***
- CNSL 650 - Counseling and Application I **Credit(s): 3**
- CNSL 651 - Multicultural Perspectives in Counseling **Credit(s): 3**
- CNSL 654 - Psychopathology **Credit(s): 3 \***
- CNSL 655 - Counseling and Application II **Credit(s): 3**
- CNSL 660 - Group Counseling Theories & Practice (cc) **Credit(s): 3**
- CNSL 665 - Career Development and Counseling **Credit(s): 3**
- CNSL 667 - Assessment in Counseling **Credit(s): 3**
- CNSL 673 - Research Methodology **Credit(s): 3**
- CNSL 678 - The Psychological, Pharmacological and Physiological Aspects of Alcoholism and Substance Abuse **Credit(s): 3 \***
  
- CNSL 686 - Supervised Internship I: Mental Health Setting **Credit(s): 3**  
*or*
- CNSL 688 - Supervised Internship I: Bilingual School Setting **Credit(s): 6**  
*or*
- CNSL 690 - Supervised Internship I: School Setting **Credit(s): 6**
  
- CNSL 687 - Supervised Internship II: Mental Health Setting **Credit(s): 6**  
*or*
- CNSL 689 - Supervised Internship II: Bilingual School Setting **Credit(s): 6**  
*or*

- CNSL 691 - Supervised Internship II: School Setting **Credit(s): 6**

### **e-Portfolio Requirement**

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

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

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

# **Health Services Management Degree Programs**

Ann Visconti, RN, M.P.H., *Program Coordinator*  
avisconti@mercy.edu

## Purpose

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

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

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

## Expectations of the Graduate

Graduates of the Health Services Management programs are expected to:

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

## Admission Requirements

Please refer to the general requirements for admission and matriculation in the Admissions section.

## Program Requirements

Each applicant must submit the following:

1. Current résumé
2. Two professional letters of recommendation on letterhead (letters from friends, acquaintances or clergy are welcome but do not replace the two professional letters)

3. Two-three page essay providing the reasons the student wishes to pursue a graduate degree in Health Service Management.
4. Interview with the program coordinator or the program director

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

### Student Classification

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

### Advisement

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

### Course Load

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

### Transfer Credits

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

### Maintenance of Matriculation

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

### Capstone Advisement

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

Continuation registration and fees are recorded appropriately on a student's record.

### Maintenance of Good Academic Standing

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

### Academic Probation

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

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

### Degree Requirements

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

### Schedule

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

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

# Health Services Management, M.S.

Courses also offered online

## Degree Requirements

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

|   |                   |
|---|-------------------|
| Core Courses                              | 9 credits         |
| Advanced Core Courses                     | 15 credits        |
| Health Services Management Specialization | 6 credits         |
| <u>Culminating Experience</u>             | <u>6 credits</u>  |
| <b>Total</b>                              | <b>36 credits</b> |

*\*NOTE: Changes in the Internship (elective) and Capstone (requirement) apply to students who are admitted to the HSMG program from fall, 2017 and beyond*

### Curriculum

#### General Core Courses

##### 9 Credits

- MPAT 521 - Action Research and Data Analysis **Credit(s): 3**
- MPAT 531 - Management Information Systems **Credit(s): 3**
- MPAT 541 - Managerial Communication and Leadership **Credit(s): 3**

#### Advanced Core Courses

##### 15 Credits

- HSMG 601 - Health Care in the United States **Credit(s): 3**
- HSMG 611 - Health Care Management **Credit(s): 3**
- HSMG 621 - Health Care Financing **Credit(s): 3**
- HSMG 631 - Human Resource Management for the Health Care Organization **Credit(s): 3**
- HSMG 641 - Ethical Issues and the Health Care Manager **Credit(s): 3**

#### Area of Concentration/ Health Services Management/Specialization

##### 3 Credits

- HSMG 701 - Strategic Planning for the Health Care Organization (cc) **Credit(s): 3**

#### Special Topics - Advanced Issues in Health Services Management (Elective)

## 6 Credits

- HSMG 731 - Special Topics - Advanced Issues in Health Services Management (Elective) **Credit(s): 3**
- HSMG 732 - Special Topics - Advanced Issues in Health Services Management (Elective) **Credit(s): 3**
- HSMG 801 - Internship Experience **Credit(s): 3**
- HSMG 802 - Internship Experience **Credit(s): 3**

## Culminating Experience

### 6 Credits

- HSMG 810 - Capstone I – Preparation Course **Credit(s): 3**
- HSMG 811 - Capstone II - Capstone Project **Credit(s): 3**

# Health Services Management, M.P.A.

Program also offered fully online

## Degree Requirements

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

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

## Curriculum

### General Core Courses

#### 12 Credits

- MPAT 503 - Law, Government and the Political Process **Credit(s): 3**
- MPAT 521 - Action Research and Data Analysis **Credit(s): 3**
- MPAT 531 - Management Information Systems **Credit(s): 3**
- MPAT 541 - Managerial Communication and Leadership **Credit(s): 3**

### Advanced Core Courses

#### 15 Credits

- HSMG 601 - Health Care in the United States **Credit(s): 3**
- HSMG 611 - Health Care Management **Credit(s): 3**
- HSMG 621 - Health Care Financing **Credit(s): 3**
- HSMG 631 - Human Resource Management for the Health Care Organization **Credit(s): 3**
- HSMG 641 - Ethical Issues and the Health Care Manager **Credit(s): 3**

### Area Of Concentration/ Health Services Management/Specialization

#### 9 Credits

- HSMG 701 - Strategic Planning for the Health Care Organization (cc) **Credit(s): 3**
- HSMG 711 - Legal Environment of Health Care Management **Credit(s): 3**



- HSMG 721 - Measuring and Enhancing Organizational Performance **Credit(s): 3**

## Area of Concentration/ Health Services Management/Specialization - Electives

### 6 Credits

- HSMG 731 - Special Topics - Advanced Issues in Health Services Management (Elective) **Credit(s): 3**
- HSMG 732 - Special Topics - Advanced Issues in Health Services Management (Elective) **Credit(s): 3**
- HSMG 801 - Internship Experience **Credit(s): 3**
- HSMG 802 - Internship Experience **Credit(s): 3**

## Culminating Experience

### 6 Credits

- HSMG 801 - Internship Experience **Credit(s): 3**
  - HSMG 802 - Internship Experience **Credit(s): 3**
- Or**
- HSMG 810 - Capstone I – Preparation Course **Credit(s): 3**
  - HSMG 811 - Capstone II - Capstone Project **Credit(s): 3**

# College of New Rochelle Academic Programs, Teach Out

## **Important Note to College of New Rochelle Students in the Teach Out programs**

The programs in this section of the catalog are exclusively for and limited to continuing College of New Rochelle students as part of a teach out plan filed by The College of New Rochelle and approved by The New York State Education Department and the Middle States Commission on Higher Education. These programs cannot accept new students and New York State education department program registration for the teach out will be terminated effective with the dated listed below.

Students who are part of the teach out are strongly advised to complete their academic program of study by the termination date of the teach out programs.

| <b>Program Name</b>                             | <b>Program Location</b>  | <b>Program To Be Terminated Date<br/>(for teach out registration)</b>  |
|---|--|--|
| Family Nurse Practitioner, MS                   | Mercy Dobbs Ferry Campus for new students<br>College of New Rochelle-<br>New Rochelle campus for students in the teach out program | There is no end date for this program for former CNR students who are part of the teach-out as Mercy College has registered this program with the NYS Education Department for new and teach-out students. |
| Family Nurse Practitioner, Advanced Certificate | Mercy Dobbs Ferry Campus for new students<br>College of New Rochelle-<br>New Rochelle campus for students in the teach out program | There is no end date for this program for former CNR students who are part of the teach-out as Mercy College has registered this program with the NYS Education Department for new and teach-out students. |
| Master of Public Administration, MPA            | College of New Rochelle-<br>New Rochelle campus  | TBT Date- 12/31/2020   |

## **Transcripts**

College of New Rochelle Teach Out and Alumni students may obtain their transcripts through Mercy College. Please visit <https://www.mercy.edu/office-student-services/transcript-requests> for further details.

## **Teach Out Programs and Curriculum**

- CNR Teach Out Family Nurse Practitioner, Advanced Certificate
- CNR Teach Out Family Nurse Practitioner, M.S.
- CNR Teach-Out Master of Public Administration, MPA

*Please see the Academic Programs of Study page for further information on the above programs.*

For more information about The Agreement between The College of New Rochelle and Mercy College, please visit <https://www.mercy.edu/cnr-agreement>.

# CNR Teach Out Family Nurse Practitioner, M.S.

Deborah Hunt, Ph.D., Program Director  
dhunt4@mercy.edu

*This program is exclusively for and limited to continuing College of New Rochelle students as part of a teach out plan filed by The College of New Rochelle and approved by the New York State Education Department and the Middle States Commission on Higher Education. This program cannot accept new students.*

**Note: All CNR Teach-Out students must adhere to the Academic Regulations, Policies, and Procedures of Mercy College. Please see the Academic Regulations and Procedures and Student Policies section of this catalog for more information.**

## Family Nurse Practitioner Curriculum

- NURS 680 - Healthcare Delivery Systems and Innovation **Credit(s): 2**
- NURS 681 - Theoretical Underpinnings of Advanced Practice **Credit(s): 2**
- NURS 682 - Ethical Decision-Making in Health Care **Credit(s): 2**
- NURS 683 - Transformational Leadership **Credit(s): 2**
- NURS 684 - Research Methods in Practice-Based and Theory-Informed Evidence **Credit(s): 2**
- NURS 685 - Constructs of Healing and Integrative Health **Credit(s): 2**
- NURS 748 - Advanced Pathophysiology **Credit(s): 3**
- NURS 749 - Advanced Pharmacology **Credit(s): 3**
- NURS 751 - Advanced Health Assessment **Credit(s): 3**
- NURS 756 - Advanced Health Assessment Lab **Credit(s): 1**
- NURS 758 - Genetics and Genomics Essentials **Credit(s): 1**
- NURS 759 - End of Life and Palliative Care Management **Credit(s): 1**
- NURS 771 - Clinical Practicum I: Family Nurse Practitioner (cc) **Credit(s): 6** \*Core course does not apply to CNR teach-out programs.
- NURS 772 - Clinical Practicum II: Family Nurse Practitioner **Credit(s): 6**
- NURS 773 - Clinical Practicum III: Family Nurse Practitioner **Credit(s): 6**

Total Credits: 42

# CNR Teach Out Family Nurse Practitioner, Advanced Certificate

Deborah Hunt, Ph.D., Program Director  
dhunt4@mercy.edu

*This program is exclusively for and limited to continuing College of New Rochelle students as part of a teach out plan filed by The College of New Rochelle and approved by the New York State Education Department and the Middle States Commission on Higher Education. This program cannot accept new students.*

**Note: All CNR Teach-Out students must adhere to the Academic Regulations, Policies, and Procedures of Mercy College. Please see the Academic Regulations and Procedures and Student Policies section of this catalog for more information.**

## Overview

The Advanced Certificate Family Nurse Practitioner program educates advanced practice nurses to practice primary care, which includes health promotion, health maintenance, disease prevention, and diagnosis and treatment of acute and chronic illness, in a variety of settings (e.g., community clinics, private offices, urban areas, rural areas, school-based clinics, prisons) throughout the patient's lifecycle.

## Program Design

The program is designed for part-time students taking up to six credits per semester.

## Degree Requirements

Requirements for the Advanced Certificate in Family Nurse Practitioner: **30 credits**

## Family Nurse Practitioner Curriculum

- NURS 748 - Advanced Pathophysiology **Credit(s): 3**
- NURS 749 - Advanced Pharmacology **Credit(s): 3**
- NURS 751 - Advanced Health Assessment **Credit(s): 3**
- NURS 756 - Advanced Health Assessment Lab **Credit(s): 1**
- NURS 758 - Genetics and Genomics Essentials **Credit(s): 1**
- NURS 759 - End of Life and Palliative Care Management **Credit(s): 1**
- NURS 771 - Clinical Practicum I: Family Nurse Practitioner (cc) **Credit(s): 6** \*Core course does not apply to CNR teach-out programs.
- NURS 772 - Clinical Practicum II: Family Nurse Practitioner **Credit(s): 6**
- NURS 773 - Clinical Practicum III: Family Nurse Practitioner **Credit(s): 6**

Total Credits: 30

# CNR Teach-Out Master of Public Administration, MPA

Elizabeth Pete, Ph.D. *Program Director*  
914-674-7605  
epete@mercy.edu

*This program is exclusively for and limited to continuing College of New Rochelle students as part of a teach out plan filed by The College of New Rochelle and approved by the New York State Education Department and the Middle States Commission on Higher Education. This program cannot accept new students and the teach out of this program will be terminated as of December 31, 2020.*

**Note: All CNR Teach-Out students must adhere to the Academic Regulations, Policies, and Procedures of Mercy College. Please see the Academic Regulations and Procedures and Student Policies section of this catalog for more information.**

The 36 credit Master of Public Administration program requires completion of 10 major courses, 2 capstone courses and 1 Comprehensive exam.

The Master of Public Administration Degree Program is organized as follows:

|                         |                   |
|-------------------------|-------------------|
| Major Courses           | 30 credits        |
| <u>Capstone Courses</u> | <u>6 credits</u>  |
| <b>Total</b>            | <b>36 credits</b> |

## Major Requirements

- PUAD 501 - Introduction to Public Administration **Credit(s): 3**
- PUAD 601 - Management of Non-Profit and Public Agencies **Credit(s): 3**
- PUAD 602 - Public Policy **Credit(s): 3**
- PUAD 604 - Human Resource Management **Credit(s): 3**
- PUAD 606 - Legal and Ethical Aspects of Public Administration **Credit(s): 3**
- PUAD 608 - Finance and Economic Policy **Credit(s): 3**
- PUAD 623 - Non-Profit Communication and Fund Raising **Credit(s): 3**
- PUAD 624 - Business and Professional Presentations **Credit(s): 3**
- PUAD 630 - Public Relations Campaigns and Strategies for Non-Profits **Credit(s): 3**
- PUAD 640 - Leadership and Team Building **Credit(s): 3**

Credits: 30

## Capstone Requirements

- PUAD 701 - Program Evaluation **Credit(s): 3**
- PUAD 710 - Internship in Public Administration **Credit(s): 3**
- PUAD 711 - Comprehensive Exam **Credit(s): 0 \***

Credits: 6

\*Students must pass this comprehensive exam prior to graduation and a passing score of 80% is needed for degree conferral.

Total Program Credits: 36

# Course Descriptions

---

## Accounting

### ACCT 510 - Global Financial Statement Analysis

**Credit(s):** 3

3 semester hours

**Prerequisite(s):** ACCT 241- Intermediate Accounting (*This is an undergraduate course- please refer to the undergraduate catalog for course description*).

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.

### ACCT 520 - Contemporary Issues in Auditing

**Credit(s):** 3

3 semester hours

**Prerequisite(s):** ACCT 420- Auditing and Assurance Services or its equivalent. (*This is an undergraduate course- please refer to the undergraduate catalog for course description*).

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.

### ACCT 530 - Advanced Accounting Theory and Applications (cc)

**Credit(s):** 3

3 semester hours

**Prerequisite(s):** ACCT 241-Intermediate Accounting II or its equivalent (*This is an undergraduate course- please refer to the undergraduate catalog for course description*) and ACCT 510, ACCT 520, ACCT 540, ACCT 560.

**Corequisite(s):** ACCT 550.

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

For explanation of the Core Course Requirements, click here.  
This is the core course for the M.S. Public Accounting Program.

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

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** ACCT 341- Advanced Federal Income Taxation or its equivalent. *(This is an undergraduate course- please refer to the undergraduate catalog for course description).*

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.

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

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** ACCT 240- intermediate Accounting I and ACCT 250- Cost Accounting or their equivalents. *(These are undergraduate courses- please refer to the undergraduate catalog for course description).*

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

## **ACCT 560 - Fraud Examination**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** ACCT 241-Intermediate Accounting II and ACCT 420- Auditing and Assurance Services or their equivalents. *(These are undergraduate courses- please refer to the undergraduate catalog for course description).*

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

## **ACCT 722 - Taxation**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501 or equivalent.

*Prerequisites for MBA Accounting concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604, and ACCT 742.*



Choice of entity for conducting business, taxation of corporations, partnerships, corporations, tax accounting methods and tax years, tax credits, alternative minimum tax, reconciliation of book and tax income, corporate redemptions and liquidations and overview of corporate reorganizations are covered.

### **ACCT 737 - Advanced Cost Concepts**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501 or equivalent.

**Prerequisites for MBA Accounting concentration students only:** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604 and ACCT 742.

Selected cases and problems provide the forum for the discussion of current cost concepts, their applications, and limitations. The aim is to develop the ability to analyze business problems and to make decisions concerning the appropriateness of cost accounting methods in specific situations.

### **ACCT 742 - Financial Statement Analysis**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501 and MBAA 502.

**Prerequisites for MBA Accounting Concentration students only:** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604.

Evaluates financial trends and corporate reports for solvency, the quality of earnings, investments, and forecasting implications. The principles and the practices of the Securities and Exchange Commission are reviewed.

### **ACCT 765 - Accounting and Reporting**

**Credit(s): 3**

**Prerequisite(s):** ACCT 742 or Program Director Approval.

**Prerequisites for MBA Accounting concentration students only:** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604, ACCT 742.

Review and exploration of the developments relating to Financial Accounting and reporting for business enterprises. SFAS's and other recent pronouncements are analyzed in depth and problem solving is stressed.

### **ACCT 798 - Independent Study in Accounting or Audit and Controls**

**Credit(s): 3**

**Prerequisite(s):** ACCT 742 and ACCT 737, or Program Director Approval.

A special project is designed by the student, faculty member and Director to maximize a current educational experience covering materials related to accounting and/or audit and controls not currently offered as a regular course.

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

**Credit(s): No credit, but cost is equivalent to one credit.**

Students who have completed all coursework but have not completed their capstone project within the required subsequent term must register for this course each subsequent term until the project is completed. Only two consecutive terms of Capstone Continuation registration permitted.

## **ACCT 899 - Maintenance of Matriculation**

**Credit(s): No credit.**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required. The fee is \$100 per term and is processed as a registration. Maintenance of Matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee.

## **Biology Graduate Education**

### **SCIE 553 - Engineering for the Secondary Classroom**

**Credit(s): 3**

3 semester hours

In this course, teachers will become proficient with the engineering design cycle and the Science and Engineering Practices, as outlined by the new (implemented Sept. 2017) NYS P-12 Science Standards. Teachers will learn how to apply engineering practices to integrated projects for secondary students, while raising awareness of careers and innovations in engineering. Students will demonstrate an understanding of the history of engineering and its impact and shaping of society in the United States and globally.

### **SCIE 554 - Leadership in STEM**

**Credit(s): 3**

3 semester hours

This capstone course supports teachers in becoming leaders within their schools to assist other teachers and facilitate lesson study, professional learning communities, curriculum design, and peer feedback and coaching. Teachers use a model of vertical articulation in which they engage in a cycle of collaborative coaching and reflection, and action research, in order to improve teaching and learning in their classroom. This course is to be taken during the last semester of coursework in the STEM certificate program.

### **SCIE 555 - Forensic Science**

**Credit(s): 3**

3 semester hours

The course is designed to enhance the student's understanding of the interdisciplinary sciences that apply the principles of physics, chemistry, and biology to 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 fingerprint analysis, forensic serology, DNA analysis, and forensic autopsy. Laboratory activities exploring the scientific analysis of forensic evidence will be integrated within the modules including DNA analysis by polymerase chain reaction and cadaver dissection. *Spring or Fall only*

### **SCIE 556 - Oceanography**

**Credit(s): 3**

3 semester hours

Explore physical, earth, and life science content as you study the Blue Planet's most visible feature, and learn to infuse the ocean into science curriculum areas. Study seafloor features, physical and chemical properties of water, marine ecosystems and organisms, and marine technologies as you participate in hands-on and technology-based activities. Examine modern socio-scientific issues such as coastal development, pollution, and management of energy resources as you consider the ocean's critical role in the Earth System. Ten hours of fieldwork required. *Spring or Fall only*

**SCIE 557 - Bioengineering****Credit(s): 3**

3 semester hours

The goal of this course is to analyze concepts and in biology, general engineering and bioengineering to further develop teacher candidates' understanding of and ability to apply science content to real world applications. The methods employed by this course will focus on utilizing hands-on and online-based activities and resources, including virtual activities and real-world bioengineering problems and discoveries. These methods and resources will bring the nature of scientific and engineering practices to life. *Spring or Fall only*

**SCIE 558 - Physical Science****Credit(s): 3**

3 semester hours

The goal of this course is to familiarize students with the cross-curricular concepts of physical science, including matter, astronomy, kinematics, dynamics, energy and waves. Topics include: atomic structure and trends of the periodic table; celestial motion; one-dimensional motion; forces; energy transfer; and technical applications of waves in modern society. The methods employed by this course will focus on utilizing inquiry, hands-on and online-based activities and resources, including virtual activities and real-world observations and applications. These methods and resources will bring the nature of science to life. *Spring or Fall only*

**Communication Disorders****CMDS 505 - Professional Issues in Speech-Language Pathology and Audiology****Credit(s): 1**

1 semester hour

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

**CMDS 510 - Neuroanatomy of Human Communication****Credit(s): 3**

3 semester hours

**Prerequisite(s):** Undergraduate course in Anatomy and Physiology of Speech and Hearing Mechanisms.

An analysis of the structure and function of the brain and the brain stem germane to speech, language, hearing, auditory perception and related disorders is presented. Classification of brain function, organization of speech and motor function, and specific clinical correlates of CNS dysfunction are included. Additional course fee may apply. *Offered fall semester only.*

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

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** Undergraduate course in Speech and Hearing Science.

A study of the application of acoustic and physiological principles to the production and perception of speech and voice in children and adults is included in this course. Relationship of normal speech and voice production to pathologies found in children and adults is presented. Relationship of normal speech perception to perceptual problems found in children with hearing losses (i.e., conductive and sensorineural hearing loss) is also presented. Applications of various instrumentation in the diagnosis and treatment of these production and perceptual disorders in children are reviewed. *Offered fall semester only.*

## **CMDS 520 - Language Disorders in Children (cc)**

**Credit(s): 3**

3 semester hours

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

For explanation of the Core Course Requirements, [click here](#).

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

**Credit(s): 3**

3 semester hours

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

## **CMDS 530 - Advanced Audiology**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** CMDS 510.

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

## **CMDS 535 - Fluency Disorders**

**Credit(s):** 3

3 semester hours

This course will provide a study of fluency and its disorders. Diagnosis and management of children and adults who demonstrate fluency disorders (e.g., developmental stuttering, cluttering, neurogenic stuttering) will be explored. Differential diagnosis of stuttering and cluttering (a language-based fluency disorder) will be particularly helpful to the school-based clinician who is treating school-age children with a variety of speech and language problems. Counseling strategies for clients and families will be addressed. Cultural and linguistic differences among individuals will be discussed. *Offered fall semester only.*

## **CMDS 545 - Voice Disorders**

**Credit(s):** 3

3 semester hours

**Prerequisite(s):** CMDS 515.

A study of normal and disordered phonatory processes of voice are included. Attention is given to procedures, materials, and instrumentation used in diagnosis and treatment of individuals of all ages with voice disorders. Specific management of children in educational settings, laryngectomies, clients with neurogenic disorders and the geriatric population will be discussed. Tracheotomy care will be addressed. *Offered spring semester only.*

## **CMDS 550 - Communication Disorders in Adults**

**Credit(s):** 3

3 semester hours

**Prerequisite(s):** CMDS 510.

Differential diagnosis, treatment, historical perspective and theories of aphasia and related disorders in adults are included. Developments in neurogenic rehabilitation such as psychosocial and functional approaches, as well as evidenced-based practice, and practical clinical applications of theoretical issues are emphasized. The social, emotional, perceptual, physical, and cognitive factors associated with atypical aging and their effects on communication will also be studied. The role of professionals who work with these adult populations, as well as family interaction will be included. Issues relating to patients and families from a variety of cultures will be discussed. *Offered spring semester only.*

## **CMDS 555 - Diagnostic Process in Communication Disorders**

**Credit(s):** 4

4 semester hours

Theoretical and practical approaches to the evaluation of speech, language and hearing disorders across the life span are identified. Procedures for intake and case history, selection criteria for assessment methods, consideration of cultural and linguistic variables, test scoring and interpretation, and report writing will be presented. Diagnostic variables and requirements related to school-age populations will be included. Emphasis will be placed on the use of diagnostic information to develop an intervention plan. Students will be required to administer several diagnostic tests. *Offered fall semester only.*

## **CMDS 561 - Acquired Motor Speech Disorders**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** CMDS 510.

This course provides study and review of the neuromotor systems subserving speech production and the disorders that affect it. Diagnosis and treatment of motor speech disorders, with primary emphasis on dysarthria and apraxia are presented. The use of augmentative systems for persons with severe motor speech dysfunction will be included. Although the course is primarily adult-oriented, attention will be given to oral motor assessment across the life span. Several multicultural issues that relate to treatment of clients with motor speech disorders will be explored. This course requires several offsite clinical assignments. *Offered spring semester only*

## **CMDS 562 - Dysphagia**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** CMDS 510, CMDS 561.

This course provides a thorough understanding of normal swallow anatomy and physiology and its related disorders. Both theoretical and clinical information related to the evaluation and management of dysphagia are provided. Online MBSimp course is also required as part of the course. Etiological factors are reviewed, noting the high risk categories for varied cultural groups. Instrumental diagnostic techniques are introduced including handling the endoscope, and to pass the scope on inanimate objects and cadavers. This course will not substitute for a full two day FEES training course. Emphasis is given to multiple management issues in general, as well as by varied cultural groups. Interdisciplinary approaches to the assessment and treatment of swallowing disorders are discussed. A comprehensive and successful completion of this course will enable students to work with children and adults in medical, residential, or outpatient settings. *Offered summer semester only*

## **CMDS 587 - Language, Learning and Literacy in School-Age Children**

**Credit(s): 3**

3 semester hours

This course will integrate the study of students who are language-learning disabled and of the multifaceted role of the Speech-Language Pathologist (SLP) in school settings. A focus of the course will be the impact of language disorders in school-age children and adolescents on their acquisition of academic skills required for the development of literacy skills, written language, cognitive, and social aspects of communication. An emphasis will be placed on the relationship between spoken and written language and the roles and responsibilities of the school-based SLP related to reading and writing in school-age children and adolescents. A comprehensive overview of service delivery models; collaborative management strategies; informal and formal assessment; national and state legislation and regulations; rights and responsibilities of staff, parents and teachers; and Individualized Educational Plan (IEP) planning will be provided. *Offered fall semester only.*

## **CMDS 590 - Special Topics in Communication Disorders**

**Credit(s): 3**

3 semester hours

Students may select two elective courses on topics pertinent to Communication Disorders. Topics include: Adult Neurogenic Disorders; Autism Spectrum Disorders/Early Intervention; Alternative Augmentative Communication/Pediatric Feeding; Motor Apraxia/Sensory Integration Disorders; Auditory Processing Disorders; Bilingualism, Counseling. *Offered spring and summer semesters.*

## **CMDS 600 - Research Methods In Communication Disorders**

**Credit(s): 4**

4 semester hours

**Prerequisite(s):** a statistic course.

This course encompasses the study of research design and methods used in speech-language pathology and audiology. The critical analysis of research and professional and scientific writing will be emphasized. The course will include development of a proposal for a research project. This proposal will be done as a group project for the class to use as a basis for generating an application for the Institutional Review Board (IRB). In addition, students will complete the on-line course offered by the NIH in the Protection of Human Subjects in research. Research to be addressed includes the developmental processes, speech and language acquisition and disabilities, multicultural issues, diagnostic and intervention strategies in clinical and school environments, instructional and assistive technology, validation of instructional strategies and program evaluation. A scheduled series of labs will instruct students in the application of statistics in communication research analysis. *Offered fall semester only.*

## **CMDS 611 - Colloquium I**

**Credit(s): 2**

1 semester hour lecture; 1 semester hour seminar

**Corequisite(s):** CMDS 600.

As a follow-up to the Research Methods course, this course is designed to facilitate successful participation as an investigator in a research project. Students will develop a research project, either individually or in small collaborative groups, in conjunction with a faculty mentor. In this course, students will develop the following components of research: literature review, research design and methodology, and initial data collection including initial consultation with statistician. If course requirements are not completed, students will be registered for CMDS 891 - Clinical Practicum Continuation. *Offered fall semester only.*

## **CMDS 612 - Colloquium II**

**Credit(s): 2**

1 semester hour lecture; 1 semester hour seminar

This course is a continuation of the research project began in CMDS 611. In this course, students will develop the following components of the project: continue data collection, analyze data including statistical analysis, develop results, and discuss findings. Students are required to present the final project, including a Power Point presentation, to a group of faculty and peers. If course requirements are not completed, students will register for CMDS 891 - Clinical Practicum Continuation. *Offered spring semester only.*

## **CMDS 620 - Introduction to Clinical Practicum in Speech-Language Pathology**

**Credit(s): 1**

**Prerequisite(s):** Completion of 25 observation hours and determination of eligibility by Clinic Director.

The first of a two-course sequence, this practicum serves as an introductory experience in the prevention, evaluation, and treatment of clients across the life span with communication disorders. Students will have an opportunity to apply theoretical information, clinical diagnostic and treatment models, as well as relevant research findings to the clinical process. The practicum is conducted in the Mercy College Speech and Hearing Center and is supervised by Communication Disorders faculty and clinical educators. A seminar class will meet weekly to review clinical procedures, conduct peer supervision, and discuss professionally related topics. Additional course fee may apply. (one hour seminar; 20 clinical contact hours; 3 hours weekly supervisory conference). *Offered fall, spring, and summer semesters.*

## **CMDS 621 - Advanced In-House Clinical Practicum in Speech-Language Pathology**

**Credit(s): 1**

**Prerequisite(s):** Successful completion of CMDS 620 (a grade of B or better) and determination of eligibility by Communication Disorders Clinical educators.

This course serves as continuation of the two-course, in-house practicum experience in the prevention, evaluation, and treatment of clients across the life span with communication disorders. In this second course, clients assigned to student clinicians will increase in complexity, students will conduct evaluations in a team setting, and a greater degree of independence in session planning and implementation will be expected. The practicum is conducted in the Mercy College Speech and Hearing Center (with the possibility of community outreach) and is supervised by Communication Disorders faculty and clinical educators. Additional course fee may apply. (one hour seminar; 20 clinical contact hours; 5 hours weekly supervisory conference).

## **CMDS 630 - Clinical Practicum In Speech-Language Pathology III**

**Credit(s): 2**

**Prerequisite(s):** CMDS 635.

Supervised clinical practicum and seminar with children and/or adults located off-campus at affiliated practicum sites. (one hour seminar; 170 clinical contact hours plus externship supervisory conferences). *Offered fall, spring and summer semesters.*

## **CMDS 635 - School-based Clinical Practicum In Speech-Language Pathology**

**Credit(s): 2**

**Prerequisite(s):** CMDS 620 and CMDS 621.

Supervised clinical practicum in a school setting equivalent to a student teaching experience is required. May be used to fulfill child-based clinical externship requirement. (one hour seminar; 170 clinical contact hours plus externship supervisory conferences).

## **CMDS 640 - Clinical Practicum In Audiology**

**Credit(s): 1**

**Prerequisite(s):** CMDS 530 - Advanced Audiology and undergraduate course in aural rehabilitation.

Supervised clinical practice in assessment of disorders of the auditory system is observed and practiced. This practicum is designed to meet the certification requirements for the minor area of study. The course may be repeated. (one hour seminar; 20 clinical hours).



## **CMDS 800 - Preclinic**

**Credit(s):** There is no credit assigned to this workshop, however, an additional fee is required.

A six-hour pre-clinic workshop may be required for incoming Communication Disorders graduate students to develop knowledge of clinical procedures as well as the mechanics of clinical writing. A placement exercise is administered during Orientation to determine which students will be exempt from enrolling in this workshop. Offered fall and spring semesters.

## **CMDS 891 - Clinical Practicum Continuation**

**Credit(s):** No credit, but cost is equivalent to 1/2 credit.

Students who have not successfully fulfilled the requirements for Clinical Practicum (i.e., CMDS 620, CMDS 621, CMDS 635, or CMDS 630) will register for CMDS 891 each term.

## **CMDS 899 - Maintenance of Matriculation**

**Credit(s):** No credit.

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required. The fee per term is processed as a registration. Maintenance of matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee.

## **Computer Science**

### **CISC 505 - Object-Oriented Programming and Analysis of Algorithms**

**Credit(s):** 3

This course uses Java to cover object-oriented programming. Representation and implementation of major data structures, essential algorithms such as searching, sorting, hashing, and graphs, and analysis of the efficiency of algorithms are considered.

### **CISC 510 - Theoretical Concepts in Computer Science**

**Credit(s):** 3

This course is an introduction to the theoretical concepts in Computer Science. Concepts include logic, proofs, relations, functions, counting, probability, regular, context-free, and computable (recursive) languages with finite state machines, pushdown automata, and Turing machines, along with basic concepts of computability theory and NP-theory.

### **CISC 515 - Software Design and Development**

**Credit(s):** 3

**Prerequisite(s):** CISC 505 Object-Oriented Programming and Analysis of Algorithms

Students will learn the principles of software design and development, and 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.

## **CISC 520 - Database Management Systems**

### **Credit(s): 3**

Students learn the fundamentals 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 design and implement a major database application project.

## **CISC 530 - Mathematical Methods for Data Analysis**

### **Credit(s): 3**

This course prepares the student for data analysis. Topics discussed include probability axioms, counting methods, random variables, probability distributions and densities, expected value, variance, correlation, conditional distributions (mean and variance), special probability models, law of large numbers, central limit theorem, statistical estimation, unbiasedness, consistency, efficiency, hypothesis testing, p-value, confidence intervals, nonparametric methods, ANOVA, and least squares. Applications for data science problems are discussed.

## **CISC 540 - Computational Data Analysis**

### **Credit(s): 3**

**Prerequisite(s):** CISC 530 Mathematical Methods for Data Analysis  
This course prepares the student to understand data as information and use it to solve problems and make decisions, especially in the world of big data. Topics include graphics for data visualization, algorithms for data cleaning, mining, and processing, using inference algorithms for explanation, predication, and classification, and using machine learning to solve supervised and unsupervised problems. Students complete a significant data analytics project.

## **CISC 545 - Distributed Application Development**

### **Credit(s): 3**

**Prerequisite(s):** CISC 505 Object-Oriented Programming and Analysis of Algorithms, CISC 520 Database Management Systems

This course provides a detailed survey and in-depth technologies of information systems and distributed services. It also provides an introduction to information systems, distribution of systems and repositories, and dominant supportive technologies. Emphasis on services (web services, Apps services, command-line services, secure services and intelligent services), management, computing and communications. Applications to information systems federation, administration, technical services, reference services, document delivery systems. It presents conceptual, theoretical, historical, social, economic, and ethical issues surrounding the development, distribution, deployment and management of information systems technologies. Topics covered include: information systems architectures, database management systems, distributed transaction processing, ecommerce, telecommunications, software and hardware standards, security and privacy management, Internet/Mobile/Web-based systems, agent-based systems, and social impacts of information systems.

## **CISC 550 - Machine Learning**

**Credit(s): 3**

**Prerequisite(s):** CISC 540 Computational Data Analysis

This course prepares the student to understand data as information and use it to solve problems and make decisions, especially in the world of big data. Topics include graphics for data visualization, algorithms for data cleaning, mining, and processing, using inference algorithms for explanation, predication, and classification, and using machine learning to solve supervised and unsupervised problems. Students complete a significant data analytics project.

## **CISC 555 - Mobile Application Development**

**Credit(s): 3**

**Prerequisite(s):** CISC 505 Object-Oriented Programming and Analysis of Algorithms

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

## **CISC 560 - Big Data**

**Credit(s): 3**

**Prerequisite(s):** CISC 540 Computational Data Analysis

In a time where data is produced in massive amounts by large sensor networks, new data acquisition techniques, simulations, and social networks, to name a few, efficiently extracting, interpreting, and learning from very large datasets requires a new generation of scalable algorithms as well as new data management technologies. Students explore the concept of Big Data and the current trends, applications, and challenges associated with it. In addition, students explore key data analysis and management techniques, which applied to Big Data are the cornerstone that enables real-time decision making in distributed environments, business intelligence in the Web, and large scale scientific discovery. Students explore the map-reduce parallel computing paradigm and associated technologies such as distributed file systems, no-sql databases, and stream computing engines. Students design highly scalable systems that can process and analyze Big Data for a variety of scientific, social, and environmental challenges.

## **CISC 565 - Social Media and Large-Scale Data Analytics**

**Credit(s): 3**

**Prerequisite(s):** CISC 505 Object-Oriented Programming and Analysis of Algorithms, CISC 520 Database Management Systems, CISC 530 Mathematical Methods for Data Analysis

This course provides a broad view on internet social media and its related data analysis techniques and privacy concerns. It covers frontlines of research topics in internet social media and social security. After the characteristics of social media and social media models, the course shows the reasons and ways of social media that is going to shape our future, and a variety of challenges facing domestically as well as internationally. It teaches specific IT architectures of social media and their unique technologies such as Relational Database management, Distributed Database management including two phase locking and two phase commit, No-sql, parallel processing such as Hadoop and Map Reduce. Moreover, security policies of social media in government, school and enterprise through case studies are discussed.

## **CISC 570 - Advanced Operating Systems**

**Credit(s): 3**

**Prerequisite(s):** CISC 505

In this course, students will study general issues of design and implementation of advanced modern operating systems. They will study inter-process communications, distributed processing, sharing and replication of data and files, and distributed and multiprocessor operating systems. There will be heavy emphasis on the principles, design issues, and algorithms, and relatively little emphasis on specific implementations. There will be programming assignments, which will help students to understand various advanced operating systems mechanisms in detail.

## **CISC 575 - Software Assurance**

**Credit(s): 3**

**Prerequisite(s):** CISC 505 Object-Oriented Programming and Analysis of Algorithms, CISC 515 Software Design and Development

Students will learn software assurance principles, practices, tools and methods required throughout the Software Development Life Cycle process. Students will explore common programming errors in software development, evaluate common software testing tools, and develop an understanding of software quality assurance and approaches to ensure quality software.

## **CISC 600 - Capstone Course in Computer Science- Thesis (cc)**

**Credit(s): 3**

**Prerequisite(s):** Approval of Program Director

Students conduct a significant research study on a chosen topic with the guidance of a faculty advisor. The student defines the research problem, conducts the relevant literature review, and develops the research thesis. The thesis must demonstrate the student's proficiency in the subject matter. A fully developed thesis report and an oral defense of the proposal and the thesis are required.

## **CISC 601 - Capstone Course in Computer Science- Software Development Project (cc)**

**Credit(s): 3**

**Prerequisite(s):** Approval of Program Director

Students conduct a significant software engineering/development project on a chosen real-world problem with the guidance of the faculty advisor. The student identifies and defines the problem, conducts the relevant requirements analysis, design, development, testing and implementation. The project must demonstrate the student's proficiency in the subject matter. A fully developed report, a functional software product, and an oral defense of the project proposal and the completed project are required.

## **CISC 602 - Capstone Course in Computer Science- Data Science Project (cc)**

**Credit(s): 3**

**Prerequisite(s):** Approval of Program Director

Students conduct a significant data science project on a chosen topic or problem with the guidance of the faculty advisor. The student identifies and defines the problem, collects the relevant data, and conducts a thorough analysis of the data using various methods and techniques. The project must demonstrate the student's proficiency in the subject matter. A fully developed report and an oral defense of the project proposal and the completed project are required.

## **Counseling**

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

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

**CNSL 614 - Introduction to Consultation and Family/Community Mental Health Counseling****Credit(s): 3**

3 semester hours

**Cross-listed With:** PSYN 614

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

**CNSL 618 - Introduction to Mental Health Counseling (cc)****Credit(s): 3**

3 semester hours

This course prepares students to work as clinical mental health counselors in diverse clinical settings and in the context of a multicultural world. Students will be introduced to theory, practice, methods, basic principles, and concepts used by counselors specific to mental health settings.

This is the Core Course for the M.S. in Mental Health Counseling Program. For explanation of the Core Course Requirements, [click here](#).

**CNSL 620 - Systemic Approaches to Counseling Families****Credit(s): 3**

3 semester hours

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

*\*formerly Psychological Dysfunction in a Family Setting*

**CNSL 625 - Domestic Violence: Cognitive Behavioral Approaches to Family Treatment****Credit(s): 3**

3 semester hours

**Cross-listed With:** PSYN 625

This course will focus on several different forms of family and intimate relationship violence. It will examine the historical and psychological roots of family violence, theoretical models and attention will be given to issues of definition and conceptualization. Among the areas covered are child neglect, physical, psychological and sexual abuse, as well as spouse abuse, dating violence and elder abuse. Attention will be given to cross cultural issues in

defining and studying family violence and abuse. Prevalence, contributing factors and societal and gender views on domestic violence are discussed. Counseling programs and resources for the abused individual and treatment strategies for the abuser are considered from a cognitive behavioral approach.

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** CNSL 640

The goal of this course is to introduce students to the school counseling profession. The course will examine the history of the profession, the various roles and duties of a school counselor, ethical concerns of the school counselor and the challenges facing the profession in the 21st century. In addition, students will become knowledgeable about the ASCA National Model for School Counseling Programs and methods of implementing individual counseling, group counseling and group guidance activities in accord with this model. Students will be assigned readings from textbook and professional journals and will have a 40 hour fieldwork experience.

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** CNSL 640 and CNSL 654

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

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

A multidisciplinary survey of issues that are of particular concern to counselors working with culturally diverse populations including the disabled. Topics covered include culturally sensitive counseling, psychology of prejudice, social implications of discrimination, culturally different learning styles, multicultural factors in development, working with underserved clients and students, and values clarification.

### **CNSL 653 - Family Assessment**

**Credit(s): 3**

3 semester hours

**Cross-listed With:** PSYN 653

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

### **CNSL 654 - Psychopathology**

**Credit(s): 3**



3 semester hours

**Cross-listed With:** PSYN 654

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

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

**Credit(s):** 3

3 semester hours

**Prerequisite(s):** CNSL 650

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

## **CNSL 656 - Retirement Counseling**

**Credit(s):** 3

3 semester hours

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

## **CNSL 657 - Family Therapy in the Urban Setting**

**Credit(s):** 3

3 semester hours

**Cross-listed With:** PSYN 657

**Prerequisite(s):** CNSL 654/PSYN 654

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

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

**Credit(s):** 3

3 semester hours

**Prerequisite(s):** CNSL 650/CNSL 655

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

## **CNSL 660 - Group Counseling Theories & Practice (cc)**

**Credit(s):** 3

3 semester hours

**Prerequisite(s):** CNSL 650

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

This is the Core Course for the M.S. in School Counseling program. For explanation of the Core Course Requirements, [click here](#).

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

**Credit(s):** 3

3 semester hours

**Prerequisite(s):** CNSL 650

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

## **CNSL 667 - Assessment in Counseling**

**Credit(s):** 3

3 semester hours

**Prerequisite(s):** CNSL 650

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

## **CNSL 670 - Practicum in Counseling**

**Credit(s):** 3

3 semester hours

**Prerequisite(s):** CNSL 643 - Introduction to School Counseling or CNSL 618 - Introduction to Mental Health Counseling (cc)

CNSL 630 - Counseling and Ethics

CNSL 655 - Counseling and Application II

CNSL 660 - Group Counseling Theories & Practice (cc)

CNSL 651 - Multicultural Perspectives in Counseling

CNSL 640 - Human Development I

CNSL 654 - Psychopathology (for Mental Health Counseling students only)

This course is an intensive practical clinical experience, under professional supervision. Supervised experience in counseling is provided through role-playing, recorded counseling sessions, observation, transcript analysis, and evaluation of interviewing/counseling skills techniques. Counseling, consultation, advocacy, assessment, and

leadership skills are monitored by faculty via student self-report, journals, video and/or audio recorded counseling sessions, and group supervision. In addition, the course will focus on application of counseling theories and techniques (learned from CNSL 650 and CNSL 655) to practice as a counselor in training in either a P -12 school setting or a mental health counseling site under supervision. A minimum of forty hours of direct counseling/consultation services and a minimum 60 hours of indirect services (for a total of 100 hours) with students and/or clients are required at the site. Supervisors agree to provide the opportunities for students to meet these requirements at their site upon accepting students for placement.

For explanation of the Core Course Requirements, [click here](#).

## **CNSL 673 - Research Methodology**

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

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

participation is required. *Offered in Fall only*

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

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** CNSL 682

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

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** CNSL 684

This course is a continuation of Supervised Internship I: School Setting. Students will participate in a weekly seminar class at the college, which is taught by a certified school counselor. The college supervisor will visit the school at least once during the internship. One hundred fifty hours of internship participation is required. (**Note:** For students who entered the School Counseling Program after Fall, 2012 and thereafter, 300 hours of internship participation is required, for which six credits will be awarded. See course descriptions for CNSL 688, CNSL 689, CNSL 690, and CNSL 691) *Offered in Spring only*

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

**Credit(s): 3**

3 semester hours

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

there will be academic site visits from the professor. This course is designed to meet the state internship requirements for a licensed mental health counselor. *Offered in fall only*

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

**Credit(s): 6**

6 semester hours

**Prerequisite(s):** CNSL 686

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

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

**Credit(s): 6**

6 semester hours

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

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

**Credit(s): 6**

6 semester hours

**Prerequisite(s):** CNSL 688

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

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

**Credit(s): 6**

6 semester hours

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

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

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

**Credit(s): 6**

6 semester hours

**Prerequisite(s):** CNSL 690

This course is a continuation of Supervised Internship I: School Setting. Students will participate in a weekly seminar class at the college, which is taught by a certified school counselor. The college supervisor will visit the school at least once during the internship. Three hundred hours of internship participation are required. (Note: For students who entered the School Counseling Program in fall, 2012 and thereafter, 300 hours of internship participation per semester are required for which six credits will be awarded.) *Offered in Spring only*

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

**Credit(s): 3**

3 semester hours

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

## **CNSL 890 - Capstone Continuation**

**Credit(s): No credit, but cost is equivalent to one credit.**

Students who have completed all coursework but have not passed the comprehensive exam within the required one term must register for this course each subsequent term until the project is completed. Only two consecutive terms of Capstone continuation registration permitted.

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

**Credit(s): No credit.**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required. The fee is \$100 per term and is processed as a registration. Maintenance of matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course registration will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee.

## **Cybersecurity**

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

**Credit(s): 3**

3 semester hours

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

For explanation of the Core Course Requirements, [click here](#).

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

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

## **IASP 520 - Data Mining and Knowledge Discovery**

**Credit(s): 3**

3 semester hours

This course introduces algorithms and computational paradigms that allow computers to find patterns and regularities in databases, perform prediction and forecasting, and generally improve their performance through interaction with data. The knowledge discovery process includes data selection, cleaning, coding, using different statistical and machine learning techniques, and visualization of the generated structures. The course will cover all these issues and will illustrate the whole process by examples. Special emphasis will be given to the Machine Learning methods as they provide the real knowledge discovery tools. Important related technologies, as data warehousing and on-line analytical processing (OLAP) will be also discussed. The students will prototype a data mining technique.

## **IASP 525 - Database Security**

**Credit(s): 3**

3 semester hours

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

## **IASP 530 - Forensic Computing**

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

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

## **IASP 560 - Wireless Network and Security**

**Credit(s): 3**

3 semester hours

This course introduces various wireless network protocols, access modes, wireless devices, management tools and



security risks. This course covers both wireless network technologies and security/privacy issues over Wi-Fi, cellular, Bluetooth, ZigBEE, and satellite signals. Encryption and decryption algorithms over wireless communication are also discussed.

## **IASP 565 - Internet Social Media and Security**

**Credit(s): 3**

3 semester hours

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

## **IASP 580 - IT Security Audit and Compliance**

**Credit(s): 3**

3 semester hours

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

## **IASP 585 - Applied Cryptography**

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** Student must have completed at least 15 graduate credits and must have the program director's approval.

This course is an internship course. Students are required to be supervised by a company, and apply information security theory learned to one specific area such as IT, health care, government, finance, etc. The evaluation of and final detailed report of student's internship should be submitted respectively by a company's supervisor and the student.

## **IASP 595 - Special Topics in Information Security**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** program director' s approval

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

## **IASP 599 - Independent Study**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** program director's approval

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

## **IASP 600 - Master Project**

**Credit(s): 3**

**Prerequisite(s):** program director's approval

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

## **IASP 601 - Master Thesis**

**Credit(s): 3**

**Prerequisite(s):** IASP 600 and program director's approval

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

## **IASP 890 - Capstone Continuation**

**Credit(s): No credit, but cost is equivalent to one credit.**

Students who have completed all coursework but have not completed their capstone project within the required one term must register for this course each subsequent term until the project is completed. Only two consecutive terms of capstone continuation registration permitted.

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

**Credit(s): No credit.**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required. The fee is \$100 per term and is processed as a registration. Maintenance of matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course registration will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee.

## **Education**

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** EDUC 502

This course examines curriculum and instruction from the perspective of Early Childhood, Childhood, and Adolescent teachers of students with disabilities whose individual learning needs require teachers to go beyond typical models of general classroom instruction to give students with disabilities access to the general education curriculum and assessments. Teachers identify, examine and practice a variety of effective teaching strategies for the

education of students with disabilities. Teachers learn to differentiate and individualize instruction and engage in collegial collaboration. They examine learning processes, lesson and unit planning, motivation and communication in order to stimulate and sustain student interest, involvement, and achievement. Fifteen hours of fieldwork required.

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

### **Credit(s): 3**

3 semester hours

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

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

### **Credit(s): 3**

3 semester hours

This course introduces students to the historical, legal, theoretical and practical frameworks of teaching English to learners of English as a Second/Other Language, in pre-school through 12th grade classrooms, in the U.S.A. Course content includes language acquisition theories for children and adults, as well as for students with special needs, inclusive of considerations of Standard English as a second or third language for children who speak other languages, or dialects at home. Research and site-based observations of area ESL classrooms will help students acquire the background knowledge, skills, and attitudes needed to effectively teach students who are learners of English as a Second Language. Student identification, academic placement, and a variety of successful instructional approaches & strategies, that motivate all students to learn, will be explored. Classroom discussion will address issues faced by professionals in the field of teaching English as a Second Language, effective instructional models, assessment materials, approaches and teaching practices used in teaching all language skills, and recognition of the psycho-social problems involved in second language acquisition and development. Ten hours of fieldwork required.

## **EDUC 506 - Educational Evaluation and Assessment from Early Childhood through Adolescence**

### **Credit(s): 3**

3 semester hours

Study of testing concepts and the application of assessment to the classroom setting. The focus is on relating assessment principles to standards-based instruction, identifying appropriate performance standards, effectively communicating these standards, and providing appropriate feedback to students. Included are planning of summative assessments, the construction and use of multiple choice, true-false, and essay type items, performance assessments and portfolios, student observation techniques and ratings scales, and the use and interpretation of standardized test data. Ten hours of fieldwork required.

## **EDUC 507 - Approaches to Literacy Instruction in Early Childhood through Adolescence**

**Credit(s): 3**

3 semester hours

Examination and analysis of effective literacy instruction for students at all levels. This course includes the exploration of appropriate techniques for diverse learners. Techniques for continued assessment in reading, remediation and enrichment will also be discussed. Requires practical application of methods in classroom and field assignments such as observation records, tutoring, and diagnostic evaluation and analysis. Ten hours of fieldwork required.

## **EDUC 508 - Theory and Practice in Bilingual Education**

**Credit(s): 3**

3 semester hours

This course is designed to prepare bilingual and ESOL teachers to successfully work with language minority students, in the context of bilingual/ESL programs. It includes the study of the historical, psychological, social, cultural, political, theoretical and legal foundations of bilingual education programs in the United States. Students will examine and analyze different bilingual program models so that they may apply such knowledge to the implementation of pedagogically effective practices for second language learners using both the L1 and L2, in curriculum implementation. Communication with parents and families concerning students' academic and social outcomes will be highlighted. In addition, the use of community resources, programs and services to effectively improve instruction in bilingual programs will be discussed. This course supports Mercy College's commitment to preparing educational professionals to work in diverse urban and suburban school communities and incorporates INTASC standards for licensing of new teachers. Ten hours of fieldwork required.

## **EDUC 509 - Linguistics and Language Development**

**Credit(s): 3**

3 semester hours

This course introduces students to the essential concepts of Language Development and modern linguistic components that are most relevant to first and second language pedagogy. Training is given in the fundamentals of phonology, morphology, syntax, and pragmatics. Students will also study key concepts of sociolinguistics in order to gain a solid understanding of the social and cultural dimensions of language. These include: the history of the English language, language change and variation, and the relationship between dialects and ethnic identity. Finally, candidates will gain familiarity with current research in language development and classroom practice, including language acquisition and literacy development.

## **EDUC 511A - Methods and Materials in Secondary Mathematics Education**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** completion of 12 credits of coursework

Examination and analysis of curriculum materials and instructional strategies for teaching and learning mathematics in grades 7–12. Includes content-specific lesson planning that addresses the New York State Learning Standards, demonstrations, simulated activities, and field activities in 7–12 classrooms. Fifteen hours of fieldwork required.

*Offered fall and spring only*

## **EDUC 511B - Methods and Materials in Secondary Science Education**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** completion of 12 credits of coursework

Examination of perspectives, philosophies, theories, methods, materials, and the application of an inquiry-based approach, assessment and management strategies to the teaching and learning of secondary science education (grades 7–12). Fifteen hours of fieldwork required. *Offered fall and spring only*

## **EDUC 511C - Methods and Materials in Secondary Social Studies Education**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** completion of 12 credits of coursework

Examination and analysis of curriculum materials and instructional strategies for teaching and learning social studies in grades 7–12. Includes content specific lesson planning that addresses the New York State Learning Standards, demonstrations, simulated activities, and field activities in 7–12 classrooms. Ten hours of fieldwork required. *Offered fall and spring only*

## **EDUC 511D - Methods and Materials in Secondary English Education**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** completion of 12 credits of coursework

Examination and analysis of curriculum materials and instructional strategies for teaching and learning English in grades 7–12. Includes content-specific lesson planning that addresses the New York State Learning Standards, demonstrations, simulated activities, and field activities in 7–12 classrooms. Ten hours of fieldwork required. *Offered fall and spring only*

## **EDUC 513 - Introduction to Early Childhood Education: Foundations, Methods and Materials**

**Credit(s): 3**

3 semester hours

This course presents an overview of the foundations in early childhood education. Candidates will address processes of developmental change including a study of the three domains that are integral to early childhood education: affective, cognitive, and psychomotor, for the period of birth–grade 2. The significance and effectiveness of past and present trends regarding the different types of early childhood programs will be discussed. Attention will also focus on the importance of play for the learning and development of the child. Ten hours of fieldwork required.

## **EDUC 514 - Working with Parents and Families of Children, in Early Childhood and Childhood**

**Credit(s): 3**

3 semester hours

This course examines how working with parents/caregivers helps teachers to develop a better understanding of their students, and ways to develop appropriate strategies for successful collaborations with parents in schools and communities. This course also includes analyses of parenting styles, family structures and dynamics, techniques for improving communication between parents/caregivers, teachers, and children, as well as strategies for using

community-based resources to support families and children. Ten hours of fieldwork required.

## **EDUC 515 - Educational Psychology and Middle Childhood Development**

**Credit(s): 3**

3 semester hours

A study of human development and behavior during middle childhood. Theories pertaining to physical, emotional, social and intellectual development will be explored. Analyses of issues of autonomy, social responsibility, peer relationships, intellectual maturity, societal and familial expectations, and how these impact on the ability of the middle school child to develop mastery skills will be examined. Participants will report on ongoing assessment, instructional intervention, and progress of individual students. Ten hours of fieldwork delete required.

## **EDUC 516 - Curricular Assessment and Behavior Management for Students with Disabilities**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** EDUC 502

This course is designed to develop the conceptual and technical skills required by teachers to help them implement meaningful strategies for effective learning by students with disabilities. Candidates will develop the professional skills necessary for the observation and assessment of behavior. Emphasis is on instruments and assessment methods which provide direction for instructional and behavior management, including but not restricted to: traditional psychometric instruments, curriculum based assessment, clinical observation, interviews, norm and criterion referenced assessments, informal assessment measures, and other alternate assessment techniques, with a consistent emphasis, on the assessment of students with disabilities. In addition, candidates will learn to plan, evaluate, and implement behavior management programs for individual students in a variety of learning environments. Theoretical formulations and practical applications of behavior techniques, especially as they apply to management and control of behavior in the school are stressed. Ethical considerations regarding behavior change procedures are discussed. Fifteen hours of fieldwork is required.

## **EDUC 517 - Educational Psychology and Adolescent Development**

**Credit(s): 3**

3 semester hours

Theories of personality are reviewed and compared to formulations regarding individuation, autonomy, values, and other maturational and societal issues. Antagonistic and other divergent behaviors are examined, and appropriate interventions will be suggested for classroom application, with an emphasis on improving instruction in language related areas. Ten hours of fieldwork required.

## **EDUC 518 - Method and Materials in Middle Childhood Education**

**Credit(s): 3**

3 semester hours

Examination, analysis and application of the major concepts, principles, theories, and research with respect to middle childhood philosophy, school organization, curricula, instruction, and assessment. Includes creative lesson planning for teaching with respect to NMSA and INTASC standards; practical field-based experiences related to young adolescence, professional teacher roles, and family and community involvements. Ten hours of fieldwork required.

## **EDUC 519 - Basic Principles of Applied Behavior Analysis for BCBA**

**Credit(s): 3**

3 semester hours

For learning to proceed optimally, the setting must be one where behaviors (social, emotional, and cognitive) are managed. This course will provide students with practical skills to plan, implement, and evaluate behavior management programs for both individuals and groups of children in a variety of learning environments. Considered will be techniques such as behavior modification, self-control, social skills training, assertiveness training, conflict resolution techniques, and effective education programs. This course is the first course in the Applied Behavior Analysis course sequence.

**EDUC 521 - Evidence Based Instructional Methods for BCBA****Credit(s): 3**

3 semester hours

Study and analysis of effective teaching strategies for the education of students with disabilities. Candidates will identify strengths and discuss methods of individualizing instruction and collaboration. They will examine learning processes, lesson and unit planning across the curriculum, motivation, communication and classroom management in order to stimulate and sustain student interest, cooperation, and achievement. Students will discuss effective ways of partnering with parents and other staff members. This course is part of the Applied Behavior Analysis course sequence. Fieldwork required.

**EDUC 522 - Language Development and Literacy Acquisition****Credit(s): 3**

3 semester hours

This course focuses on child development from Birth–Grade 6, with an emphasis on oral language development as the foundation for literacy acquisition. Special emphasis is placed upon emergent literacy and effective techniques for encouraging growth in receptive and expressive communication in young children. Research focusing on the relationship between language and literacy is reviewed. Ten hours of fieldwork required.

**EDUC 523 - Development and Exceptionalities****Credit(s): 3**

3 semester hours

The objective of this course is to prepare teacher candidates for the analysis and understanding of development in order to better teach in inclusive settings. Developmental theories and practices will be explored in the context of both special and general education. Topics include comprehensive views of development focusing on biological, physical, cognitive, language, social and emotional, and moral dimensions. Special attention to the needs and characteristics of students with disabilities will be included as well as their specific social, emotional and behavioral challenges. 10 hours of fieldwork required.

**EDUC 524 - Single-Subject Research Designs in Education for BCBA****Credit(s): 3**

3 semester hours

This course will provide an in-depth study of the topics related to classroom instruction and the essential theory, logic, concepts, principles, methods, and ethics of single subject research. The focus of the course is measurement of behavior, single-subject design tactics, and displaying and interpreting behavioral data. Students will learn to create a research question and survey the related literature; select a single-subject design tactic and graphic display, visually analyze and interpret data; and report the findings.



## **EDUC 525 - Foundations and Ethical Considerations for Practice as Behavior Analysts for BCBA**

**Credit(s): 3**

3 semester hours

An examination of the basic issues and trends affecting the behavior analyst working with individuals in the home-based, school or agency setting. The nature and scope of the philosophy underlying Applied Behavior Analysis, and the relationship between applied behavioral analysis and professional ethical practices as defined by the Behavior Analyst Certification Board are considered. The variety of home, agency, and school settings in which behavior analysts seek employment is investigated with a view to the specific guidelines that apply to those settings. Professional norms as confidentiality, informed consent, etc. are explained.

## **EDUC 526 - Functional Assessment and Positive Behavior Support for BCBA**

**Credit(s): 3**

3 semester hours

This course will provide an in-depth study of topics related to classroom instruction and school operation such as classroom management, grouping, discipline, administration, supervision, school policy, school-wide instructional approaches and/or other practical aspects of classroom instruction and school operation. This course will provide an in depth study of the following principles, issues, approaches, and strategies for classroom instruction and school from a behavior analytic perspective: School-wide Positive Behavior Support and Functional Behavior Assessment.

## **EDUC 527 - Verbal Behavior for BCBA**

**Credit(s): 3**

This course provides a behavior analytic account of verbal behavior, which includes thinking, speaking, feeling, reading, writing, and many other behaviors that define humans as uniquely human; and that are essential to consider when addressing or accounting for behavioral difficulties of individuals or groups. Foundations and theories of verbal behavior are explored. Students learn to identify and implement basic verbal operants and the variables that make them more or less likely to occur, Students also learn to assess verbal behavior, and to design instructional procedures to teach various verbal operants. Research in the field of verbal behavior is also considered.

## **EDUC 529 - Diversity, Equity and Inclusion**

**Credit(s): 3**

**Prerequisite(s)/Corequisite(s):** EDUC 502

Candidates will explore aspects of diversity such as gender, culture, Gay, Lesbian, Bi-Sexual, Transgender and Queer (GLBTQ), ability, language and poverty and analyze how they relate to equity in education in the United States. Candidates will also investigate how these aspects of identity create inequity and barriers to inclusion. Removal of these barriers will also be examined. Candidates will reflect upon how their identity and experiences influence how they view issues related to diversity and equity and how they can remove potential barriers to inclusion in their own teaching practice. 10 hours of fieldwork are required and include researching a barrier to inclusion in their school/community and creating a plan to improve access and inclusion.

## **EDUC 531 - Methods and Materials in Teaching Students with Disabilities, Birth–Grade 6**

**Credit(s): 3**

**Prerequisite(s):** EDUC 502

This course requires the study and analysis of effective teaching strategies for the education of students with disabilities from Birth–Grade 6. Candidates will identify strengths and discuss methods of individualizing instruction and collaboration. They will examine learning processes, lesson and unit-planning across the curriculum, motivation, communication, and classroom management in order to stimulate and sustain student interest, cooperation, and achievement. Candidates will discuss effective ways of partnering with parents and collaborating with other staff members. Fifteen hours of fieldwork is required.

## **EDUC 532 - Methods and Materials in Teaching Students with Disabilities, Grades 7–12**

**Credit(s): 3**

**Prerequisite(s):** EDUC 502

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

## **EDUC 534 - Differentiated Instructional Methods and Materials**

**Credit(s): 3**

**Prerequisite(s)/Corequisite(s):** EDUC 502

This course focuses on a variety of teaching methods, materials, and instructional strategies that teachers can use to assist learners with mild to moderate disabilities across a variety of educational settings. Candidates will develop a series of three in-depth lesson plans and supporting materials based on a wide selection of differentiated instructional strategies. We will pay particular attention to the selection, differentiation, and use of strategies and materials that support the learning of students with exceptional learning needs as well as those from culturally diverse backgrounds. 10 hours of fieldwork required.

## **EDUC 536 - Early Childhood Education Birth-Age 8: Culturally Responsive Practices**

**Credit(s): 3**

3 semester hours

The course explores culturally relevant pedagogy in early childhood education and practices that optimize student learning and engagement based on the latest cognitive science. Theories on the processes of socio-emotional, cognitive, linguistic, physical, and aesthetic development, as well as the relationship between culture and developmental growth will provide insights into identity development in young children, birth through age 8. The course will help candidates make connections between children's experiences in homes, the neighborhood, school, nature, and in and through multimedia and how they shape learning as well as implications for practice. Particular focus will be on urban teaching contexts, recent immigrant populations, multilingual families, and issues related to poverty. Considerations of global contexts for early childhood education will also be introduced. Ten hours of fieldwork are required.

## **EDUC 537 - Current Critical Issues in American Education**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** NYSED Initial Certification

This course examines current educational issues and trends, and how these impact instructional practices in terms of: pedagogical and professional knowledge, addressing student diversity, using educational technology, shaping reflective teaching and professional decision-making, and demonstrating appropriate professional dispositions. These issues and trends will be assessed through a variety of classroom activities and a culminating school-based action research project.

## **EDUC 546 - Educational Assessment for Students with Disabilities**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** EDUC 502

This course is designed to prepare teacher candidates to effectively assess students with disabilities in both general and special education settings. Students will develop the professional skills necessary for the observation and assessment of academic and behavioral performance. Emphasis is on those instruments and assessment methods that provide direction for instructional and behavior management, including: traditional psychometric instruments, curriculum-based assessments, clinical observations, interviews, norm- and criterion-referenced assessments, informal assessment measures, and other alternate assessment techniques, with a consistent emphasis on the assessment of students with disabilities. Ethical considerations regarding assessment policies and procedures are reviewed. Fifteen hours of fieldwork required.

## **EDUC 548 - Principles and Strategies of Classroom Management**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** EDUC 502

This course is designed to develop the conceptual and technical skills required by teachers to help them implement meaningful instructional and behavioral strategies for effective learning by students with disabilities. Students will develop the professional skills necessary for the observation and assessment of behavior. Emphasis is on those instruments and assessment methods that provide direction for instructional and behavior management. In addition, students will learn to plan, implement, and evaluate behavior management programs for individual students in a variety of learning environments. Theoretical formulations and practical applications of behavioral techniques, especially as they apply to management and control of behavior in the school, are stressed. Ethical considerations regarding behavior change procedures are discussed. Fifteen hours of fieldwork required.

## **EDUC 551 - Language Arts in Childhood and Early Childhood Education**

**Credit(s): 3**

3 semester hours

This course examines research-based knowledge of language learning and its influence on listening, speaking, reading, writing, and nonverbal communication. The course emphasizes techniques and theoretical frameworks for building a comprehensive literacy curriculum and adopting a variety of instructional practices, such as: diagnostic and reading comprehension assessments, guided reading strategies, writing and reading workshop models, integrated visual and performing arts, and reading and writing in the content areas. This course also focuses on early literacy acquisition emergent literacy, phone-mic awareness, word study, and invented spelling. Ten hours of fieldwork required.

## **EDUC 552 - Social Studies in Childhood and Early Childhood Education**

**Credit(s): 3**

3 semester hours

This course examines research-based knowledge of teaching methods and strategies in early childhood and elementary social studies. Emphasis is placed on techniques and theoretical frameworks for building a comprehensive social studies curriculum and adopting a variety of instructional practices, including inquiry, authentic intellectual work, concept formation, integration of visual and performing arts, and deliberation/structured academic controversy. The course prepares teachers to help their students fulfill the duties of citizenship in a participatory democracy. Ten hours of fieldwork required.

### **EDUC 553 - Mathematics in Childhood and Early Childhood Education**

**Credit(s): 3**

3 semester hours

This course examines and applies a constructivist approach to the teaching and learning of mathematics including effective teaching practices that use knowledge of individual and group motivation and behavior to foster active engagement in learning, self-motivation, and positive social interaction. The nature of mathematics, inquiry-based practices, and content related to school mathematics will be explored. This course places a general emphasis on the New York State Curriculum Standards. Ten hours of fieldwork required.

### **EDUC 554 - Science in Childhood and Early Childhood Education**

**Credit(s): 3**

3 semester hours

This course examines and applies the constructivist approach to the teaching and learning of science, including effective teaching practices that use knowledge of individual and group motivation and behavior to foster active engagement in learning, self-motivation, and positive social interaction. The nature of science, inquiry-based practices, and content related to life, physical, and earth science will be explored. Ten hours of fieldwork required.

### **EDUC 561 - Literacy Instruction for Students with Special Needs**

**Credit(s): 3**

3 semester hours

Candidates will develop competencies enabling them to provide appropriate instruction for students experiencing difficulties in acquiring literacy skills. These include students receiving academic intervention services, and those in compensatory and special education programs. Ten hours of fieldwork required.

### **EDUC 565 - The Writing Process and Instructional Strategies, Grades 5–12**

**Credit(s): 3**

3 semester hours

This course addresses theories of writing instruction and assessment that influence current classroom practices, including teaching of the writing process, instruction in formal and informal assessment, including holistic scoring and portfolio evaluation, and the teacher's role in guiding student writing. Coursework emphasizes practice in reading and responding to writing. Five hours of fieldwork required.

### **EDUC 573 - Learning Technology across the English Language Arts Curriculum**

**Credit(s): 3**

3 semester hours

This is a hands-on course focusing on applications of learning technology to enhance the teaching and learning of English Language Arts as defined in the Common Core Standards. Effective use of technology for teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners will be discussed. Criteria for evaluating software and a variety of approaches to integration of technology into the curriculum will be explored as it applies to the age/grade level and content area of the students' teaching certificates. The course will also examine techniques to enable students to collaborate with and support other staff in their schools to develop their own skill in of technology. Ten hours of fieldwork required.

### **EDUC 590 - The Teaching of Writing and the Writing Process**

**Credit(s): 3**

3 semester hours

The interrelationship of teaching and writing are examined. Process writing and interactive methodologies will be reviewed. Emphasis will be placed on defining and describing the interactive writing process within the broader language and literacy. Ten hours of fieldwork required.

### **EDUC 591 - Child and Adolescent Literature**

**Credit(s): 3**

3 semester hours

This course examines child and adolescent literature, including picture books, poems, fiction, non-fiction, and trade books. It promotes using literature for literacy instruction by discussing curricular and pedagogical issues of literacy instruction such as reading for information, vocabulary development, and the reading-writing connection. It is also designed to develop a critical and a multicultural perspective by examining diverse literature resources. Ten hours of fieldwork required.

### **EDUC 602 - Native Language Arts and Social Studies in Bilingual Education**

**Credit(s): 3**

3 semester hours

This course examines the current pedagogical methodology in the teaching of language arts and social studies from early childhood through the elementary grades. The course will promote the concept of inclusion to better serve the needs of a diverse classroom. Concepts and principles of effective classroom instruction and assessment will be discussed as applicable to students in a bilingual classroom setting. Bilingual classroom observations are required. Twenty-five hours of fieldwork required.

### **EDUC 604 - Mathematics and Science in Bilingual Education (cc)**

**Credit(s): 3**

3 semester hours

This course provides opportunities for the investigation of curriculum content and approaches for the creative teaching of mathematics and science in bilingual education settings, which will be taught in context with other academic areas and real-world experiences. Following a constructivist paradigm, it provides an in-depth understanding of the nature of mathematics and science, the importance of mathematical and scientific processes, teaching mathematics and science through inquiry, and societal considerations. The use of appropriate technology and teaching pedagogy is promoted to allow bilingual students to take an active role in the learning process in bilingual classroom environments. Twenty-five hours of fieldwork required.

## **EDUC 605 - Assessing and Correcting Literacy Problems Practicum in Early Childhood and Childhood**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** EDUC 507

This course includes the study and practice of assessment of pupils' literacy abilities and the instructional techniques that are useful for developing literacy abilities with disabled and diverse readers. It includes the review of the multiple causalities of literacy problems and discussion of testing procedures useful for evaluating these factors in literacy difficulties. Specific strategies for developing literacy skills in a variety of skill areas are presented. This course requires working with individual and small groups of students in a college-supervised laboratory setting. Twenty-five hours of fieldwork required. *Offered in fall and spring only*

## **EDUC 607 - Education Law**

**Credit(s): 3**

3 semester hours

This course provides candidates with a framework for understanding the legal issues surrounding public education in the United States. Students' rights and teachers' legal rights will be examined and information on numerous court cases pertaining to education will be discussed. This course will also cover the legal framework and include topics such as state agencies, local school boards, law, finance and contemporary issues such as tenure, charter schools, and related issues. Analyzing case-law on both a general and case-specific basis will also be a part of class discussion and candidate research.

## **EDUC 610 - Developmental Psychology**

**Credit(s): 3**

3 semester hours

Review and analysis of research and theories of human development, growth, and behavior throughout the life span: childhood, adolescence and the adult years. Focus is on critical issues involved in relation to typical and atypical development. Topics included: effective instruction and development of cognitive/academic skills, candidate diversity in development and learning, information processing, learning styles, strategies for working with culturally diverse populations, and student performance monitoring and measurement of development. Fifteen hours of fieldwork required.

## **EDUC 611 - Topics in Education**

**Credit(s): 3**

3 semester hours

Special courses developed by the School of Education that address pertinent issues in education.

## **EDUC 612 - edTPA Support**

**Credit(s): 3**

3 semester hours

This course is designed to allow students to explore, practice, and review the essential components of the edTPA. Components include backwards planning, writing of objectives, designing assessments, designing evaluation criteria, providing feedback to students, assessing students' learning needs, engaging students in learning, identifying evidence of professional practice, and analytical writing. Students will also explore edTPA supports that are provided and how to use them for support during the edTPA assessment process. This course culminates in students creating their own edTPA portfolio in conjunction with a clinical placement.

**EDUC 616 - Theory and Practice of Second Language Teaching for Students with Disabilities****Credit(s): 3**

3 semester hours

This course focuses on the historical, philosophical, and legal foundations for bilingual special education. It intends to develop in students an understanding of the pedagogical considerations forming the foundation of education of students who are English language learners, and who experience a variety of disabling conditions. Particular emphasis is placed on program design, multicultural perspectives, sociocultural considerations and psycholinguistic concerns. Students will become familiar with current research findings, and will investigate current practical applications (methods and materials) of developing native language and English language skills for English language learners who have special needs. Fifteen hours of fieldwork required.

**EDUC 617 - Literacy Instruction, Birth–Grade 6****Credit(s): 3**

3 semester hours

Candidates will learn the connection between how children learn and the effective teaching of the reading and writing processes and will master strategies needed to teach beginning reading and writing. Emphasis will be placed on, but not limited to, phonemic awareness, phonics skills, word identification and vocabulary, study and comprehension strategies, and building meaning. Candidates will engage in various learning activities through which they will learn and implement strategies designed to individualize their approach to teaching reading and writing to take advantage of each student's strengths, interests, and readiness. Candidates will also learn about assessment approaches that support differentiated instructional practices. Ten hours of fieldwork required.

**EDUC 621 - Literacy Instruction and Adolescent Literature, Grades 5–12****Credit(s): 3**

3 semester hours

Students become proficient in identifying the factors affecting reading comprehension and in the use of appropriate strategies for developing comprehension. Emphasis is placed on correct preparation for successful reading, as well as in being able to read for information, vocabulary development, and the reading-writing connection. Students will use a variety of literature resources, including biographies, chapter fiction books, novels, poems and short stories. Ten hours of fieldwork required.

**EDUC 627 - The Writing Process and Instructional Strategies, Birth–Grade 6****Credit(s): 3**

3 semester hours

The interrelationship of teaching and writing are examined. Process writing and interactive methodologies will be reviewed. Emphasis will be placed on defining and describing the interactive writing process within the broader

language and literacy -learning curriculum. Written composition is an integral part of course evaluation. Ten hours of fieldwork required.

## **EDUC 629 - Modern English Structure and the Teaching of English as a Second Language**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** EDUC 507

This course is designed to help candidates develop an enhanced understanding of the grammatical system of the English language. In an in-depth study of the English syntax, focusing on grammatical structures, candidates will gain knowledge of the grammatical system and develop an ability to apply their knowledge to the teaching of English as a second language. Emphasis is placed on applying concepts, theories, and research in classroom practices to facilitate the acquisition of English as a second language. Ten hours of fieldwork required.

## **EDUC 636 - Methods and Materials of Teaching English as a Second Language through the Content Area Pre-K–12**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** EDUC 505

Examination and analysis of curriculum materials and instructional strategies for creative teaching and learning in grades Pre-K–12. Includes content specific lesson planning that addresses the New York State Student Content Learning Standards with emphasis on English Language Arts, English as a Second Language, and content area instruction. Course content includes demonstrations, simulated activities, and field observations in Pre-K–12 ESL classrooms. The course also examines how the teaching of English to non-native speakers can be integrated with the teaching of cognitive skills in all content areas. Students will be offered a variety of methods and materials to integrate ESL standards throughout all content areas for classroom use. The course also analyzes the applicability of applied linguistic studies to such teaching and the appropriateness of various methods and techniques to different developmental and skill levels. Special attention is given to curriculum development, planning and executing instructional activities. Additional emphasis is given to the selection of materials and the design of evaluation instruments for measuring cognitive development in the core subject areas. Ten hours of fieldwork required.

## **EDUC 641 - Autism**

**Credit(s): 3**

3 semester hours

**Prerequisite(s)/Corequisite(s):** EDUC 502

This course provides a thorough foundation in the education of diverse learners with Autism Spectrum Disorder (ASD). The focus is on understanding and addressing the unique and complex challenges individuals on the autism spectrum face in their learning, development and sociocultural experiences. The course offers a cross-disciplinary perspective drawing from a variety of sources in the field including: child development/psychology, speech, language and communication, occupational therapy, medical/biological as well as education. Session highlights include: historical and theoretical underpinnings; etiology; definitions; characteristics; developmental and learning profiles; assessment frameworks and procedures; current and emerging practices; individualized educational supports and service delivery models. 10 hours of fieldwork required.

## **EDUC 642 - Advanced Methods of Teaching Social Studies in Early Childhood and Childhood Education**



**Credit(s): 3**

3 semester hours

This advanced methods course, is designed for master's candidates who are already teachers of record. This course examines research-based teaching methods and strategies for integrating English language arts and social studies in early childhood and childhood education. The course emphasizes techniques and theoretical frameworks for building robust interdisciplinary curricula that engage students while facilitating their acquisition of the skills and content-knowledge required to meet the Common Core standards in both English Language Arts and Social Studies. This course also prepares classroom teachers to help students understand and fulfill the duties of citizenship in a participatory democracy. Ten hours of field work required.

**EDUC 643 - Reading and Writing in the Content Areas, Grades 5–12****Credit(s): 3**

3 semester hours

Students are guided in an in-depth exploration of the teaching of reading and writing through the content areas identifying literacy skills that can be successfully taught through specific content areas. Students will develop critical thinking and reasoning skills through an exploration of content area texts and primary sources. Ten hours of fieldwork required.

**EDUC 646 - Advanced Methods of Teaching Mathematics and Science in Early Childhood and Childhood Education****Credit(s): 3**

3 semester hours

This is an advanced course designed for master's students who are already teachers of record. The course examines effective practices for the teaching and learning of mathematics and science, which integrate technology, particularly the SMART Board and Web-based simulations and excursions. The course places a particular emphasis on the needs of teachers and students as mandated by the Common Core Mathematics Standards and the associated grade level tests. NOTE: Suitable settings for this course are online or in a SMART college classroom, preferably a classroom with a SMART Board. Ten hours of fieldwork required.

**EDUC 648 - Dimensions of Learning and Literacy****Credit(s): 3**

3 semester hours

Perspective on the interdisciplinary views of how children learn, including students with special needs. Students will understand the cognitive (memory, perception, critical thinking), social (group uses of literacy, literacy as a cultural tool), and linguistic (language systems, language variation) interrelationships in the development of literacy. Ten hours of fieldwork required.

**EDUC 657 - Collaboration and Consultation for Students with Special Needs****Credit(s): 3**

3 semester hours

**Prerequisite(s):** EDUC 502

This course is designed to prepare teacher candidates to engage in collaborative school consultation and teamwork, as well as working with families, in order to best serve the educational needs of students. Candidates will explore contexts, content, processes, and practices to support collaboration and consultation within the school environment.

15 hours of fieldwork required whereby candidates will engage in learning activities directly applicable to the learning objectives of this course.

### **EDUC 658 - Seminar in the Organization and Administration of Literacy Programs**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** 27 credits in Literacy including at least one practicum and permission of the program chair.

This course focuses on the organization and implementation of reading programs and services. It includes needs assessment, program planning, curriculum construction, organization, assessment, staff development, program evaluation, analysis of management techniques, and the development of skills necessary to implement reading programs and instruction for a total school population. Included in the role of the literacy teacher in organizing and enhancing literacy programs is the communication of literacy information results to teachers, school personnel, parents and regulatory agencies. A 10-hour, supervised field-based project is required. A range of practicum options is available, such as applied projects, practical and/or research-based activities that explore how to develop, deliver, and evaluate reading and writing instruction for all students. Project design is based on individual needs, and career objectives and goals. Twenty hours of fieldwork required. *Offered fall and spring only*

### **EDUC 659 - Practicum in Literacy Assessment (cc)**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** 12 credits in Literacy or permission of the program chair

In this course students are engaged in weekly supervised field-based assignments in a school or clinical laboratory instruction on campus. The practicum assignments ensure that each candidate has diverse experiences in literacy assessment of English language learners, emergent readers and writers, students with disabilities, and socioeconomically disadvantaged students at the early childhood and childhood levels, and grades five to twelve. Fifty hours of fieldwork required. *Offered fall and spring only*

For explanation of the Core Course Requirements, click [here](#).

### **EDUC 660 - Practicum in Literacy Instructional Practices**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** 15 credits in Literacy or permission of the program chair

This course focuses on teaching systematic and sequential literacy skills to early childhood, childhood, and adolescent pupils who have not learned to read in a manner that is commensurate with their abilities, and who display a multitude of individual difficulties. Theoretical concepts and diagnostic data are used to understand and build teacher-pupil relationships, develop prescriptions for instruction, select and create varied materials, implement instruction, and evaluate progress at the early childhood levels, and grades five to twelve. Lectures and weekly supervised field-centered assignments in a school or clinical laboratory instruction on campus encourage the development of individual and small group approaches to literacy instruction. Fifty hours of fieldwork is required. *Offered fall and spring only*

### **EDUC 674 - Assistive Learning Technologies for Students with Special Needs**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** EDUC 502

This course is an applied course focusing on two essential questions: How does Universal Design for Learning (UDL) help teachers differentiate instruction for diverse learners? And how do teachers use adaptive and assistive instructional technology to help meet the educational, social, and communicative needs of students with disabilities? Candidates will acquire the knowledge, techniques, and experience to integrate educational technology methodology with the New York State Learning Standards for students with disabilities. Populations addressed include students with disabilities in Early Childhood, Childhood, Middle Childhood, and Adolescence education. Special emphasis is placed on use of assistive technologies to help students with disabilities access the general education curriculum to the maximum extent possible in order to provide a free and appropriate education within the least restrictive environment. Ten hours of fieldwork are required.

**EDUC 686 - Practicum and Seminar in Applied Behavior Analysis****Credit(s):** 3

3 semester hours

This practicum is designed to provide students hands-on experience in implementing, evaluating, and participating in the development and revision of behavior analytically based instruction and related procedures for children with autism spectrum disorder and other related disabilities. Supervised in-situ training will be available in service delivery settings that utilize a behavior analytic approach to teaching and learning. A Certified Licensed Behavior Analyst will deliver on-site supervision as employed by the service delivery setting. A Certified Licensed Behavior Analyst in a group setting will conduct supervision seminar weekly during this course. The practicum curriculum meets part of the requirements set forth by NYS to become a Licensed Behavior Analyst. Requires 150 Practicum Hours.

**EDUC 707 - Mentoring Seminar in TESOL****Credit(s):** 3

3 semester hours

**Prerequisite(s):** Passing scores on the ESOL CST

The professional semester is comprised of a mentored teaching experience and the corresponding seminar. It is the capstone course of the TESOL graduate education program. Mentored experience is defined as a full-day, full-time, school-based experience that is mentored by both certified, experienced teachers and school administrators, as well as a college field supervisor. The experience is designed to reflect the reality of the TESOL classroom. The seminar focuses on issues relative to the INTASC Standards for Licensing Beginning Teachers, as well as those of TESOL. Pertinent issues and topics related to the expectations expressed in the Standards form the basis for presentations, group discussions and/or video analysis. Seminar topics incorporate effective instructional planning strategies, school organization, materials' review and adaptation and the management of ESL program classes. Provisions are made for cooperative examination and reflection of field experiences and assessment of instructional outcomes. Twenty days of appropriate in school experiences are required. *Fall and spring only*

**EDUC 708 - Thesis Project****Credit(s):** 3

3 semester hours

**Prerequisite(s):** Completion of all other required Education courses (For professional certificate.)

This course will provide a culminating experience under the guidance of a mentor. Students may choose to write a research-based theoretical paper following an appropriate research manual style, or engage in an action-based project. Action research can be performance-based, authentic, portfolio, or outcome-based. The topic selected by the student may be developed from one pursued in a previous course, or it may be new. The course will conclude with

individual student presentations.

## **EDUC 709 - Student Teaching Experience**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** Completion of 30 credits of coursework

Passing score on the CST in the major degree area. The professional semester is comprised of the student teaching experience and the corresponding seminar. It is considered the capstone course of the graduate education program. Student teaching is defined as a full-day, full-time, school-based experience that is supervised by both certified, experienced teachers and a college field supervisor. The experience is designed to reflect the reality of the classroom. The weekly seminar addresses issues relative to the INTASC Standards for Licensing Beginning Teachers. Therefore, pertinent issues and topics related to the expectations expressed in the Standards will form the basis for presentations, group discussions and/or video analysis. Specific emphasis will be placed on reflective journal. Candidates must submit an edTPA examination to Pearson as one of the course requirements. A candidate will not pass the clinical practice course without submitting proof of his or her edTPA submission in the form of a receipt from Pearson by the end of the semester's grading period. If a candidate does not submit an edTPA receipt prior to the end of the semester, he or she may request an incomplete grade in the course from the clinical supervisor. Once the edTPA receipt is submitted to the supervisor, the incomplete grade will be changed to the grade earned in the course based on the grading criteria outlined in the course syllabus. Candidates with an I-20 are exempt from this requirement. Online students living within 60 miles of a Mercy Campus must register for this course on an in-person basis. Requires Director's approval

## **EDUC 713 - Seminar in Teaching**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** Passing score on the CST in the major degree area.

The professional semester is comprised of the student teaching experience and the corresponding seminar. It is considered the capstone course of the graduate education program. Student teaching is based experience that is supervised by both certified, experienced teachers and a college field supervisor. The experience is designed to reflect the reality of the classroom. Candidates who are currently employed in a classroom setting but do not have New York State Initial Certification may use their current job experience to meet part of the student teaching requirements. Candidates will also need to complete 100 hours in the other level of the certificate for which they don't have experience. The weekly seminar addresses issues relative to the INTASC Standards for Licensing Beginning Teachers. Therefore, pertinent issues and topics related to the expectations expressed in the Standards will form the basis for presentations, group discussions and/or video analysis. Candidates must submit an edTPA examination to Pearson as one of the course requirements.

Requires Director's approval

## **EDUC 721 - Thesis Project**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** Completion of all other required Education courses(For professional certificate.)

This course will provide a culminating experience under the guidance of a mentor. Students may choose to write a research-based theoretical paper following an appropriate research manual style, or engage in an action-based

project. Action research can be performance-based, authentic, portfolio, or outcome-based. The topic selected by the student may be developed from one pursued in a previous course, or it may be new. The course will conclude with individual student presentations.

## **EDUC 899 - Maintenance of Matriculation**

**Credit(s): No credit.**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required. The fee is \$100 per term and is processed as a registration. Maintenance of matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee.

## **Educational Leadership**

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 3**

3 semester hours

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

**EDSA 540 - Leadership in Instructional Supervision****Credit(s): 3**

3 semester hours

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

**EDSA 551 - Organizational Dynamics and Culture of School Systems****Credit(s): 3**

3 semester hours

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

**EDSA 555 - Educational Finance and Management****Credit(s): 3**

3 semester hours

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

**EDSA 560 - Legal Aspects of the Administration of Schools****Credit(s): 3**

3 semester hours

This course will study the legal framework (National and New York State) within which public education operates. Areas considered are church-state relations, state agencies, local school boards, financing education, tort liability, teacher-personnel administration, the Taylor Law, tenure, desegregation, and the constitutional rights and freedoms of students. Eighteen hours of fieldwork required.

**EDSA 580 - Clinic for School Administrators (cc)****Credit(s): 3**

3 semester hours

The clinic provides a university setting in which present and prospective administrators can consider current issues, problems and opportunities in contemporary school systems. Areas of review will include productivity and accountability, economic and demographic trends, governance and the changing family structure. Eighteen hours of fieldwork are required.

For explanation of the Core Course requirements, [click here](#).

## **EDSA 590 - School Building Internship I**

### **Credit(s): 3**

3 semester hours

The internship experience is intended to provide candidates with a minimum of 500 hours of significant field experiences and clinical internship practices for school building leadership candidates within a school environment to synthesize and apply current knowledge and develop the professional skills specified in the Education Leadership Constituent Council (ELCC) standards. The internship provides an opportunity for candidates to discover their own strengths, talents, leadership styles, needs, and interests. This training enables candidates (under the auspices of an experienced supervisor and college instructor) to apply supervisory and administrative skills to pragmatic school situations and experience the ongoing responsibilities of a practicing, effective school leader.

The internship is completed in two semesters, EDSA 590 (Internship I and EDSA 591 - School Building Internship II). Candidates for leadership are expected to fulfill a minimum of 250 hours in each semester, for a total of 500 hours. Must be taken during different semesters (fall, spring or summer).

## **EDSA 591 - School Building Internship II**

### **Credit(s): 3**

3 semester hours

The internship experience is intended to provide candidates with a minimum of 500 hours of significant field experiences and clinical internship practices for school building leadership candidates within a school environment to synthesize and apply current knowledge and develop the professional skills specified in the Education Leadership Constituent Council (ELCC) standards. The internship provides an opportunity for candidates to discover their own strengths, talents, leadership styles, needs, and interests. This training enables candidates (under the auspices of an experienced supervisor and college instructor) to apply supervisory and administrative skills to pragmatic school situations and experience the ongoing responsibilities of a practicing, effective school leader. The internship is completed in two semesters, EDSA 590 (Internship I and EDSA 591 (Internship II). Candidates for leadership are expected to fulfill a minimum of 250 hours in each semester, for a total of 500 hours. Must be taken during different semesters (fall, spring or summer).

## **EDSA 592 - Administrative Internship II (District-level Candidates Only)**

### **Credit(s): 3**

3 semester hours

This three credit cooperatively guided administrative experience focuses on decision-making and problem solving at the central office level and leads to certification as a School District Leader (SDL). The internship hours in the course are in addition to the hours earned in EDSA 590 - School Building Internship I. It requires 250 hours of administrative tasks and activities outlined in an internship proposal designed collaboratively between the intern and the on-site supervisor. The competencies are described in the Handbook for Administrative Interns. The intern will secure an administrative internship in a central/district office and devote no less than fifteen (15) hours a week to internship activities.

## **EDSA 594 - School District Administration**

### **Credit(s): 3**

3 semester hours

This course studies the roles and responsibilities of the superintendent of schools, central office administrators, and the Board of Education. Major topics include: organizational, professional and legal issues in school district administration; the school district administrator and organizational decision-making; emerging responsibilities in working relationships among school district administrators and the board and community; and critical economic, political, and social issues confronting educational leadership in a technological world. Fifteen hours of fieldwork required.

## **EDSA 595 - Advanced Human Resource Strategies for District Office Administrators**

### **Credit(s): 3**

3 semester hours

This course focuses on positions in the central such as superintendent, assistant superintendent or director. Advanced strategies will be provided through lecture, readings, and hands-on activities stressing hiring procedures to ensure a diverse staff. Advanced intervening techniques, performance appraisal, termination, the 3020-A process, and understanding the collective bargaining process. Other topics include transcendental leadership, transformational leadership, legal and ethical issues, contract administration, and grievance procedures. Additionally, the course will provide insight and assistance in the development of caring, critical, reflective professionals responsive to the needs of a diverse society. 15 hours of fieldwork required.

## **EDSA 596 - Special Education Law**

### **Credit(s): 3**

3 semester hours

This course engages school district leadership candidates in an in-depth exploration of the legal issues related to the identification, evaluation, placement, and delivery of services for students with disabilities. The course also examines the current legal frameworks of IDEA, NCLB, and case law to address questions of discipline of students with disabilities. Particular attention is paid to the substantive principles that undergird the procedural requirements and safeguards afforded to students with disabilities and their parents/ legal guardians under IDEA. Fifteen hours of fieldwork is required.

## **EDSA 597 - Governance and Policy Issues for School District Leaders**

### **Credit(s): 3**

3 semester hours

To be effective, educational leaders in the 21st century must understand educational policy and the processes by which it is developed, implemented, and assessed. They must have the ability to use power responsibly to advocate for students, families, and schools and to raise their voices on educational issues. This course is a critical inquiry into the policy making process of policies that affect educational institutions, schools and organizations. Candidates will examine policy analysis, conflict theory, political theories, political structures, practical politics, and policy environments at the federal, state, and local levels. The course explores the impact of economics, demographics, political culture, values and ideology. This course will provide knowledge that can empower educational leaders in becoming proactive and influencing policy making in responsible ways. 18 hours of fieldwork required.



## **EDSA 598 - Functions of Human Capital in Educational Administration**

**Credit(s): 3**

3 semester hours

This course is designed for those preparing for positions in school administration, with particular emphasis on human resource administration on the building and central office levels. The scope of the course will consist of the functions of human capital, specifically in the areas of strategic human planning, recruiting, hiring, evaluating staff; contract administration, negotiations and critical issues of human resource/human capital administration in the 21st century. The following topics will be covered: Strategic Human Resources Planning Analyzing staffing trends for public school districts Identifying policy decisions relative to staffing allocations Recruiting, selecting and hiring process for a diverse workforce Developing effective Induction, orientation and mentoring programs Creating effective Staff Development/Adult Learning Performance Evaluation Rewards/Progressive Discipline/Termination Contract Administration Critical Issues in the administration of Human Resources Legal Issues related to Human Resources In addition, the course will provide insight and assistance in the development of caring, critical and reflective professionals responsive to the needs of a diverse society. Eighteen hours of fieldwork is required.

## **EDSA 899 - Maintenance of Matriculation**

**Credit(s): No credit.**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required. The fee is \$100 per term and is processed as a registration. Maintenance of matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course registration will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee.

## **English Graduate Education**

### **ENGE 540 - Applied English Grammar**

**Credit(s): 3**

3 semester hours

This course is a comprehensive study of English grammar and usage, with a focus on the analysis of the structure and relationship of words, phrases, and clauses in core sentences. It includes strategies for sentence-combining and essay-writing to improve clarity of language and effectiveness of style. *Fall only*

### **ENGE 541 - Analyzing Short Fiction**

**Credit(s): 3**

3 semester hours

This course explores the historical and structural development of the short story as well as major practitioners of the craft. While the formalist approach will predominate with a close reading on the text for emphasis on structure, other approaches will be explored. Where appropriate, regional or historical approaches will be considered, as well as gender and class. The course examines the characteristic elements of fiction and some of the changing ways in which fiction relates to reality. *Spring only*

## **English Literature**

## **ENGL 500 - Theory and Practice of Literary Criticism (cc)**

### **Credit(s): 3**

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

For explanation of the Core Course Requirements, [click here](#).

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

### **Credit(s): 3**

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

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

### **Credit(s): 3**

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

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

### **Credit(s): 3**

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

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

### **Credit(s): 3**

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

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

### **Credit(s): 3**

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

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

### **Credit(s): 3**

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

## **ENGL 514 - Major Authors**

### **Credit(s): 3**

This course involves close reading of texts by and about a writer who has had a significant impact on literature. The author studied will vary from semester to semester depending on faculty specialty. This course will seek to provide a sense of the central themes, stylistic techniques, and temperament and sensibility that distinguish the author, as well as of the evolution of his or her art from a biographical perspective. Authors studied will vary and will be selected by consultation between individual instructors and the program director.

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

### **Credit(s): 3**

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

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

### **Credit(s): 3**

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

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

### **Credit(s): 3**

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

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

### **Credit(s): 3**

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

## **ENGL 523 - Tragedy**

### **Credit(s): 3**

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

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

### **Credit(s): 3**

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

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

### **Credit(s): 3**

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

## **ENGL 526 - Modernism**

### **Credit(s): 3**

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

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

### **Credit(s): 3**

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

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

### **Credit(s): 3**

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

## **ENGL 542 - Classics of African American Literature**

### **Credit(s): 3**

Students in this course will study a range of works of African-American literature in light of Toni Morrison's statement that "my parallel is always the music because all of the strategies of the art are there." The course will involve considerations of how in Richard Powell's words the blues provides "much contemporary literature, theater, dance, and visual arts with the necessary element for defining these various art forms as intrinsically African American." Informed by the concept that music is the trope that best illuminates much African-American writing, the course will study selections that could include modern classics (e.g. writings by Jean Toomer, Zora Neale Hurston, James Baldwin, Ralph Ellison, or Langston Hughes) as well as contemporary classics (e.g. writings by John Wideman, Toni Morrison, August Wilson, Maya Angelou, Lynn Nottage, Suzan-Lori Parks, Branden Jacobs-Jenkins, or Tayari Jones).

## **ENGL 543 - The American Renaissance**

### **Credit(s): 3**

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

## **ENGL 544 - Frontiers of American Literature**

### **Credit(s): 3**

This course will explore the frontiers of American literature, meaning groundbreaking works in American writing, progressive and iconoclast works, as well as works which involve encounters with an historical or metaphorical American frontier. Readings can range from colonial to contemporary times, and will include a diverse

range of authors and works unbound by genre or era. Authors studied could include but are not limited to William Gibson, Amy Tan, Olaudah Equiano, Emily Dickinson, James Baldwin, Zora Neale Hurston, Alan Ginsberg, Frank Norris, Jack London, Charles Bukowski, Jhumpa Lahiri, Kurt Vonnegut, et al.

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

**Credit(s): 3**

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

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

**Credit(s): 3**

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

### **ENGL 560 - Topics in American Literature**

**Credit(s): 3**

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

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

**Credit(s): 3**

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

### **ENGL 890 - Capstone Continuation**

**Credit(s): No credit, but cost is equivalent to one credit.**

Students who have completed all coursework but have not completed their capstone project within the required one

term must register for this course each subsequent term until the project is completed. Only two consecutive terms of capstone continuation registration permitted.

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

**Credit(s): No credit.**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required. Only two consecutive terms of capstone continuation registration permitted. The fee is \$100 per term and is processed as a registration. Maintenance of Matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course registration will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee.

## **Finance**

### **FINC 701 - Money and Capital Markets**

**Credit(s): 3**

**Cross-listed With:**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604, ACCT 742.

Surveys money and capital markets in the United States, and the relation of the operations of financial institutions to these markets. The effects of central banking policies, treasury debt management policies, and international economic relationships on these markets are examined.

### **FINC 702 - Money and Capital Market Applications**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604, ACCT 742 and FINC 701.

Study of financial markets as allocators of funds and distributors of risk. Emphasis is given to the roles and functions of financial intermediaries. Theories of financial asset pricing are considered as they help to determine risk and return in competitive markets.

### **FINC 703 - Corporate Financial Policy**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604, ACCT 742.

Analysis of techniques used to attain corporate objectives by means of financial policy. Topics include: sources of funds, cost of financing, capital structuring, investment evaluation policies, leasing, dividend policies, voluntary capital adjustments, parent-subsidiary relationships, multi-corporate organizations, mergers, acquisitions, consolidations, and holding companies.

### **FINC 705 - Securities Analysis**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604, ACCT 742.

Theory and practice of security analysis including the valuation of individual securities with emphasis on common stocks, the valuation of the stock market as a whole, portfolio management, and investment strategy.

## **FINC 706 - Advanced Securities Analysis**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604, ACCT 742 and FINC 705. An advanced course analyzing options, financial futures, commodity futures, foreign securities, arbitrage and hedging strategies, and other problems of securities analysis and portfolio management.

## **FINC 707 - Portfolio Management**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604, ACCT 742 and FINC 705. Considers the most effective methods of meeting the investment objectives of investors, both for the individuals and institutions. Portfolio patterns are analyzed and appraised in terms of those objectives, economic changes, interest rate movements, tax and legal considerations.

## **FINC 708 - Insurance**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604, and ACCT 742. Considers how insurance is used to compensate for risk. Discusses the specific uses of insurance with respect to personal and business risks that arise from life, health, property and liability contingencies. Theory, institutional relationships, and legal factors are emphasized.

## **FINC 709 - Business Conditions Analysis and Forecasting**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604 and ACCT 742. Forecasting techniques, including time series analysis patterns of statistical relationships and econometric models that can be used to provide estimates of future overall activity for given components of the economy. Use of forecasting methods to help decision-making or production planning for particular industries, as well as tests to verify forecasts.

## **FINC 710 - Corporate Mergers and Acquisitions**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604, ACCT 742. Study of business enterprise growth through merger and acquisition. Reviewed and discussed from a management perspective are premerger planning and fact finding, legal and accounting considerations, finance aspects, tax and anti-trust problems, personnel matters and post-merger integration. International and domestic mergers and acquisitions are considered.

## **FINC 711 - American Enterprise System**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604 and ACCT 742. Evolution of the American industrial system, with emphasis given to developments since 1870. Consideration given to such factors as changing entrepreneurial functions, the relationship of government to business, employment and labor conditions, and changes in political and social attitudes.



## **FINC 712 - Capital Budgeting**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604 and ACCT 742.

The theory of capital budgeting and risk management of long-term funds is explored. Topics include: capital structure management, cost of capital and the effects of the balance sheet of the corporation, theory and measurement of capital costs, value theory, capital rationing, cash management and inventory policy. Attention is given to the effects capital budgeting has on the stockholders' return on investments.

## **FINC 713 - Public Finance and Fiscal Policy**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604 and ACCT 742.

The study of the impact of government fiscal operations on resource allocation and income distribution. Special attention given to the relationship of government expenditures and taxation to employment and price levels, and alternative choices available to influence the rate of economic activity.

## **FINC 714 - Working Capital Management**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604 and ACCT 742.

Financial planning and control are considered in terms of management of short-term assets and liabilities. Some of the major topics surveyed include cash management, inventory policy and management of receivables.

## **FINC 742 - Financial Statement Analysis**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604, and ACCT 742.

Financial trends and corporate reports are analyzed for solvency, the quality of earnings, investments, and forecasting implications. The principles and practices of the Securities and Exchange Commission are reviewed.

Note: this course is the same as ACCT 742.

## **FINC 750 - Financial Problems Seminar**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604 and ACCT 742.

Selected current foreign and domestic financial and economic developments are analyzed. Emphasis is upon integrating acquired financial knowledge with the problems under study.

## **FINC 798 - Independent Study in Finance**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604 and ACCT 742 plus written approval from the Graduate Business chair.

A special project designed by the student, faculty member and the coordinator to maximize a current educational

experience covering material not currently offered as a regular course.

## **Health Services Management**

### **HSMG 601 - Health Care in the United States**

**Credit(s): 3**

3 semester hours

Study of health care organizations and programs in the U.S. health care delivery system; health care parameters in the United States; the interaction of social, political and economic forces in shaping U.S. health care policy.

### **HSMG 605 - Readings and Research in Health Services Management**

**Credit(s): 3**

3 semester hours

Course is designed to enable a student to pursue study of a selected topic in health services management. The course may be arranged in consultation with the faculty member who will serve as mentor.

### **HSMG 611 - Health Care Management**

**Credit(s): 3**

3 semester hours

Application of general management principles, methods, procedures, and techniques to health care environment; planning, organizing, staffing, directing, controlling and evaluating health care operations; acquisition and management of resources; human power, workspace, equipment, and supplies; extensive use of case studies.

### **HSMG 621 - Health Care Financing**

**Credit(s): 3**

3 semester hours

Study of health care financing in the United States; sources of funds; methods of financing and allocation of funds, modes of reimbursement, and financial decision-making; study of revenues, expenditures, cash flow and fiscal management.

### **HSMG 631 - Human Resource Management for the Health Care Organization**

**Credit(s): 3**

3 semester hours

Examination of the human resource management in health care; job analysis and evaluation; compensation administration; performance evaluation; employee benefit programs; labor relations; motivation; training programs.

### **HSMG 641 - Ethical Issues and the Health Care Manager**

**Credit(s): 3**

3 semester hours

Study of the philosophical bases of ethics; ethical issues affecting governance and management, informed consent; allocating scarce medical resources; resolving ethical problems; the role of Ethics Committees.

## **HSMG 701 - Strategic Planning for the Health Care Organization (cc)**

**Credit(s): 3**

3 semester hours

Study of the external environment; internal capability analysis; formulation of organizational strategies; strategic choice; development of operational plans, programs, activities; resource allocation and utilization.

For explanation of the Core Course Requirements, [click here](#).

## **HSMG 711 - Legal Environment of Health Care Management**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** MPAT 503

Exploration of the legal principles and issues that impact on the health care environment e.g. contracts, torts, patient confidentiality and medical records/privacy; end of life issues; employment law issues; provides an overview of pertinent legislation with which the health care manager needs to be familiar; the process by which laws are enacted.

## **HSMG 721 - Measuring and Enhancing Organizational Performance**

**Credit(s): 3**

3 semester hours

Study of measurement of performance in health care organizations; selection of approaches, measures of organizational performance and their use; approaches to quality control and improvement.

## **HSMG 731 - Special Topics - Advanced Issues in Health Services Management (Elective)**

**Credit(s): 3**

3 semester hours

Examination of selected issues in health services management according to faculty and student interest, which may include, but are not limited to, topics such as managing conflict, diversity issues, program implementation and evaluation, global health, compliance issues, and writing for professional effectiveness.

## **HSMG 732 - Special Topics - Advanced Issues in Health Services Management (Elective)**

**Credit(s): 3**

3 semester hours

Examination of selected issues in health services management according to faculty and student interest, which may include, but are not limited to, topics such as managing conflict, diversity issues, program implementation and evaluation, global health, compliance issues, and writing for professional effectiveness.

## **HSMG 801 - Internship Experience**

**Credit(s): 3**

3 semester hours

This course provides internships in organizations with practicing health service managers. Students must complete a written project at the conclusion of the internship. The internship student is supervised in the organization. The program faculty member mentors the student and evaluates the internship project. Interested MS and MPA students

may choose an internship as an elective.

## **HSMG 802 - Internship Experience**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** HSMG 801.

This course provides internships in organizations with practicing health service managers. Students must complete a written project at the conclusion of the internship. The internship student is supervised in the organization. The program faculty member mentors the student and evaluates the internship project. Interested Students may choose a second quarter of the internship experience as an elective.

## **HSMG 810 - Capstone I – Preparation Course**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** MPAT 521.

This course is devised for students in the Health Services Management programs to synthesize their education by beginning a capstone project. This course is required of students (admitted from fall 2017 and beyond) in both the Master of Science (MS) and Master of Public Administration (MPA) programs. This course will engage students in the process of identifying a topic of interest that is related to Health Services Management. Once the topic has been identified, students develop proposals that include purpose, significance, literature review, and methodology.

## **HSMG 811 - Capstone II - Capstone Project**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** HSMG 810.

This project involves intensive study and is designed to employ and represent the student's theoretical and applied skills obtained during the course of study in the MS or MPA program. Upon completion of Capstone I, the student is prepared to complete a comprehensive report, based on applied analysis or authentic assessment. The report will be written according to the Health Services Management Program and American Psychological Association (APA) guidelines. This project is supervised by a faculty mentor. The project is presented to the mentor and other parties to be determined by the student and the mentor.

## **HSMG 890 - Capstone Continuation**

**Credit(s): No credit, but cost is equivalent to one credit.**

Students who have completed all coursework but have not completed their capstone project within the required one term must register for this course each subsequent term until the project is completed. Only two consecutive terms of capstone continuation registration permitted.

## **HSMG 899 - Maintenance of Matriculation**

**Credit(s): No credit.**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required. The fee is \$100 per term and is processed as a registration. Maintenance of matriculation without attending class is limited to one year. Students who have not

maintained matriculation and wish to return to their program within one year after their last course registration will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee.

### **MPAT 503 - Law, Government and the Political Process**

**Credit(s): 3**

3 semester hours

The course is designed to strengthen the student's knowledge of the major aspects and functions of the United States government. Particular attention is placed on the political process in which laws are enacted, implemented and modified. Students gain a basic ability to implement the advocacy role at the federal, state and local levels.

### **MPAT 521 - Action Research and Data Analysis**

**Credit(s): 3**

3 semester hours

Provides students with the knowledge and ability to use research techniques to develop programs and assess program outcomes and effectiveness.

### **MPAT 531 - Management Information Systems**

**Credit(s): 3**

3 semester hours

Study of information systems in health care; analysis, design and implementation of hardware and software; use of information systems in managerial decision making.

### **MPAT 541 - Managerial Communication and Leadership**

**Credit(s): 3**

3 semester hours

Enables the manager to enhance written and oral communication; learn to apply effective styles of communication needed by the health care leader; includes written, oral and media communication; use of new information and communication technology (including Internet and video-conferencing) will be considered.

## **History Graduate Education**

### **HSTE 533 - Critical Issues in U. S. History**

**Credit(s): 3**

3 semester hours

This course is designed to familiarize secondary social studies education candidates with the major themes in U.S. history from the founding of the nation to the recent past, consistent with the National Standards for Social Studies Teachers developed by the National Council for the Social Studies. Among the topics to be covered are the Constitution and the Bill of Rights, the rise of sectionalism and disunion, the Reconstruction Era, American expansionism, Progressivism, the Great Depression and the New Deal, and the Cold War and post-Cold War Era. Candidates construct their own organization and units of U.S. history. Ten hours of fieldwork required. *Spring only*

**HSTE 534 - Critical Issues in Global History****Credit(s): 3**

3 semester hours

This course is designed to familiarize secondary social studies education candidates with the major themes in global history from the ancient world to the recent past, consistent with the National Standards for Social Studies Teachers developed by the National Council for the Social Studies. Among the topics to be covered are the Classical Civilizations, the Medieval Period, the European Renaissance and Enlightenment, Western Industrialization and Imperialism, and the histories of Europe, China, Japan, India, the Middle East, Africa, and Latin America. Candidates construct their own organization and units of global history. Ten hours of fieldwork required. *Fall only*

**HSTE 535 - American Government****Credit(s): 3**

3 semester hours

This course is designed to familiarize students with the origins, development, structure, and functions of the American national government. Among the topics to be covered are the constitutional framework; federalism; civil rights and liberties; political parties, campaigns and elections; the three branches of government, including the bureaucracy; and domestic and foreign policy. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. *Spring only*

**HSTE 536 - Theories of Globalization****Credit(s): 3**

3 semester hours

This course introduces students to theoretical approaches to understanding and explaining globalization. Through a comprehensive and critical overview of the complexities and controversies surrounding the multiple dimensions of globalization, students will draw out the common threads between competing theories, as well as to pinpoint the problems that challenge our understanding of globalization. The course sheds new light on several crucial current issues, such as the changing shape of democracy and citizen engagement with governance, the global economy and liberalization, and problems relating to empire and cultural hegemony. Key terms and topics include globality, globalism, creolization, economic liberalism, world-systems analysis, world polity theory, world culture theory, globalization and the environment, and theories of global flows. *Fall only*

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

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Human Resource Management concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604 and ACCT 742 or HLCR 720.*

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

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

**Credit(s): 3**

**Prerequisite(s):** HRMG 500 Introduction to Human Resource Management

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

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

**Credit(s): 3**

**Prerequisite(s):** HRMG 500 Introduction to Human Resource Management

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

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

**Credit(s): 3**

**Prerequisite(s):** HRMG 500 Introduction to Human Resource Management

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

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

**Credit(s): 3**

**Prerequisite(s):** HRMG 500 Introduction to Human Resource Management

*Prerequisites for MBA Human Resource Management concentration students only: MBAA 501, MBAA 502, MBAA*

507, MBAA 601, MBAA 602, MBAA 604 and ACCT 742 or HLCR 720.

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

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

**Credit(s): 3**

**Prerequisite(s):** HRMG 500 Introduction to Human Resource Management

**Prerequisites for MBA Human Resource concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604 and ACCT 742 or HLCR 720.**

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

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

**Credit(s): 3**

**Prerequisite(s):** HRMG 500 Introduction to Human Resource Management and HRMG 520 Quality Measurement Techniques and Tools for Human Resource Management

**Prerequisites for MBA Human Resource Management concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604 and ACCT 742 or HLCR 720.**

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

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

**Credit(s): 3**

**Prerequisite(s):** HRMG 500 Introduction to Human Resource Management and HRMG 520 Quality Measurement Techniques and Tools for Human Resource Management

*Prerequisites for MBA Human Resource Management concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604 and ACCT 742 or HLCR 720.*

This course is devoted to activities of, and problems encountered by, a firm's director of training and development. Such topics as the role of the training director in organizational development, relationships with line managers and with the CEO, and techniques of training are examined through case studies, lectures, and in some cases outside speakers.

## **HRMG 730 - Organizational Behavior**



**Credit(s): 3**

**Prerequisite(s):** HRMG 500 Introduction to Human Resource Management

**Prerequisites for MBA Human Resource concentration students only:** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604 and ACCT 742 or HLCR 720.

This course broadens understanding of both the formal and informal aspects of how people behave in organizations and how the human resource administrator may affect that behavior. The critical elements of human behavior in an organizational environment are examined. Among the topics considered are: individual behavior patterns, superior/subordinate relationships, group dynamics, communications, motivation, and decision-making. Through a variety of assessment and training devices, students learn ways to predict and control certain performance behaviors in order to meet organizational goals.

## **HRMG 750 - Wage and Salary Administration and Compensation**

**Credit(s): 3**

**Prerequisite(s):** HRMG 500 Introduction to Human Resource Management and HRMG 530 Accounting and Finance for the Human Resource Professional

**Prerequisites for MBA Human Resource Management concentration students only:** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604 or ACCT 742 and HLCR 720.

This course is an introduction to the compensation function in a human resources department and an overview of compensation program design and administration. Topics include compensation philosophy, job analysis and job design, compensation surveys, wage and salary administration, the use of incentives to encourage productivity, tax considerations in compensation planning, pay equity legislation, and executive compensation.

## **HRMG 755 - Benefits Management**

**Credit(s): 3**

**Prerequisite(s):** HRMG 500 Introduction to Human Resource Management and HRMG 530 Accounting and Finance for the Human Resource Professional

This course provides an overview of the employee benefits function, focusing on the philosophical and practical issues influencing the design and implementation of company-sponsored group benefits arrangements. Topics include group life and disability insurance, medical and dental plans, health maintenance organizations (HMO), retirement plan design and administration, and benefits cost containment.

## **HRMG 770 - Labor Relations**

**Credit(s): 3**

**Prerequisite(s):** HRMG 500 Introduction to Human Resource Management

*Prerequisites for MBA Human Resource Management concentration students only:* MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604 and ACCT 742 or HLCR 720.

The course examines the legal framework affecting collective bargaining in the United States and the labor relations function through which organizations deal with their unionized employees. Topics include history of the United States labor movement, major federal labor legislation, the role of the National Labor Relations Board, contract negotiation and administration, mediation and arbitration, and union avoidance tactics.

## **HRMG 775 - Employment Law Today: Practical Application of Employment Laws in Today's Work Environment**

**Credit(s): 3**

**Prerequisite(s):** HRMG 500 Introduction to Human Resource Management and HRMG 630 Employment Law – A Survey of Labor and Employment Laws

*Prerequisites for MBA Human Resource Management concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604 and ACCT 742 or HLCR 720.*

This course explores the most pressing legal issues and provides updates on current laws that affect human resource management, including the Americans with Disabilities Act, the EEOC, sexual harassment, the Civil Rights Act of 1991, and Family and Medical Leave Act. Topics include: preparing for unemployment hearings, EEOC "test" visits, "negligent hiring," writing job descriptions that comply with ADA, wrongful discharge, and avoiding age discrimination suits. Students apply what they learn by reviewing samples of policies, procedures, separation agreements and releases to identify problem areas and draft improved versions; informal group analyses of legal issues; analysis of court decisions, and role-plays.

## **HRMG 780 - International Human Resource Management**

**Credit(s): 3**

**Prerequisite(s):** HRMG 500 Introduction to Human Resource Management

*Prerequisites for MBA Human Resource Management concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, MBAA 604 and ACCT 742 or HLCR 720.*

This course examines international human resource management on a global perspective. Topics include: strategy, negotiation, organization, the context of culture, selection, training, organization development, communications and motivation, and leadership.

## **HRMG 785 - Research Techniques and Capstone Preparation (cc)**

**Credit(s): 3**

**Prerequisite(s):** HRMG 500 Introduction to Human Resource Management

This course prepares students for writing the Capstone Research Project. It is designed to provide practical experiences in writing and research that will support successful completion of the Capstone Project in fulfillment of the requirements for the M.S. in Human Resource Management. Topics include developing an area of research, evaluating research sources, research methodology, data analysis and Capstone project format and style.

For explanation of the Core Course Requirements, [click here](#).

## **HRMG 799 - Internship in Human Resource Management**

**Credit(s): 3**

**Prerequisite(s):** HRMG 500 Introduction to Human Resource Management

This course provides internships in organizations with practicing human resources professionals. Students must complete a written project at the conclusion of the internship. The internship is supervised by a faculty mentor and evaluated by the director of the program. Prerequisite: Students must have completed all 500- and 600-level courses and two 700-level electives. Student must arrange all aspects of the internship at least one quarter prior to enrollment. *Days and hours to be arranged*

### **HRMG 810 - Capstone Research Project:**

**Credit(s): 3**

**Prerequisite(s):** A GPA of 3.0 must be achieved prior to beginning thesis work and HRMG 500 Introduction to Human Resource Management

A research project which concludes in a comprehensive research paper designed to integrate the theoretical concepts and issues related to a human resource management graduate study. It is supervised by a faculty mentor and evaluated by a second faculty member and the program director.

### **HRMG 820 - Capstone: Project in Human Resource Management**

**Credit(s): 3**

**Prerequisite(s):** A GPA of 3.0 must be achieved prior to beginning project work and HRMG 500 Introduction to Human Resource Management

The project is the integration of a student's theoretical research and investigative skills, which are applied to a real setting in a host organization. The field study, or project, is supervised by a faculty mentor and evaluated by a second faculty member and the program director. Students must begin the Capstone no later than one year after completing their coursework. Students must complete the capstone within 18 months of registering for the thesis or the project.

### **HRMG 890 - Capstone Continuation**

**Credit(s): No credit, but cost is equivalent to one credit.**

**Prerequisite(s):** HRMG 500 Introduction to Human Resource Management

Students who have completed all coursework but have not completed their capstone project within the required subsequent term must register for this course each subsequent term until the project is completed. Only two consecutive terms of capstone continuation registration permitted.

### **HRMG 899 - Maintenance of Matriculation**

**Credit(s): No credit.**

**Prerequisite(s):** HRMG 500 Introduction to Human Resource Management

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required. The fee is \$100 per term and is processed as a registration. Maintenance of matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee.

## **International Business**

## **INBU 702 - International Finance**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.

Analysis of the balance of payments and the international monetary systems. Includes the role of reserves in international payments, the adequacy of international liquidity, a study of proposed international monetary arrangements and the role of the World Bank, International Monetary Fund and other facilitating agencies. This course may also be used towards a concentration in Finance.

## **INBU 703 - International Trade**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.

Includes a review of the principles of international trade, its magnitude, direction, and industrial classification, as well as the institutions (GATT, etc.) facilitating it. The course focuses on practical techniques and problems of exporting and importing with special attention to small business. Topics include: sources of marketing information, techniques of payment and collections, currency fluctuation problems and, hence, balance of payments analysis, sources and uses of funds to finance foreign trade, and government assistance.

## **INBU 704 - Management of International Business**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.

Focuses on the management of direct international investment, commonly known as multinational corporation. Examines the nature, growth, and new directions of direct investment, and how these are related to changing economic, social and monetary conditions. Subject matter emphasizes operational, financial, economic, social, political, and governmental considerations of international managers.

## **INBU 705 - International Marketing**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.

The study and analysis of the special problems of marketing in the international marketplace. Marketing problems of overseas subsidiaries of multinational firms are explored, as well as the importing and exporting activities of domestic firms. This course may also be used towards a concentration in Marketing.

## **INBU 706 - Comparative International Management**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.

Comparisons among national managerial systems are made to emphasize contrasts and similarities. The functional interrelationship between managers and their international environments as well as the problems of cross-national cooperation are highlighted.

### **INBU 750 - International Business Seminar**

**Credit(s): 3**

**Prerequisite(s):** INBU 702, INBU 704, INBU 705, MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, and MBAA 604 or ACCT 742 or HLCR 720.

Analysis of the decision-making processes and methods for defining, analyzing and resolving contemporary international financial trade problems. Emphasis is upon assessing international developments and trade relating to business.

### **INBU 798 - Independent Study in International Business**

**Credit(s): 3**

**Prerequisite(s):** *Written approval from the Graduate Business chair and MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.*

A special project designed by the student, faculty member and the coordinator to maximize a current educational experience covering material not currently offered as a regular course.

## **Management**

### **MGMT 703 - Project Analysis and Program Management**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Management concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, and MBAA 604 or ACCT 742 or HLCR 720.*

Survey of managerial criteria for effective planning and management. Topics discussed may include analysis and establishment of objectives, cost benefit, analysis, resource allocation, methods of planning, output measurement, control, work flow, interpersonal competence and assessment techniques.

### **MGMT 704 - Managerial Planning and Control Systems**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Management concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, and MBAA 604 or ACCT 742 or HLCR 720.*

Formulation of integrated long-range and strategic plans relating to organizational objectives, expense centers, performance centers and investment centers. Also studied are methods of performance measures and information handling.

## **MGMT 705 - Management Decision Theory**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Management concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.*

Survey of the decision-making processes and methods for examining, defining, analyzing and solving complex problems. Emphasis is on defining objectives, value systems and methods for identifying and assessing alternative courses of action.

## **MGMT 706 - Executive Decision Analysis**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Management concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.*

Analysis of modern decision theory and its applications to executive decisions. Discussion emphasizes decision analysis under uncertainty and use of capital Baying and behavioral approaches to executive decisions. Stress will be on practical applications of quantitative analysis in marketing, behavioral science, production and finance. Case studies analysis is extensively used.

## **MGMT 707 - Small Business and New Venture Management**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Management concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.*

The role of a small business in a dynamic free enterprise economy. Designed to stimulate a creative approach to the problems of a small firm by entrepreneurs. The course emphasizes: establishing new enterprises, financing, organizing, planning, operating, marketing, growth and acquisitions.

## **MGMT 708 - Management of Technology and Product Innovation**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Management concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.*

Survey of innovation technology, management theory, and entrepreneurship within an organization. Topics include opportunities and threats, technological forecasting, evaluation of new products and services, the management of new research and developments, stimulating creativity, economic evaluation of research products, organizational characteristics, and estimating and controlling research and development costs. (course can be used to meet either Management or Marketing concentration requirement)

## **MGMT 723 - Behavior Concepts Applied to Management**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Management concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.*

Application of behavioral concept techniques to the problems of managers and supervisors in large and small enterprise. Topics include approaches to personnel assessment, development and motivation of managers, and the fundamentals of executive performance. Role-playing and the case approach are used extensively to develop effective skills in all interpersonal communication and human relations.

## **MGMT 798 - Independent Study in Management**

**Credit(s): 3**

**Prerequisite(s):** *For MBA Management concentration students only: Written approval from the Graduate Business chair and MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.*

A special project designed by the student faculty member and the coordinator to maximize a current educational experience covering material not currently offered as a regular course. This course will provide a comprehensive introduction to analytics including the interpretation and communication of analytics outcomes to facilitate objective decision-making at the executive level. Students engage in hands on learning of analytics using Excel.

## **Managerial Analytics**

### **ANLC 751 - Introduction to Managerial Analytics**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Managerial Analytics concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.*

This course will provide a comprehensive introduction to analytics including the interpretation and communication of analytics outcomes to facilitate objective decision-making at the executive level. Students engage in hands-on learning of analytics using Excel. *ANLC 751 may also be counted towards a concentration in Finance or Management.*

### **ANLC 752 - Data Management**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Managerial Analytics concentration students only: ANLC 751, MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.*

Concepts, best practices and common techniques for managing data are covered: relational data modeling, data warehousing, data governance, 'Big Data' and database administration. Students engage in hands-on learning using contemporary data management tools and techniques, such as SQL programming language, to develop their knowledge and experience of data management.

### **ANLC 753 - Visualization**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Managerial Analytics concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.*

Students learn to design and 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 using Tableau. This course will also include lessons on the psychology of data visualization incorporating concepts such as attention/pre-attention, perception and cognition to enable a better understanding of how data visualization can be optimized.

## **ANLC 754 - Data Business Decision and Analysis**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Managerial Analytics concentration students only: ANLC 751, MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, and MBAA 604 or ACCT 742 or HLCR 720.*

This class provides a structured approach to help students develop essential skills and experience that will assist in making more objective, innovative, timely data-driven business decisions. The course will examine applied research methodology, including data exploration and analysis with R programming language.

## **Marketing**

### **MKTG 701 - Marketing Communication and Advertising**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Marketing concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, and MBAA 604 or ACCT 742 or HLCR 720.*

The role of mass and personal communication and sales promotion in marketing management and their social and economic implications. Research findings in communication theory behavioral sciences, and comprehensive models of buyer behavior will be particularly stressed. The course surveys the planning, implementation and measurement of effectiveness of marketing communication activities. Students will be required to develop integrated promotional campaigns based on actual marketing information.

### **MKTG 702 - Marketing Research**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Marketing concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, and MBAA 604 or ACCT 742 or HLCR 720.*

Examination of information requirements for marketing decisions. Particular emphasis is placed on the development of cost and benefit analytical tools for evaluating various marketing information systems designs. Other topics include the design of surveys and experiments, decision models, and performance criteria.

### **MKTG 703 - Sales Management and Forecasting**



**Credit(s): 3**

**Prerequisite(s): Prerequisites for MBA Marketing concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, and MBAA 604 or ACCT 742 or HLCR 720.**

Management of selling activities and the outside sales force as one major phase of marketing management is emphasized. Includes discussion of the administrative activities of sales force managers from the district manager up to the top-level sales force executive in the firm. Organization of the sales department, operating the sales force, planning sales force activities, and analysis and control of sales operations are covered. Major emphasis is given to determining market and sales potentials, forecasting sales, preparing sales budgets, and establishing territories and quotas. Cases will be used to stress practical applications.

## **MKTG 704 - Futuristic Marketing**

**Credit(s): 3**

**Prerequisite(s): Prerequisites for MBA Marketing concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.**

This course discusses forecasting techniques and methods used for evaluation of marketplace conditions and trends. Products and services selected by students are analyzed for comparative growth patterns. Major emphasis is placed on promoting marketing performance by assessing marketing strategies that exploit current marketplace conditions.

## **MKTG 705 - Consumer Behavior**

**Credit(s): 3**

**Prerequisite(s): Prerequisites for MBA Marketing concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, and MBAA 604 or ACCT 742 or HLCR 720.**

The multidisciplinary approach to understanding consumer behavior in the marketplace, integrating the contributions of anthropology, psychology, sociology and economics. Reviews the role of the behavioral sciences in marketing in such areas as determination of product choice, brand loyalty and switching, and company loyalty policies. Topics include: learning theory motivation, diffusion of innovation, reference group theory, role-playing, perception and attitude formation. Managerial implications will be examined using case studies.

## **MKTG 708 - Industrial Marketing**

**Credit(s): 3**

**Prerequisite(s): Prerequisites for MBA Marketing concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.**

Analysis of current marketing practices for manufacturers and suppliers of services to industrial and government markets. Emphasis is placed on highly specialized and technical products.

## **MKTG 709 - Product Development Strategy**

**Credit(s): 3**

**Prerequisite(s): Prerequisites for MBA Marketing concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA**

601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.

The management of the product mix is under study. New product decisions play a dominant role in the formation of a corporate strategy. The course presents an analytical approach to new-product decisions. Covered are product policy considerations, new-product search and evaluation, economic analysis, and the factors leading to the decision to market, test market or discontinue a product.

## **MKTG 710 - Management of Marketing Operations**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Marketing concentration students only: MBAA 501, MBAA 502, MBAA 507 MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.*

An analysis of the marketing process including formulation of policies; planning, organizing, directing, and coordinating the activities of marketing functions; review of the relation of marketing research; consumer motivation study; advertising; and selling. The case study approach is used.

## **MKTG 750 - Marketing Seminar**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Marketing concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.*

Analysis of processes that shape marketing policy to maintain profitable operations. Emphasis upon the utilization of planning theory, game theory and decision-making. Application of these techniques will be illustrated by cases and actual marketing problems of companies.

## **MKTG 798 - Independent Study in Marketing**

**Credit(s): 3**

**Prerequisite(s):** **Prerequisites for MBA Marketing concentration students only:** Written approval from the Graduate Business chair and MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.

A special project designed by the student faculty member and the coordinator to maximize a current educational experience covering material not currently offered as a regular course.

## **Master of Business Administration**

### **HLCR 700 - Medical Ethics and The Law**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Healthcare Management concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and HLCR 720.*

This course involves the application, analysis, synthesis and evaluation of medical ethics and the law. Students will explore medical ethics and law as unique disciplines with overlapping concepts, distinct parameters and a specialized focus. The course will discuss and emphasize how law and ethics have been largely blended into

common standards of professional conduct. Students will gain an understanding of the elements that comprise the healthcare profession, the internal and external impacts of the profession, and their individual role within the ever-changing healthcare profession.

## **HLCR 720 - Financial Management of Healthcare Institutions**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Healthcare Management concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, and MBAA 602.*

Survey of healthcare organizations' financial decisions in the changing healthcare landscape. Topics include sources of funds, investment evaluation of expansion, improvement, and placement of capital projects, evaluation of publicly-traded healthcare companies, health plan pricing and finance, and healthcare provider risk-sharing arrangements.

## **HLCR 740 - Healthcare Entrepreneurship & Innovation**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Healthcare Management concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602, and HLCR 720.*

This course examines the history of telehealth and identifies emerging trends in technology-assisted care. It assesses the growing impact of telehealth in the US Healthcare system and the use of electronic communication to remotely provide healthcare information and services as providers, patients, businesses, and payers all seek more effective and cost-efficient ways to deliver care. The course also considers federal and state legislation and regulations that govern practice, risk management implications, billing and coding issues, and hardware / software requirements.

## **HLCR 760 - Healthcare Systems**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Healthcare Management concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and HLCR 720.*

Students will gain an understanding of the major components and overall organization of the U.S. healthcare system from the perspective of providers, consumers, and policy makers, with a focus on the role of industry executives. Financial, managerial, and strategic issues will be explored and discussed. Topics include discussion and analysis of major sectors of the U.S. healthcare system providers, producers, consumers, payers, and other intermediaries.

## **HLCR 770 - Healthcare Policy, Politics and Management**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Healthcare Management concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and HLCR 720.*

This course broadens understanding of fundamental ideas, issues and controversy in healthcare policy, politics and management and thereby provides a solid foundation for future studies in the healthcare profession. Discussion topics include the quality, cost and accessibility of healthcare services, healthcare delivery, financing and reform, and the social distribution of healthcare, disease and disparities.

## **HLCR 780 - Healthcare Informatics**

**Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Healthcare Management concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and HLCR 720.*

An introduction to the current practice of health informatics and the role that health information technologies (HIT) can play in improving the performance of health care delivery, financing and innovation. Major course topics address challenges related to the implementation of electronic health records (EHR) and other medical and healthcare databases in patient care settings, and their effective use in managing and improving personal and public health. Related topics include acquisition, storage, use and representation of medical data; medical terminology and associated databases.

## **MBAA 501 - Financial Accounting**

**Credit(s): 3**

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

## **MBAA 502 - Corporate Finance**

**Credit(s): 3**

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

## **MBAA 504 - Marketing Systems**

**Credit(s): 3**

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

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

**Credit(s): 3**

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

## **MBAA 535 - Communication Processes**

**Credit(s): 3**

**(For M.S. Accounting Students Only).** This course in the MBA curriculum offers content that will be applicable throughout the student's program of study and business career. Written and oral communication skills will be emphasized through student practice. Topics covered will include interoffice communications, reaction papers, written analysis reports, oral presentations, and interpersonal communication skills. The latest electronic and computer aids will be utilized where applicable. (Class size will be limited for individual attention. This course cannot be waived.)

## **MBAA 601 - Quantitative Methods in Business Research**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507.

Statistical methods applicable to business research and decision-making. Includes major probability distributions: binomial, normal, T, F and Chi square, tests of hypotheses for means, regression and correlation techniques, time series analysis, and index number methods. Extensive use of computers is required.

## **MBAA 602 - Managerial Economics (cc)**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507.

Application of economic analysis to managerial problems of the business enterprise. Includes approaches to management decision-making, demand conditions and the construction of demand models, theories and practices in forecasting, production functions and measurements, the determination of relevant costs for decisions, marginal analysis, market structures and pricing strategy, and capital budgeting problems. The role of government in the market economy, regulation and anti-trust will be extensively analyzed.

This is the core course for students entering the MBA program as of **Fall 2019**. For an explanation of the core course requirements, please [click here](#).

## **MBAA 604 - Operations Management**

**Credit(s): 3**

**Prerequisite(s):** MBAA 501, MBAA 502, MBAA 507.

Analysis and synthesis of important problems encountered in the management of industrial operations. Analytical methods employed in solving problems such as inventory, queuing, network models, linear programming and Pert are explored. Emphasis is on problem-solving and decision-making in such areas as investment in operations, production planning, scheduling and control, reliability and maintenance.

## **MBAA 605 - Business, Government and Society\***

**Credit(s): 3**

Explores the environment in which business is conducted, with emphasis on legal, social, political, and ethical dimensions. Societal interests in environmental issues, equal opportunity, employer/employee relations, protection of creditors, consumers and the anti-trust laws are typical of the topics discussed. The demands for ethical

responsibility in business are explored and evaluated.

This is the core course for MBA students **prior to Fall 2019**. For an explanation of the core course requirements, click [here](#).

## **MBAA 810 - Capstone Seminar I**

**Credit(s): 3**

**Prerequisite(s):** *All core courses and Permission of Graduate Business Chair*

**Students who wish to participate in MBAA 810 Capstone Seminar I, thesis or business plan, must submit, in writing, a detailed proposal of the thesis or business plan along with a preliminary outline and justification of the topic selected, no less than one month prior to the start of the quarter in which the approval is requested. A high GPA is recommended for successful completion of this Capstone. (HRMG 785 may substitute for this course.)**

This course develops the skills necessary to complete a thesis capstone project. It is intended to help M.B.A. candidate's draw upon the knowledge and skills acquired with the completion of the graduate curriculum. Under the supervision of a faculty member, a suitable research paper associated with the student's concentration is researched in preparation for completion of the paper in MBAA 811. This may take the form of either a Thesis or Business Plan. The MBAA 810 professor assists the students in developing the detailed research techniques and skills needed for successful completion of the paper in MBAA 811.

## **MBAA 811 - Capstone Seminar II**

**Credit(s): 3**

**Prerequisite(s):** All core courses and Permission of the Graduate Business Chair, plus MBAA 810 or HRMG 785

Under the guidance and supervision of his or her MBAA 811 professor, the student prepares a detailed multi-page thesis or business plan with a complete bibliography. Successful completion of this course is dependent upon the quality and rigor of the research and content of the thesis or business plan.

## **MBAA 815 - Comprehensive Case Analysis I**

**Credit(s): 3**

**Prerequisite(s):** *All core courses and Permission of Graduate Business Chair*

This is the first course in the Track II Option of the Capstone requirement. It consists of an analysis of a cross section of various business problems and cases. Reaction papers will be required. Students will be formed into teams for oral presentations to be given to the faculty coordinator and the class.

## **MBAA 816 - Comprehensive Case Analysis II**

**Credit(s): 3**

**Prerequisite(s):** *All core courses and permission of the Graduate Business Chair, as well as MBAA 815.*

This course is the second half in the Track II Option of the Capstone requirement. Detailed analysis including appropriate recommendations of comprehensive business cases is required. Students will work in teams where written reports and oral presentations are developed. The audience for the presentations will include the class and the faculty coordinator, as well as invited guests from business, government and education. These invited guests will have input into each student's presentation grade.

## **MBAA 890 - Capstone Continuation**

**Credit(s): No credit, but cost is equivalent to one credit.**

Students who have completed all coursework but have not completed their Capstone project within the required subsequent term must register for this course each subsequent term until the project is completed.

## **MBAA 899 - Maintenance of Matriculation**

**Credit(s): No credit.**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required. The fee is \$100 per term and is processed as a registration. Maintenance of matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee.

## **Mathematics Graduate Education**

### **MTHE 535 - Problem Solving in Mathematics**

**Credit(s): 3**

3 semester hours

All of mathematics involves problem solving, yet in most courses, the activities of invention and discovery, which lead to problem solutions, is implicit in the discourse, but not often taught. This course will examine in detail the very processes that can be applied to finding solutions. Development of effective problem-solving strategies based on problems from content areas of mathematics to include numeration, algebra, geometry, data analysis, measurement, statistics, probability, discrete mathematics, pre-calculus, and calculus. The focus of this course is to increase students' abilities to use knowledge and experience when encountering new and unexpected situations. Develop higher level thinking skills, learn to formulate, analyze, and model problems. This course is intended primarily for prospective mathematics teachers. Ten hours of fieldwork is required. *Spring only*

### **MTHE 536 - History of Mathematics**

**Credit(s): 3**

3 semester hours

This course explores the history of mathematics tracing the contributions made by various cultures to the growth and development of mathematical ideas. Chronologically and topically, mathematics concepts are studied from their recorded beginnings in Egypt and Mesopotamia, Greece, ancient and medieval China, India, Islam to early modern mathematics in Renaissance Europe. It reveals how the developments in mathematics have shaped the cultures that devised them. *Fall only*

### **MTHE 537 - Advanced Euclidean Geometry**

**Credit(s): 3**

3 semester hours

This course is designed to help candidates develop extensions and generalization of elementary geometry, including higher geometry of triangles, circles, quadrilaterals; constructions, and classical problems, as well as the use of the axiomatic system, and understanding and presentation of proofs. Candidates will also learn to use Geometer's Sketchpad as an investigative tool.

### **MTHE 538 - Methods of Teaching and Assessing Secondary School Mathematics**

**Credit(s): 3**

3 semester hours

The course is designed to prepare teacher candidates to teach mathematics at the secondary school level. The purpose of the course is to examine curricula, materials, methods, and the integration of content, methodology, assessment practices, and other related aspects of mathematics instruction at the secondary school level. Topics include curricular models and mathematical tasks, planning for instruction, assessment standards for school mathematics, adapting instruction for diverse learners including students with special needs and English language learners, classroom management, cooperative learning, motivational techniques, assessment, use of computers and calculators, use of manipulative materials, and communication with parents. Students will discuss the NCTM Standards, the New York State Learning Standards for Mathematics, Science, and Technology, and the 'new' Common Core State Standards as they relate to mathematics instruction. Another major component of this course is exploring assessment and evaluation practices, which are integral tools in the teaching and learning of mathematics. Assessment reflects the mathematics that all students need to know and be able to do. Assessment helps guide instruction and contributes significantly to all students' learning. Therefore, teacher candidates will explore a variety of applications of assessment and evaluation to the classroom setting. Topics include measurement concepts, types of tests, (norm reference, criterion reference, aptitude, and teacher-made tests), concepts of test validity and reliability, student observations, rating scales, analyzing samples of student work, self-evaluation as well as other assessment techniques appropriate for English language learners, and diverse learners. The activities presented will include case studies and real-world models, which will enable students to work collaboratively on a variety of assessment issues, classroom projects, and individual presentations, thereby promoting a student-centered environment. Ten hours of fieldwork is required.

### **MTHE 539 - Differentiated Instructional Strategies for Secondary School Mathematics**

**Credit(s): 3**

3 semester hours

This course focuses differentiated instructional techniques in the secondary mathematics classroom. Differentiated instruction is teaching with student's diverse learning styles in mind. It means starting where the students are rather than adopting a standardized approach to teaching that seems to presume that all learners of a given age or grade are essentially alike. Thus, differentiated instruction is "responsive" teaching rather than "one-size-fits-all" teaching. Teacher candidates will explore various instructional modalities and approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible. The course is based on the work of Carol Ann Tomlinson, and emphasizes instruction projects around the Content, Process, and Product that meet the needs of all levels of students in the class. Diversified learning will be viewed as a positive experience for students. Moreover, teacher candidates will explore models of culturally responsive teaching, and how teaching students from a variety of educational, cultural, and socioeconomic backgrounds enhance the learning climate for all students. The effective use of hands-on materials, technology, cooperative grouping, problem solving, questioning techniques, and assessment strategies will be explored in this course.

### **MTHE 540 - Enriching the Teaching of Secondary School Mathematics**



**Credit(s): 3**

3 semester hours

This course is designed to help motivate students and pique their interest in mathematics. Hence, it is important to expose students to enrichment topics in mathematics that will help encourage them to find the subject matter interesting, appealing and motivational. Oftentimes, students view mathematics as a procedural discipline consisting of rules and standards algorithms, which, of course are important but can be easily forgotten — this is not the essence of mathematics. One of the benefits of exposing students to enrichment topics in mathematics is to emphasize conceptual understanding, which a student is less likely to forget. If conceptual understanding is emphasized, then a student can reconstruct a procedure that may have been forgotten. Also, if teachers are going to focus on the conceptual understanding of mathematical topics, they must have conceptual understandings of the mathematics themselves. One of the biggest challenges as we have been moving from procedurally oriented teaching to conceptually oriented teaching has been ensuring that the teachers have the necessary mathematical understandings.

Each enrichment activity presented in this course is an extension of the 'mandated' mathematics curriculum. Moving out of the confines of the syllabus to related topics and studying them in-depth can open up new areas of interests for students, which can be long-lasting and self-sustaining. Also, the enrichment units presented in each class session lend themselves to project-based learning, where students can work cooperatively to conjecture, validate, and prove a given mathematical situation. The overall purpose of this course is to stimulate the student to pursue mathematics study more seriously later on, or to motivate the student to improve his or her understanding of mathematical concepts, ideas, and principles.

**MTHE 541 - Mathematics for Elementary Level Educators****Credit(s): 3**

3 semester hours

This course is designed to develop content knowledge expertise for candidates to teach mathematics at the early childhood and elementary school level. Candidates will explore and deepen their understanding of key mathematics concepts addressed in Grades K–6. Topics will include numeration, the base ten system, whole number computation, number theory, rational numbers, geometry, measurement, statistics, ratios, proportions, integers, and algebra.

**MTHE 542 - Enhancing Mathematics with STEM****Credit(s): 3**

3 semester hours

This course explores teaching key mathematics standards using STEM for a compelling context for instruction. The course will introduce theory and practice for teaching and assessing the integration of STEM. Participants will study the history of STEM education and history of reform movements in mathematics and science education. Participants explore connections among reform-based and 21st Century recommendations in teaching, while learning to use technology as a tool for promoting student understanding.

**MTHE 543 - Robotics and Programming for the Classroom****Credit(s): 3**

3 semester hours

This course introduces teachers to computer coding appropriate for K-12 students in authentic learning contexts, tied to core curriculum standards. In this course, programming gives way to utilizing robotics to support investigations, data collection and creativity to support science and math instruction. ELA applications will also be explored with elementary teachers. This methodology course is designed to support teachers' building of pedagogical knowledge and equitable teaching practices needed to introduce and implement computer programming and robotics for all students.

## **MTHE 550 - Colloquia for Teaching and Learning Secondary School Mathematics I**

**Credit(s): 3**

3 semester hours

This course will focus on classroom strategies designed to create a climate conducive to effective instruction in secondary school mathematics. This course is linked to the internship experience where teacher candidates will have the opportunity to discuss, implement, and reflect on the latest research-based teaching practices and how theoretical models compare to practical experiences. In addition, teacher candidates will be introduced to the New York State Mathematics Core Curriculum, the NCTM Standards and Principles, and the 'new' Common Core State Standards, which will provide the framework for each seminar for both mathematics content and process. Mercy College mathematics education faculty, clinicians and guest speakers will be invited to selected sessions to facilitate discussions and share their expertise and experience, which will center on emerging problems common to practicing mathematics teachers as well as other issues that affect classroom life. Teacher candidates are expected to implement the suggestions discussed in their colloquium sessions in their respective classrooms.

## **MTHE 551 - Colloquia for Teaching and Learning Secondary School Mathematics II**

**Credit(s): 3**

3 semester hours

This course will focus on classroom strategies designed to create a climate conducive to effective instruction in secondary school mathematics. This course is linked to the internship experience where teacher candidates will have the opportunity to discuss, implement, and reflect on the latest research-based teaching practices and how theoretical models compare to practical experiences. In addition, teacher candidates will be acquainted with the Common Core State Standards in Mathematics, which will provide the framework for each seminar for both mathematics content and process. Mercy College mathematics education faculty, clinicians and guest speakers will be invited to selected sessions to facilitate discussions and share their expertise and experience, which will center on emerging problems common to practicing mathematics teachers as well as other issues that affect classroom life. Teacher candidates are expected to implement the suggestions discussed in their colloquium sessions in their respective classrooms.

## **Nursing**

### **NURS 502 - Computer Technology (cc)**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** None.

This course integrates a variety of innovative computer technologies that support nursing and evidence-based practice. The course emphasizes computer technology skills needed for research, nursing administration and nursing education. This course addresses nursing informatics for the master's prepared nurse. Principles of improved care are explored through distance learning, use of the internet, and interprofessional collaboration. This is a core course and must be taken at the Dobbs Ferry campus or Online.

For explanation of the Core Course Requirements, click here .

## **NURS 503 - Health Policy**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** None.

This course addresses the health care environment and the influences of technology, economics, politics, and sociocultural factors locally and globally. Key policy issues are presented as well as the organization of the health care system, health care financing and barriers to care. Special emphasis is placed on the role of the master's prepared nurse in advancing values such as social justice through policy processes and advocacy.

## **NURS 510 - Diversity**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** None.

This course addresses issues of diversity as they relate to both the direct and indirect care of individuals, families and communities as well as the interactions between and among, providers, community and society. The students will focus on concepts such as race, ethnicity, immigration status, sexual orientation, vulnerable populations, ability/disability and other attributes of groups of people in society.

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

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** None.

This course addresses the development of nursing as a scholarly discipline for the master's prepared nurse. This course represents the central concepts of the metaparadigm of the nursing disciplines; person, environment, health and nursing. Students develop an understanding of the ethical and moral issues relevant to contemporary nursing practice.

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

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** NURS 514.

This course focuses on the principles and methods of quantitative and qualitative research as applied to nursing and the ethical implications inherent in conducting research. The steps of the research process are examined in depth by critically analyzing published studies of interest to nursing. The vital role of research in evidenced based practice, quality improvement and outcomes evaluation is explored. Students will begin to explore the concepts of translational research.

## **NURS 525 - Independent Study**

**Credit(s): 1-3**

This is an original course of study planned by the student in conjunction with a graduate faculty member to provide

the graduate student the opportunity to pursue an area of educational interest or to conduct a project that advances professional preparation.

### **NURS 601 - Capstone–Part I**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** NURS 520.

This course addresses the research process which is necessary to examine a clinical problem. The concepts studied include implementation/improvement science, evidenced based practice, translational science and scholarship. The utilization of these concepts lead to the application of research in a clinical setting.

### **NURS 602 - Capstone–Part II**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** NURS 601.

This course addresses the research process which is necessary to examine a clinical problem which was identified in NURS 601. Capstone Part II focuses on recognizing the gaps in evidence for practice and evidence-based interventions.

### **NURS 604 - Integrated Health Assessment for Nurse Educators**

**Credit(s): 3**

3 semester hours

Health assessment integrates knowledge of anatomy and physiology, pathophysiology, and pharmacology (three Ps). Health assessment incorporates current and emerging genetic and genomic evidence in providing advanced nursing care to individuals, families, and communities. Students develop a clinical project that synthesizes the evidence for practice and expertise in a particular area of nursing.

### **NURS 606 - Curriculum Processes**

**Credit(s): 3**

3 semester hours

This course addresses curriculum development within the context of evidence-based nursing practices, patient-centered care, culturally responsive strategies, and promotion of a professional environment for the master's prepared nurse. Curriculum is developed within the framework of ethical analysis and clinical reasoning to assess, intervene, and evaluate nursing care delivery.

### **NURS 609 - Instructional Strategies**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** NURS 606 Curriculum Processes

This course synthesizes educational theory, methods and strategies necessary for classroom, clinical practice, and online instruction. The process of nursing care for clinical care or community-focused population based on biopsychosocial, public health and nursing are examined with the context of teaching and learning processes. Ethical and legal issues inherent in classroom, clinical teaching, and clinical practice are explored.

## **NURS 614 - Student Evaluation**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** NURS 609 Instructional Strategies

This course addresses the evaluation of student performance in classroom, laboratory, and clinical settings.

Evaluation strategies include communication strategies and collaborative strategies in the design and coordination of patient-centered care for individuals and groups in a variety of settings.

## **NURS 638 - Healthcare and Human Resource Management for Nurse Administrators**

**Credit(s): 3**

This course addresses the role and responsibilities of the master's prepared nurse administrator in healthcare. The concepts studied include leadership, data driven decision-making, conflict resolution, change theory and organizational relationships. These concepts are based on an ethical framework to promote culturally responsive, quality patient care in a variety of settings.

## **NURS 643 - Nursing & Human Resource Management for the Health Care Organization**

**Credit(s): 3**

3 semester hours

This course presents an examination of the roles and responsibilities of nurse administrators in human resource management and includes topics such as job analysis, evaluation, compensation administration, performance evaluation, employee benefit programs, labor relations, motivation, and training programs.

## **NURS 644 - Nursing and Health Care Financing**

**Credit(s): 3**

3 semester hours

This course addresses the business and economic principles and practices utilized by the nurse administrator. The concepts studied include health care financing, budgeting, cost/benefit analysis, variance analysis and marketing. Additional topics include oversight and accountability based on an ethical framework.

## **NURS 646 - Strategic Planning of the Health Care Organization for Nurse Administrators**

**Credit(s): 3**

3 semester hours

This course addresses the principles of strategic planning in health care organizations. The concepts studied include design and implementation of systems change strategies that improve both patient outcomes and the health care environment. In addition, the course will explore improvement initiatives within the context of interprofessional teams.

## **NURS 648 - Measuring and Enhancing Organizational Performance in Health Care Delivery Systems for Nurse Administrators**

**Credit(s): 3**

3 semester hours

The course addresses concepts and processes of quality improvement, structure, process and outcome indicators in health care delivery systems. Concepts studied include quality improvement initiatives that integrate socio-cultural factors affecting the delivery of nursing and healthcare services.

## **NURS 680 - Healthcare Delivery Systems and Innovation**

**Credit(s): 2**

**Prerequisite(s):** None.

This course examines the economic, legal, fiscal, political, epidemiological and evolving global factors that influence health care delivery systems. Inter-professional health communication, collaboration, and the utilization of health information technology in promoting public health are explored. The impact of innovation as a driver of health care change is emphasized. Important components include access and utilization, sociopolitical advocacy, community engagement, and empowerment for safe, quality health services. Ethical and legal implications of health care decisions and the responsibility of creating a caring environment will also be examined.

The course covers current challenges faced by the U.S. health care delivery system and how health policy, both historically and today with the Affordable Health Care Act has sought to address these challenges. Health care delivery systems from other countries are compared with the U.S. health care delivery system for relative strengths and weaknesses. Health care concerns associated with population and public health, including how the behavior of individuals and groups influences health will be analyzed as well as risk factors associated with vulnerable populations. Logistics of the U.S. health care system will be analyzed with regard to how it is organized, who makes up the workforce, how health care is financed, the costs and value of health care, how it is managed, and the role of information technology. Finally, the future of health care delivery in the U.S. and health policy will be explored.

## **NURS 681 - Theoretical Underpinnings of Advanced Practice**

**Credit(s): 2**

**Prerequisite(s):** None.

This course focuses on the practice of nursing science as represented by selected theories, models and frameworks that support advanced nursing practice. Multiple ways of knowing and inter-professional knowledge development are explored. The interrelationship of nursing theory, inquiry, practice and research are discussed with a focus on theory-informed nursing practice that will enhance health and well-being of self, individuals, families, groups and communities.

## **NURS 682 - Ethical Decision-Making in Health Care**

**Credit(s): 2**

**Prerequisite(s):** None.

This course provides a foundation in ethics. The primacy of ethics in a caring healing framework is emphasized. Ethical issues and dilemmas across the lifespan are discussed, including organizational ethics, health care rationing, clinical decisions involving genetics and end of life decisions, and health informatics. Students will develop skills in presenting well-reasoned arguments to participate in inter-professional ethics collaboration and decision making.

## **NURS 683 - Transformational Leadership**

**Credit(s): 2**

**Prerequisite(s):** None.

This course emphasizes transformative self-development and organizational productivity. Ethical, philosophical,

and theoretical foundations for enhancing nursing leadership are emphasized. Business, management, leadership, and healthcare literature that support healthy work environments and organizational sustainability are analyzed. Communication skills for nurturing effective inter-professional collaboration and group process are applied. The critical role of nursing leadership in redesigning health care environments is emphasized.

## **NURS 684 - Research Methods in Practice-Based and Theory-Informed Evidence**

**Credit(s): 2**

**Prerequisite(s):** None.

The role of nursing research and evidence-based practice and practice-based evidence is discussed. Emphasis is on the process of translational research for problem solving across a range of health issues and health care settings. Examination and analyses of research designs and methodologies, including quantitative, qualitative, and mixed methods perspectives are presented. The role of inter-professional teams in implementing evidence-based practices that support the provision of safe, quality health care is highlighted. Ethical principles provide a basis for discussion of integrity of research and study methods. The first step in the Master's Project begins in this course.

## **NURS 685 - Constructs of Healing and Integrative Health**

**Credit(s): 2**

**Prerequisite(s):** None.

Students will develop knowledge of culturally conscious caring-healing practices that promote wellness and health in individuals, families, communities and the environment. Physiological findings in psychoneuroimmunology and evidence-based literature regarding incorporating complementary and integrative health interventions are examined. Foundational constructs of caring-healing frameworks for graduate nursing practice are analyzed, with an emphasis on advanced research of mind, body, spirit interventions.

## **NURS 700 - Nursing Education OR Administration Practicum and Role Development**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** NURS 514, NURS 520, and specialization courses related to nursing administration (NURS 646, NURS 644, NURS 648) or nursing education (NURS 604, NURS 606, NURS 609, NURS 614).

This course addresses nursing practice focused outcomes within the context of reflective processes built upon competencies related to quality improvement, patient safety, environmental sciences, expanding technologies, leadership, ethical principles, interprofessional practice, and a comprehensive and systematic assessment as a foundation for decision-making.

## **NURS 748 - Advanced Pathophysiology**

**Credit(s): 3**

**Prerequisite(s):** None.

This course focuses on human alterations of various physiological systems. This includes the pathophysiology of frequently encountered primary care conditions across the life span and special populations. In-depth case analyses of risk factors, pathophysiological changes, and associated clusters of signs and symptoms will be discussed, including pathophysiological theories and evidence-based research as a basis for advanced practice nursing (APN). This is a graduate level course and it is expected that the student already has sound foundational knowledge regarding anatomy, physiology, and basic pathophysiology. This knowledge should have been obtained through coursework as an undergraduate student and through providing hands-on nursing care in a variety of health care settings over a period of time.

## **NURS 749 - Advanced Pharmacology**

**Credit(s): 3**

**Prerequisite(s):** NURS 748

**Prerequisite(s)/Corequisite(s):** None.

This course focuses on pharmacology and therapeutics used in the treatment of selected health conditions commonly encountered by the advanced practice nurse. Emphasis is placed on the decision-making process utilized to safely and effectively prescribe and monitor pharmaco-therapeutics appropriate to the client situation.

## **NURS 751 - Advanced Health Assessment**

**Credit(s): 3**

**Corequisite(s):** NURS 756

Providing the foundation for patient assessment across the lifespan, this course explores history taking within a cultural context. Combining data derived during comprehensive evaluation of physical, psychological, developmental, spiritual, and occupational data, students develop working and differential diagnoses. Risk assessment, evidence-based practice approaches, and health promotion are stressed. *Fall Semester*

## **NURS 756 - Advanced Health Assessment Lab**

**Credit(s): 1**

**Corequisite(s):** NURS 751

This lab builds upon health assessment skills developed in the undergraduate nurse's foundational preparation and advanced pathophysiology. Extensive interviewing and advanced physical assessment techniques to prepare for clinical practice across the lifespan are emphasized. Cultural awareness, communication skills, and QSEN competencies will be integrated into the assessment process.

## **NURS 758 - Genetics and Genomics Essentials**

**Credit(s): 1**

**Prerequisite(s):** NURS 748

This survey course will emphasize the genetics-related clinical issues encountered by family nurse practitioners and family physicians involved in primary care, and the medical problems they refer to genetics consultants. This course will focus on the recommended medical genetics curriculum guidelines for Family Medicine Residents as approved by the American Academy of Family Physicians and the Genetics in Primary Institute by the American Academy of Pediatrics.

## **NURS 759 - End of Life and Palliative Care Management**

**Credit(s): 1**

**Prerequisite(s)/Corequisite(s):** NURS 749

Patients with serious illness are living longer and with greater disabilities. Palliative care interventions have been demonstrated to increase quality of life, lower costs and improve survival. It is crucial for family nurse practitioners and other primary care providers to understand how they can provide primary palliative care and when they should refer to palliative care specialists. This online course will emphasize a patient-oriented care model whereby working inter-professional, the family nurse practitioner will contribute to comprehensive, individualized, coordinated care that support both primary care and palliative care. This course will review nursing and related healthcare literature that illustrates benefits of palliative care; discuss why primary care clinicians are ideally suited to incorporate



palliative care into their practice; and provide guidance to primary care clinicians, particularly family nurse practitioners, how and when to access palliative care specialist services, how to gain more training in palliative care, and how to be reimbursed for palliative care visits.

### **NURS 771 - Clinical Practicum I: Family Nurse Practitioner (cc)**

**Credit(s): 6**

**Prerequisite(s):** NURS 748, NURS 749, NURS 751, NURS 756, NURS 758, NURS 759

Provides advanced study of health maintenance, illness prevention, and disease screening practices. The diagnosis and management of alterations in cardiovascular, respiratory, hematological, and endocrine systems are explored. Recognition and management of selected emergency conditions presenting in primary care are reviewed. Historical perspectives, scope and standards of APN practice, ethical and cost-effective decision-making strategies, cultural considerations in primary care practice, and evidence-based practice are discussed.

For an explanation of the core course requirements, please [click here](#).

### **NURS 772 - Clinical Practicum II: Family Nurse Practitioner**

**Credit(s): 6**

**Prerequisite(s):** NURS 771

This course continues advanced study of health promotion, maintenance and selected abnormalities experienced by ambulatory patients. Assessment, diagnostic reasoning, and clinical decision-making related to abdominal, dermatological, orthopedic, neurological, psychiatric, and renal conditions are addressed. Public perception, marketing and financial considerations relating to advanced practice nursing also are explored. Research is emphasized and work on the student capstone project continues.

### **NURS 773 - Clinical Practicum III: Family Nurse Practitioner**

**Credit(s): 6**

**Prerequisite(s):** NURS 772

This course provides advanced study of health maintenance, illness prevention, and disease screening practices, focusing on the pediatric client and female reproductive years. Alterations in selected biological and social systems experienced are explored. Diagnostic reasoning, clinical decision-making, and modalities to influence healthy lifestyles are explored. Both acute and chronic manifestations, normal and emergency situations are considered.

### **NURS 899 - Maintenance of Matriculation**

**Credit(s): No credit.**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required. The fee is processed as a registration. Maintenance of matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course registration will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee.

## **Occupational Therapy**

### **OCTR 500 - Models of Occupational Therapy Practice (cc)**

**Credit(s): 3**

3 semester hours

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

The course will also provide an introduction and overview of the clinical reasoning process involved in selecting assessment tools and interventions. Skills in occupational and activity analysis, which were initially introduced in the Introduction to Occupational Therapy course, will be further expanded and refined. Professional skills in interviewing, treatment planning, goal setting, and documentation will be linked with practice models. Students will learn to analyze clinical cases from the perspective of different models and develop the ability to articulate a rationale for occupational therapy assessment and treatment. This course requires student participation in online modules. In cases which a student has been dismissed from the Occupational Therapy Program, the student may request a dismissal review when he/she believes that extenuating circumstances effected 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. *Offered fall trimester only.*

For explanation of the Core Course Requirements, click [here](#).

**OCTR 503 - Applied Research****Credit(s): 1**

1 semester hour

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

**OCTR 505 - Childhood and Occupational Therapy Practice****Credit(s): 5**

5 semester hours

This course reviews the biopsychosocial components of human growth and development and the occupational functioning of typically developing children from birth to age 9. The effect that impairment can have on children's health, occupational development, and occupational participation is then explored. Methods of assessing children's capacities to participate fully in their present and developing occupations including assessing the underlying performance skills and performance patterns that underlie competent occupational performance are studied and practiced. Intervention approaches designed to facilitate occupational participation and performance within the contexts of children's social, physical, and cultural environments are introduced, studied and practiced. Models of health care, educational, and community practice are explored as they affect occupational therapy service provision for children. Students develop basic skills in movement and activity analysis/synthesis, clinical observation, interviewing, and assessment techniques. They also learn an evidence-based approach to selection of appropriate practice frameworks and intervention strategies. Students learn to design appropriate intervention plans and study how to methodically select, modify and adapt intervention activities to promote the occupational participation and performance of children with disabilities. They learn to document assessment results, interpret assessment findings, set goals for intervention and plan appropriate intervention strategies and activities based upon assessment results.

Student readings, assignments, class discussions and activities foster the integration of course knowledge with the students' concurrent educational experiences in OCTR 506 (Fieldwork I Practicum Experiences: Facility/School or Hospital Based Programs) and OCTR 507 (Problem-Based Learning in Child Healthcare). This course requires student completion of online modules. *Offered fall trimester only.*

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

### **Credit(s): 1**

1 semester hour

Level I Fieldwork is required by the Accreditation Council of Occupational Therapy Education and includes those experiences designed to enrich didactic coursework connected with the pediatric developmental module with the Graduate Occupational Therapy Program. Level I Fieldwork is an opportunity to begin to integrate academic learning with clinical practice through directed observation and participation in selected aspects of the occupational therapy process in school, hospital-based, and home-based settings. Students are assigned to individual occupational therapy supervisors who they observe in the supervisor's clinical site. Students, under structured supervision, participate in therapeutic interactions with individual pediatric clients as appropriate. The focus is on the development of clinical observation skills and designing individualized occupation based sessions for clients. Fieldwork experiences are structured around the assignments provided by the instructors, with emphasis on developing basic professional behavior; meeting patient/clients with a variety of diagnoses and degree of impairments; identifying general rehabilitation goals and methods utilized to achieve these outcomes in their fieldwork placement; and actively engaging in the supervisory process. Students are encouraged to identify personal reactions and feelings in relation to the fieldwork experience. This course requires student participation in online discussions and a minimum of 42 hours of fieldwork. *Offered fall trimester only.*

## **OCTR 507 - Problem-Based Learning in Child Health**

### **Credit(s): 1**

1 semester hour

This Problem-Based Learning (PBL) course facilitates learning through small group discussion and analysis of real-life clinical scenarios related to the developmental stage of childhood. Students engage in communication, collaboration, and clinical reasoning during the process of understanding the relationship between the person, environment, and occupations. Cases typically encompass not only a given diagnosis, but also the impact of biological processes, environment and lifestyle on the individual, the community and society. Students are required to support clinical decisions with available evidence. This course requires student participation in online discussions. *Offered fall trimester only.*

## **OCTR 510 - Adolescence and Occupational Therapy Practice**

### **Credit(s): 5**

5 semester hours

This course reviews the biopsychosocial components of human growth and development, typical occupational roles, and environments of persons in the developmental stages from late childhood through late adolescence. Students examine how children with and without disabilities weather the transition into adolescence and how adolescents with and without disabilities manage the transition into adulthood. Occupation-based methods of promoting healthy transitions and adaptation through adolescence into adulthood are studied, analyzed, and applied to typical adolescents and to adolescents with psychiatric and physical disabilities. Current issues in community and school mental health and related occupational therapy practice are also discussed. Students continue to refine their skills in client-centered interviewing, observation, assessment, goal setting, activity analysis, and intervention planning including developing occupation-based groups. They continue to apply an evidence-based approach to the selection

of appropriate practice frameworks and intervention planning. Student readings, assignments, class discussions and activities foster the integration of course knowledge with the students' concurrent educational experiences in OCTR 511 (Level I Fieldwork with Older Children and Adolescent Clients in a Mental Health Setting) and OCTR 512 (Problem-Based Learning in Adolescent Health). This course requires student completion of online modules. *Offered spring trimester only.*

## **OCTR 511 - Level I Fieldwork with Older Children and Adolescent Clients in a Mental Health Setting**

### **Credit(s): 1**

1 semester hour

Level I Fieldwork is required by the Accreditation Council of Occupational Therapy Education and includes those experiences designed to enrich didactic coursework connected with the adolescent developmental module with the Graduate Occupational Therapy Program. Level I Fieldwork is an opportunity for students to integrate academic learning about occupation-based group intervention with actual practice in developing and leading therapeutic groups for an assigned group of older children or adolescent clients. Students refine their skills in client-centered interviewing and goals setting, activity analysis, clinical observation, administering assessments, developing and leading occupation-based group leadership skills. This course requires student participation in online discussions and a minimum of 42 hours of fieldwork. *Offered spring trimester only.*

## **OCTR 512 - Problem-Based Learning in Adolescent Health**

### **Credit(s): 1**

1 semester hour

This Problem-Based Learning (PBL) course facilitates learning through small group discussion and analysis of real-life clinical scenarios related to the developmental stage of adolescence. Students engage in communication, collaboration, and clinical reasoning during the process of understanding the relationship between the person, environment, and occupations. Cases typically encompass not only a given diagnosis, but also the impact of biological processes, environment and lifestyle on the individual, the community and society. Students are required to support clinical decisions with available evidence. This course requires student participation in online discussions. *Offered spring trimester only.*

## **OCTR 515 - Occupational Therapy Assessment and Treatment I**

### **Credit(s): 3**

3.73 semester hours

This course focuses on the process of occupational therapy evaluation and intervention with a pediatric population. It is designed to provide hands-on practice with different occupational therapy assessment tools as well as provide opportunities to observe and analyze and design clinical interventions from various frames of reference. Treatment approaches including neurodevelopmental treatment, sensory integration, motor learning, cognitive/perceptual and biomechanical approaches are explored in depth and the integration of these approaches in treatment is emphasized. Treatment modalities such as adaptive equipment and environmental modifications are also explored in depth. Students develop interviewing strategies, observation skills and test administration skills as well as the ability to design and implement treatment plans and to work collaboratively with other disciplines. Clinical reasoning activities encourage students to view cases presented from multiple frames of reference based on clinical conditions, sociocultural and environmental factors as well as from systems perspective e.g. health care, education and community based. *Offered spring trimester only.*

## **OCTR 516 - Occupational Therapy Assessment and Treatment II - Assistive Technology**

**Credit(s): 3**

3 semester hours

This course will focus on the use of assistive technology in occupational therapy across the age span from childhood to adulthood, taking into consideration a wide range of client factors and activity limitations. It is designed to provide students with the opportunity to become aware of technology and equipment resources available to the occupational therapist, to gain experience in evaluation and intervention techniques using technology as well as experience in the recommendation and design of technology devices. Assistive technology will be presented as an integral part of comprehensive evaluation and intervention in a variety of occupational therapy frames of reference. Students will develop skilled observation techniques, specific skills, as well as the ability to design and implement intervention plans that incorporate assistive technology. Students will utilize problem solving and clinical reasoning skills to interpret evaluation data, design and implement treatment in collaboration with clients and families, taking sociocultural and environmental factors into consideration. *Offered summer trimester only.*

## **OCTR 517 - Occupational Therapy Assessment and Treatment III – Splinting**

**Credit(s): 3**

3 semester hours

This course delivers a concentrated presentation of one of the biomechanical treatment approaches utilized in occupational therapy intervention - splinting. Students will gain in-depth knowledge and learn the principles and techniques utilized in the fabrication and/or selection of static and dynamic splints. Selection of splints based on evidence and clinical reasoning will be examined. Students will design, fabricate, and fit splints to improve and enhance occupational performance based on scientific principles of kinesiology, biomechanics, and physics. Practical application of theory, assessment, treatment planning, and supervision of the occupational therapy assistant will be discussed. Provide design, fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and training in the use of prosthetic devices, based on scientific principles of kinesiology, biomechanics, and physics. *Offered summer trimester only.*

## **OCTR 525 - Qualitative and Quantitative Research Methods for Occupational Therapy**

**Credit(s): 3**

3 semester hours

This course will address the important concepts of qualitative and quantitative research including the theoretical assumptions underlying the research process and procedures, and the value of research in occupational therapy. Students will learn how to critically analyze research in occupational therapy; interpret studies related to occupational therapy; and understand how research results inform occupational therapy practice. The major components of a research protocol (literature review, research design, data collection, statistical analysis, and the research report) will be reviewed and students will design a research proposal, collect data, analyze data using SPSS, and report results. *Offered summer trimester only.*

## **OCTR 605 - Adulthood and Occupational Therapy Practice**

**Credit(s): 5**

5 semester hours

This course examines the major life roles, tasks, contexts and environments of adulthood with an emphasis on

analyzing the effect of life-stage challenges, illness and acquired impairments on occupational performance. Using a client-centered process, students gain in-depth knowledge and learn skills for identifying physical and psychosocial factors related to a variety of general medical surgical conditions and neuromotor impairments influencing engagement in meaningful occupation. Practical application of theory, evaluation and intervention approaches, and documentation are presented. An emphasis is placed on viewing clinical problems from a holistic perspective, generating a comprehensive evaluation plan, developing an occupation-based intervention approach based on clinical reasoning and available evidence that promotes health and participation through engagement in occupations. This course requires student completion of online modules. *Offered fall trimester only.*

## **OCTR 606 - Level I Fieldwork in Adult Settings**

### **Credit(s): 1**

1 semester hour

Level I Fieldwork is required by the Accreditation Council of Occupational Therapy Education and includes those experiences designed to enrich didactic coursework connected with the adulthood developmental module within the Graduate Occupational Therapy Program. Level I Fieldwork is an opportunity to begin to integrate academic learning with clinical practice through directed observation and participation in selected aspects of the occupational therapy process in facility or hospital-based settings. Students are assigned to individual occupational therapy supervisors who they observe in the supervisor's clinical site. Students, under supervision, participate in therapeutic interactions with clients as appropriate, developing their clinical observation skills and ability to design client-centered occupation-based sessions to achieve desired outcomes. The fieldwork experience also emphasizes developing basic professional behavior and actively engaging in the supervisory process. Students are encouraged to identify personal reactions and feelings in relation to the fieldwork experience. This course requires student participation in online discussions and a minimum of 42 hours of fieldwork. *Offered fall trimester only.*

## **OCTR 607 - Problem Based Learning in Adult Health**

### **Credit(s): 1**

1 semester hour

**Prerequisite(s):** include successful completion of all prior coursework.

**Corequisite(s):** OCTR 605, OCTR 610 or Permission of Program Director.

This Problem Based Learning (PBL) course facilitates learning through small group discussion and analysis of real-life clinical scenarios related to the developmental stage of adulthood. Students engage in communication, collaboration, and clinical reasoning during the process of understanding the relationship between the person, environment, and occupations. Cases typically encompass not only a given diagnosis, but the impact of biological processes, environment and lifestyle on the individual, the community and society. Students engage in concept mapping activities to explore the complexity of the cases and are required to support clinical decisions with available evidence. Students are exposed to electronic documentation to prepare for clinical practice. *Offered fall trimester only.*

## **OCTR 610 - Occupational Therapy Assessment and Treatment IV**

### **Credit(s): 3**

3 semester hours

This course reviews occupational therapy evaluation and intervention with adult clients with biomechanical impairments. The possible activity limitations and participation restrictions resulting from such impairments and their contributing psychosocial factors are considered from various theoretical perspectives. Client centered evaluation and intervention approaches to a variety of orthopedic psychosocial conditions are examined through lecture and application to case scenarios. An emphasis is placed on viewing clinical problems from different perspectives and on generating alternative approaches to evaluation and providing meaningful, occupation based

interventions to the adult client with biomechanical disorders. This course requires student completion of online modules. *Offered fall trimester only.*

## **OCTR 615 - Geriatrics and Occupational Therapy Practice**

**Credit(s): 3**

3 semester hours

This course examines the major life roles, occupations, and environments of the older adult. This course introduces students to those elements that contribute to making the age of maturity productive and filled with meaningful occupation. Emphasis is on evidence based occupational therapy evaluation and intervention for activity limitation and participation restrictions commonly associated with the aging process due to musculoskeletal, cardiovascular, neurological and psychosocial impairments. Issues related to chronic and terminal illness are explored. Recognition and importance of the role of occupational therapy in the community is emphasized. Client centered practice and the use of meaningful occupation, roles and goals of the older adult are examined in relation to promoting health and wellness. Skills for assessing the older persons' functional performance and intervention methods to teach self-help and maintain independent daily living skills are explored. This course explores the therapeutic relationship with the geriatric population and their families and investigates the role of occupational therapy in assessment and intervention of family and caregiver needs. This course requires student completion of online modules. *Offered spring trimester only.*

## **OCTR 616 - Level I Fieldwork with Older Adult Clients**

**Credit(s): 1**

1 semester hour

Level I Fieldwork is required by the Accreditation Council of Occupational Therapy Education and includes those experiences designed to enrich didactic coursework connected with the geriatric developmental module with the Graduate Occupational Therapy Program. Level I Fieldwork is an opportunity for students to integrate academic learning about occupation-based group intervention with actual practice in developing and leading therapeutic groups for an assigned group of older adult clients. Students refine their skills in client-centered interviewing and goals setting, activity analysis, clinical observation, administering assessments, developing and leading occupation-based group leadership skills. Students are required to support clinical decisions with available evidence. This course requires student participation in online discussions in which students are encouraged to identify personal reaction and feelings in relation to the fieldwork experience and respond to peers regarding their experiences and reactions. A minimum of 42 hours of fieldwork experience is required. *Offered spring trimester only.*

## **OCTR 617 - Problem Based Learning in Geriatric Health**

**Credit(s): 1**

1 semester hour

**Prerequisite(s):** include successful completion of all prior coursework.

**Corequisite(s):** OCTR 615, OCTR 619 or Permission of Program Director.

This Problem Based Learning (PBL) course facilitates learning through small group discussion and analysis of clinical cases related to the developmental stage of late adulthood. Students engage in communication, collaboration, and clinical reasoning during the process of forming questions, investigating possible answers, and understanding the relationships among the person, environment, and occupations. Cases typically encompass not only a given diagnosis, but also the impact of biological processes, environment and lifestyle on the individual, the community and society. Students engage in concept mapping activities to explore the complexity of the cases and are required to

support clinical decisions with available evidence. Students are exposed to electronic documentation to prepare for clinical practice. *Offered spring trimester only.*

## **OCTR 619 - Occupational Therapy Assessment and Treatment V – Cognition and Occupation**

### **Credit(s): 2**

2 semester hours

This course examines the role of cognition in engagement in occupation, adaptation, participation and quality of life. Students practice observing and analyzing cognitive perceptual components of occupational performance in everyday activities. The impact of dysfunction on all areas of life including social participation, behavior, personality, emotional responses, and activities of daily living (ADL) will be highlighted. Limitations in cognitive perceptual abilities will be addressed within the context of various theoretical perspectives and approaches. Practical application of theory, evaluation and intervention to a variety of clinical conditions involving cognitive, perceptual symptoms will be examined. Clinical scenarios will be discussed in small discussion groups as well as a large class. An emphasis is placed on viewing clinical problems from different perspectives and on generating alternative approaches to assessment and treatment of the client with cognitive difficulties. Evidence-based practice and clinical reasoning will be integrated throughout the course. *Offered spring trimester only.*

## **OCTR 620 - Occupational Therapy Management and Leadership**

### **Credit(s): 3**

3 semester hours

The course focuses on the managerial skills and organizational knowledge essential for professional occupational therapy practice. The course emphasizes the development of basic skills in supervisory relationships, professional identity, leadership and management skills. Using authentic learning cases, students will explore the realities of the current health care system as well as emerging trends, different models of health care and the impact of organizational, political and economic realities on occupational therapy practice. Students explore available evidence (e.g., literature, laws and regulations, professional standards, association documents, etc.) to support practice and management decisions. This course is intended to enhance student knowledge and skills in preparation for fieldwork and one's career in the profession. In order to assist students to integrate essential organizational, professional and ethical concepts into their habits and behavior, the course will include the following tracks: (1) values and ethics of professional practice, (2) service delivery models of practice, (3) service management, (4) supervision of occupational therapy teams, (5) communication and advocacy, and (6) professional responsibilities of occupational therapy practitioners. This course requires completion of e-learning modules using the Blackboard platform *Offered spring trimester only.*

## **OCTR 623 - Clinical Education II (first placement)**

### **Credit(s): 4**

This first Level-II fieldwork provides students with an in-depth, supervised experience in delivering occupational therapy services to clients in a specific population and setting. Students focus on the application of meaningful occupation, administration, and management of occupational therapy services under the supervision of a registered occupational therapist. The fieldwork experience promotes growth in the student's clinical reasoning and reflective practice along with exploration of the values and beliefs that enable the student to prepare for ethical professional practice. Sixty days (minimum of 6.5 hour day or 400 hours) or 12 weeks full-time Level II Fieldwork Experience is required for this placement. Hours for student attendance are determined by the clinical site in coordination with the occupational therapy program and may include some weekend or evening hours. The time commitment is equivalent to a full-time job. Part-time fieldwork experiences are arranged upon mutual agreement between the fieldwork site, OT Program, and OT student and must be at least 50 percent of a full-time equivalent at the site and in



compliance with state regulations. This course requires student participation in online discussions.

### **OCTR 623A - Clinical Hours**

**Credit(s): 0.5**

Students enrolled in this no cost course while registered for their first Level II fieldwork experience.

### **OCTR 625 - Clinical Education II (second placement)**

**Credit(s): 4**

the student's clinical reasoning and reflective practice along with continued exploration of the values and beliefs that enable the student to prepare for ethical professional practice. Sixty days (minimum of 6.5 hour day or 400 hours) or 12 weeks full-time Level-II Fieldwork Experience is required for this placement. Hours for student attendance are determined by the clinical site in coordination with the occupational therapy program and may include some weekend or evening hours. The time commitment is equivalent to a full-time job. Part time fieldwork experiences are arranged upon mutual agreement between the fieldwork site, OT Program, and OT student and must be at least 50% of a full-time equivalent at the site and in compliance with state regulations. This course requires student participation in online discussions.

### **OCTR 625A - Clinical Hours**

**Credit(s): 0.5**

Students enrolled in this no cost course while registered for their first Level II fieldwork experience. NOTE: Clinical Education II (OCTR 623/OCTR 625) must be successfully completed within 24 months of the didactic course work.

### **OCTR 635 - Specialty Fieldwork II (optional)**

**Credit(s): 1-3**

Specialty fieldwork is an opportunity to explore in greater depth an area of interest or to develop clinical skills in an area of practice that has a narrower focus than the required Level II fieldwork experiences (e.g. technology, hand rehabilitation, burns, neonatology, etc.). The specialty fieldwork is completed after students have completed the entire didactic portion of the curriculum and two required generalized Level II fieldwork experiences. This optional fieldwork earns one credit per month of full-time practice (minimum of 120 hours per credit).

### **OCTR 636/637/638 - Advanced Topics in Pediatric Occupational Therapy**

**Credit(s): 4 (2 OCTR 636, 1 OCTR 637, 1 OCTR 638)**

In this series of courses, students have the opportunity to gain in-depth knowledge and experience in a specialized area of occupational therapy practice. Students work in small groups to investigate and study the issues, related theory, and professional evidence-based literature within a special topic area within pediatrics. Students are then provided with opportunities to support program development or the research process related to the specific practice issue(s) studied, analyzed and critiqued. Students observe related clinical/educational practice as appropriate and then work closely with faculty members and community clinicians/stakeholders to develop and create clinical/educational materials, assist professionals in program analysis or development, or participate in a clinical research study. Students also explore how their work may be extended for expanded OT practice or further research to support the everyday functioning of consumers. Students register for a series of courses over the course of one

academic year to complete requirements for this advanced topics section of curriculum. Students are expected to spend a minimum of 120 hours completing their capstone project.

### **OCTR 639/640/641 - Advanced Topics in Occupational Therapy Adult Rehabilitation**

**Credit(s): 4 (2 OCTR 639, 1 OCTR 640, 1 OCTR 641).**

In this course, students have the opportunity to gain in-depth knowledge and experience in a specialized area of occupational therapy practice. Students work in small groups to investigate and study the professional literature and issues within a special topic area within occupational therapy rehabilitation with adult clients. Students are provided with opportunities to support program development or the research process related to the specific practice issue(s) studied, analyzed and critiqued. Students observe related occupational therapy practice as appropriate and work closely with faculty members and community clinicians/ stakeholders to develop and create clinical / educational materials, assist professionals in program analysis or development, or participate in a research study. Students also explore how their work may be extended to support occupational therapy practice in the selected area. Students will read about and discuss programs in specialized areas of practice (e.g., lymphedema, orthopedics, mental health, etc.) at the individual, group, and population level, for people with and without disabilities, and in a variety of environments. The course series, completed over the course of one academic year, guides the student in the development of a program or research activity related to an advanced practice issue in a chosen practice area/setting. Students are expected to spend a minimum of 120 hours completing their capstone project.

### **OCTR 642/643/644 - Advanced Topics in Occupational Therapy Neurorehabilitation**

**Credit(s): 4 (2 OCTR 642, 1 OCTR 643, 1 OCTR 644).**

In this course, students have the opportunity to gain in-depth knowledge and experience in a specialized area of occupational therapy practice. Students work in small groups to investigate and study the professional literature and issues within a special topic area within occupational therapy-based neurorehabilitation. Students are provided with opportunities to support program development or the research process related to the specific practice issue(s) studied, analyzed and critiqued. Students observe related occupational therapy practice as appropriate and work closely with faculty members and community clinicians/ stakeholders to develop and create clinical / educational materials, assist professionals in program analysis or development, or participate in a research study. Students also explore how their work may be extended to support occupational therapy practice in the selected area. Students will read about and discuss programs in neurorehabilitation at the individual, group, and population level in a variety of environments. The course series, completed over the course of one academic year, guides the student in the development of a program or research activity related to neurorehabilitation in a chosen practice area/setting. Students are expected to spend a minimum of 120 hours completing their capstone project.

### **OCTR 645/646/647 - Advanced Topics in Community Health and Wellness**

**Credit(s): 4 (2 OCTR 645, 1 OCTR 646, 1 OCTR 647).**

In this course, students have the opportunity to gain in-depth knowledge and experience in a specialized area of occupational therapy practice. Students work in small groups to investigate and study the professional literature and issues within a special topic area within community wellness such as older driver safety, fall prevention, or aging in livable communities. Students are provided with opportunities to support program development or the research process related to the specific practice issue(s) studied, analyzed and critiqued. Students observe related occupational therapy practice as appropriate and work closely with faculty members and community clinicians/ stakeholders to develop and create clinical / educational materials, assist professionals in program analysis or development, or participate in a research study. Students also explore how their work may be extended to support occupational therapy practice in the selected area. Students will read about and discuss programs in community health and wellness at the individual, group, and population level, for people with and without disabilities, and in a variety of

environments. The course series, completed over the period of one academic year, guides the student in the development of a program or research activity related to a health issue in a chosen practice area/setting. Students are expected to spend a minimum of 120 hours completing their capstone project.

## **OCTR 699 - Independent Study in Occupational Therapy**

**Credit(s): 1–3**

This is an original course of study planned by the student in conjunction with a graduate faculty member for the purposes of providing the opportunity for the graduate student to pursue a particular practice or content area of interest or to conduct a project that advances professional preparation.

## **OCTR 890 - Capstone Continuation**

**Credit(s): No credit, but cost is equivalent to one**

Students who have completed all coursework but have not completed their advanced topics capstone project within the required one term must register for this course each subsequent term until the project is completed. No credit, but cost is equivalent to one credit. Students may only register for OCTR 890 Capstone Continuation for a maximum of two trimesters.

## **OCTR 899 - Maintenance of Matriculation**

**Credit(s): No credit.**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required. The fee is \$100 per term and is processed as a registration. Maintenance of matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course registration will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee.

## **Organizational Leadership**

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

**Credit(s): 3**

**Prerequisite(s): Prerequisites for MBA Organizational Leadership concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.**

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

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

**Credit(s): 3**

**Prerequisite(s): Prerequisites for MBA Organizational Leadership concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.**

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

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

**Credit(s): 3**

**Prerequisite(s): Prerequisites for MBA Organizational Leadership concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.**

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

## **ORGL 540 - Collaborative Communication**

**Credit(s): 3**

**Prerequisite(s): Prerequisites for MBA Organizational Leadership concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.**

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

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

**Credit(s): 3**

**Prerequisite(s): Prerequisites for MBA Organizational Leadership concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.**

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

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

**Credit(s): 3**

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

**ORGL 570 - Building Sustainable Organizations****Credit(s): 3**

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

**ORGL 575 - Developing Learning Systems****Credit(s): 3**

A study of how leaders develop and maintain organizational environments that foster continuous learning. Students will explore the role of leaders in connecting human ingenuity, technology, and environmental change in order to improve organizational effectiveness in an era when competitive advantage resides in the continuous development of knowledge workers. From a systems perspective, students will examine the process of continuous learning in complex open systems. They will learn how to create a practical framework for a learning environment that supports inquiry and develops the capacity to anticipate uncertain futures.

**ORGL 580 - Implementing Change Initiatives****Credit(s): 3**

**Prerequisite(s):** *Prerequisites for MBA Organizational Leadership concentration students only: MBAA 501, MBAA 502, MBAA 507, MBAA 601, MBAA 602 and MBAA 604 or ACCT 742 or HLCR 720.*

A study of how leaders initiate and implement change in organizations. Students will learn to identify opportunities or necessities for change. They will examine how individuals internalize the process of change, how change affects organizational energy, how conditions for change are created, and how change initiatives are presented. They will develop the capacity to propose and implement change initiatives that are aligned with the organization's purpose and values. In a team project, which serves as the capstone project for the program, students will demonstrate their capacity to envision and initiate change in an organizational context.

**ORGL 589 - Capstone Preparation Seminar****Credit(s): 3**

A directed research project required for MSOL candidates that draws upon the knowledge and skills acquired with the completion of the graduate curriculum. Under the supervision of the Head of the MSOL Program, a suitable

research topic associated with the student's case study analysis papers is selected. The final research paper will take the form of a Thesis. A preliminary outline of the topic areas is then prepared. After both the topic and preliminary outline have been approved, the program director and the student select a qualified mentor to assist with the subsequent research for the detailed outline and actual writing of the paper. (HRMG 785 or MBAA 810 may substitute for this course.)

## **ORGL 590 - Professional Development Plan/Research Project (cc)**

**Credit(s): 3**

**Prerequisite(s):** *Thesis preparation course ORGL 589*

The research project is a work in progress that begins with the first course in the program. Students will use the Integrative Case Studies courses to synthesize the work that they have done in the previous three courses, which after further revisions will become a section of their research paper. Students will also complete a personal/professional development plan after the last course. The final research project will consist of the revised three sections of the research paper and the student's personal/professional development plan.

For explanation of the Core Course Requirements, please see the Academic Regulations and Procedures and Student Policies page.

## **ORGL 890 - Capstone Continuation**

**Credit(s): No credit, but cost is equivalent to one credit.**

Students who have completed all coursework but have not completed their Capstone project within the required subsequent term must register for this course each subsequent term until the project is completed. Only two consecutive terms of capstone continuation registration permitted.

## **ORGL 899 - Maintenance of Matriculation**

**Credit(s): No credit.**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required. The fee is \$100 per term and is processed as a registration. Maintenance of Matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee.

## **Physical Therapy**

### **PHTR 500 - Introduction to Physical Therapy Measurement**

**Credit(s): 2**

2 semester hours

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. *Offered spring trimester only.*

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

**Credit(s): 1**

1 semester hour

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

**PHTR 506 - Kinesiology****Credit(s): 4**

3 hours lecture, 2 hours lab

**Prerequisite(s):** HLSC 303-Human Anatomy with Cadaver Lecture, PHYS 160- Physics for the Life Sciences I (*these are undergraduate courses- please refer to the undergraduate catalog for the course descriptions*) and PHTR 507.

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. *Offered spring trimester only.*

**PHTR 507 - Human Gross Anatomy Laboratory****Credit(s): 2**

4 hours lab

**Corequisite(s):** PHTR 513 Human Gross Anatomy

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. Additional course fee may apply. *Offered fall trimester only.*

**PHTR 508 - Applied Physiological Foundations of Exercise****Credit(s): 1**

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

**PHTR 509 - Physiology**

**Credit(s): 3**

3 hours lecture

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. Physiological review of body systems will include emphasis on the cardiovascular system, pulmonary system, endocrine system, metabolic system, gastrointestinal system, genitourinary system, and integumentary system. Related regional neuromusculoskeletal system components, and regional lymphatic system components will also be reviewed. Embryological aspects associated with system development will be introduced and reviewed where appropriate.

The graduate student will be provided with a sound working knowledge of the structure and function on the human body with emphasis on the physiological mechanisms related to the maintenance of homeostasis. The integration of multiple body systems during normal and abnormal function will also be reviewed. *Offered fall trimester only.*

**PHTR 511 - Rehabilitation Research I****Credit(s): 2**

1.25 hours lecture, .75 hours online

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. *Offered fall trimester only.*

**PHTR 512 - Neuroscience for Physical Therapy****Credit(s): 4**

This course is an advanced study of the anatomy and function of the human neurologic system. Neuroscience will be studied primarily through a system and regional approach but histology and imaging of the nervous system will also be discussed. Clinical correlations, pain, and presentations of diseases and dysfunctions that are relevant to current physical therapy practice will be introduced. *Offered in Spring trimester only.*

**PHTR 513 - Human Gross Anatomy****Credit(s): 3**

**Corequisite(s):** PHTR 507 Human Gross Anatomy Laboratory

This course will supply students with a strong knowledge of all structures in the human body with a detailed study of the musculoskeletal system along with a strong emphasis on the nervous, and vascular systems. The relationship between structure and function will be addressed and the integration of these body systems during normal and abnormal function will be reviewed. Basic concepts of motion will be presented. Course structure will focus on regional anatomy and therefore will emphasize the relationship between various structures including muscles, nerves and arteries. This course provides a framework for the co-requisite laboratory of dissection of human cadavers. Every effort will be made to correlate material covered in the lecture portion of the course with laboratory instruction and dissection. *Offered Fall trimester only.*

**PHTR 516 - Patient/Client Management I (cc)****Credit(s): 3**

3 semester hours



This course reviews the history of the profession and prepares the student to participate in today's varied health care environments. Professional ethics, values and responsibilities will be introduced. Students will develop professional skills including clinical reasoning, effective communication, interview skills, system screening and proper documentation. Specific tests and measures will be covered such as vital signs, sensory and balance testing. The course is designed to foster attitudes and abilities in students so they will have a commitment to continuing personal professional growth, including learning through self-directed and independent study. *Offered summer trimester only.*

For explanation of the Core Course Requirements, [click here](#).

## **PHTR 520 - Motor Learning and Control**

### **Credit(s): 1**

1 semester hour

**Prerequisite(s):** HLSC 410- Applied Neuroscience for the Rehabilitation Professional (*Please refer to the Undergraduate Catalog for course description*)

This course provides an introduction to normal motor learning and motor control. Motor control is considered from analysis of neural mechanisms and systems; biomechanical and kinesiological aspects; and behavior and functional considerations. Issues related to the analysis and learning of motor skills are presented. *Offered summer trimester only.*

## **PHTR 525 - Pathology for Rehabilitation**

### **Credit(s): 3**

3 semester hours

This course examines the effects of pathological conditions on individuals across the lifespan. It explores pathology as it relates to the rehabilitation potential for patients with disorders of the cardiopulmonary, endocrine, genitourinary, gastrointestinal, hepatic, integumentary, musculoskeletal and renal systems. Students investigate the etiology, epidemiology, clinical presentation, medical and surgical management of patients with pathologies of the systems outlined above and the impact of the disorders on rehabilitation management. *Offered summer trimester only.*

## **PHTR 531 - Rehabilitation Research II**

### **Credit(s): 2**

1.25 hours lecture, .75 hours online

This is the second course in the three course research sequence and builds upon content from Rehabilitation Research I. The focus of this course is on practical concepts needed for research implementation. Topics covered include biostatistics, statistical software, data collection, epidemiology, and outcomes research. Evidence based practice and practical application are emphasized throughout. *Offered spring trimester only.*

## **PHTR 535 - Childhood and Physical Therapy Practice**

### **Credit(s): 6**

6 semester hours

The concentration of this course is the study of the developmental stages of childhood. The course will compare and contrast typical and atypical development, including the most prevalent pediatric disorders. Students will develop

the clinical skills needed to perform assessment and develop intervention strategies. Laboratory experiences include demonstration of typical and atypical development, assessments and intervention techniques. *Offered fall trimester only.*

## **PHTR 536 - Childhood and Problem-Solving Application**

**Credit(s): 1**

1 semester hour

**Corequisite(s):** PHTR 535.

The concentration of this course is the application of critical thinking and problem-solving as it pertains to the issues encountered in the developmental stage of childhood. The course involves online discussion in which students engage in clinical decision-making to develop solutions for case studies. *Offered fall trimester only.*

## **PHTR 541 - Patient/Client Management II**

**Credit(s): 3**

3 semester hours

This course will consist of lecture and laboratory exposure to a variety of basic physical therapy examination and interventions. Students will utilize the evaluation process utilizing the patient/client management format from the Guide to Physical Therapist Practice. Prior examination skills will be expanded upon along with new skills including: gait and movement analysis. Students will conduct and write a mock physical therapy evaluation, and develop a therapeutic exercise program based on these findings. Principles and application of therapeutic exercise and Proprioceptive Neuromuscular Facilitation (PNF) will be presented. Students will be expected to demonstrate competence in the integration of health, wellness and fitness for clients of special populations. Students will also be expected to demonstrate competence in basic PNF techniques, and basic exercise prescription to improve: ROM/flexibility, stability, strength, power, function, balance, and endurance. Students will be expected to demonstrate basic transfer techniques, assessment and prescription of appropriate gait assistive devices, draping and positioning techniques, and evaluating the work environment incorporating sound principles of body mechanics in all class activities. Evidence based practice and clinical applications will be emphasized in all units. *Offered fall trimester only.*

## **PHTR 545 - Adolescence and Physical Therapy Practice**

**Credit(s): 5**

5 semester hours

The concentration of this course is the study of adolescence. The course reviews the multiple problems in the transition from childhood to adulthood. The most common causes of impairment/disability encountered in this age group are examined including spinal cord injury, traumatic brain injury, and other musculoskeletal, neurological and cardiopulmonary disorders. Students are exposed to the impact of these disorders on the patient's social, functional and family life. Students develop the clinical skills needed to perform assessment and develop intervention strategies. Practicum experiences include demonstration and review of assessments and intervention techniques. *Offered spring trimester only.*

## **PHTR 546 - Adolescence and Problem-Solving Application**

**Credit(s): 1**

1 semester hour

**Corequisite(s):** PHTR 545.

The concentration of this course is the application of critical thinking and problem solving as it pertains to the issues

encountered in the developmental stage of adolescence. The course involves online discussion in which students engage in clinical decision-making to develop solutions for case studies. *Offered spring trimester only.*

### **PHTR 556 - Physical Therapy: Ethics, Values and Practice**

**Credit(s): 1**

This course builds upon professional ethics, values and responsibilities introduced in previous courses, reinforcing them through application to clinical situations in order to prepare students for entry into clinical internship. Students will practice effective coping and communication skills, as well as explore issues related to the code of ethics and core values of professionalism. Practice management issues such as billing and payment for services rendered, effective documentation and legal requirements will be covered. Students will be exposed to issues such as fraud and abuse as they relate to utilization of physical therapist services along with abuse of vulnerable populations. Career development of the physical therapist as a leader, teacher, and advocate will be explored in multiple settings to prepare the student for the evolving health care environment. *Offered spring trimester only.*

### **PHTR 561 - Patient/Client Management III**

**Credit(s): 3**

3 semester hours

This course offers lecture and laboratory exposure to a variety of entry-level physical therapy assessment and intervention techniques. Assessment of the musculoskeletal, neurologic and integumentary systems will be explored. Interventions geared towards connective tissue, pain, edema, and neural recovery will be covered. Basic manual therapy techniques such as myofascial techniques and joint mobilization of the peripheral joints will be covered. Biophysical agents to be covered through lecture and laboratory experiences will include: mechanical compression, spinal traction, continuous passive motion, lasers, EMG, biofeedback, diathermy, extracorporeal shockwave therapy, superficial heat and cold, iontophoresis, phonophoresis and electrical stimulation. Evidence based practice and clinical applications will be emphasized in all units. *Offered spring trimester only.*

### **PHTR 566 - Introduction to Teaching and Learning**

**Credit(s): 1**

This course is designed to explore the educational role of physical therapists as learners and educators with a focus on the education of health professionals, clients, families and community members. Emphasis is placed on teaching, learning and motivation theories, learning styles and needs, and their applicability in the clinical, professional and academic environments. Topics will include human learning theories; cultural and gender differences; and developing behavioral for use in the classroom, community, and clinical facilities. Students will explore the role of the clinical instructor as a teacher/supervisor in preparation for future participation in clinical education activities. *Offered spring trimester only.*

### **PHTR 567 - Teaching and Learning Application in Physical Therapy**

**Credit(s): 1**

1 semester hour

This course is designed to explore the educational role of physical therapists as learners and educators with a focus

on the education of health professionals, clients, families and community members. Emphasis is placed on teaching strategies and learning styles and their applicability in the professional and academic environments. Topics will include the implications that age, culture, and gender have on learning; developing instructional strategies and media; and exploring assessment tools for use in the classroom, community, and clinical facilities. *Offered summer trimester only.*

## **PHTR 590 - Special Topics in Physical Therapy**

### **Credit(s): 1**

A variety of topics pertinent to Physical Therapy will be offered.

## **PHTR 605 - Basic Clinical Education**

### **Credit(s): 3**

Minimum of 280 hours

This is a full-time eight-week clinical experience occurring in the summer trimester of the second year of the DPT program. It occurs in a variety of physical therapy practice settings under the supervision of a licensed physical therapist. Students are provided with an opportunity to apply the didactic material from prior trimesters, including clinical reasoning, evaluation, application of treatment techniques, documentation, and communication skills. Successful completion of this clinical education experience is required to continue with the physical therapy curriculum.

Scheduled hours are determined by the clinical site in coordination with the Director of Clinical Education (DCE). Generally, the physical therapy student will complete an equivalent to 35-40 hour per week for 8 weeks. Students should expect to be at this clinical experience 5 days per week. The specific schedule is at the discretion of the clinical site.

## **PHTR 611 - Rehabilitation Research III**

### **Credit(s): 2**

2 semester hours

This is the third course in the three course research sequence and builds upon content from Rehabilitation Research I and II. The focus of this course is on advanced topics in research and evidence based practice. Topics covered include methodological research, measurement theory, and clinically relevant statistics. Students will learn how to examine study results from a variety of perspectives. *Offered summer trimester only.*

## **PHTR 616 - Adulthood and Physical Therapy Practice I**

### **Credit(s): 3**

3 semester hours

This course examines the maturational stages of adulthood with emphasis upon musculoskeletal and neurological changes with development. In-depth examination of functional disorders and other conditions involving the musculoskeletal and neurological systems of the peripheral limbs and associated influence from the spine are explored. The impact of these disorders on the functional capacity for performance of life tasks are also evaluated. Also covered are the application and practice of examination, evaluation and intervention techniques as well as diagnosis for the peripheral joints. *Offered fall trimester only.*

## **PHTR 617 - Adulthood and Physical Therapy Practice II**

**Credit(s): 3**

3 semester hours

This course examines the maturational stages of adulthood with emphasis upon musculoskeletal and neurological changes with the spine and related joints. In-depth examination of functional disorders and other conditions involving the musculoskeletal and neurological systems of the spine are completed. Examination and intervention for women's health issues are also discussed. Exploration of the impact of these disorders on the functional capacity for performance of life tasks is completed. This course also covers the application and practice of examination, evaluation and intervention techniques as well as diagnosis for the spine. *Offered fall trimester only.*

**PHTR 618 - Adulthood and Problem-Solving Application****Credit(s): 1**

1 semester hour

**Corequisite(s):** PHTR 616 and PHTR 617.

The concentration of this course is the application of critical thinking and problem solving as it pertains to the issues encountered in the developmental stage of adulthood. The course involves online discussion in which students engage in clinical decision-making to develop solutions for case studies. *Offered fall trimester only.*

**PHTR 619 - Medical Differential Diagnosis****Credit(s): 2**

2 semester hours

The physical therapist's role as an independent practitioner working in a collaborative medical model requires the ability to identify signs and symptoms of systemic disease that can mimic neuromusculoskeletal dysfunctions. The content of this course includes a discussion of physical therapy diagnosis, interviewing techniques, and a review of systemic origins of neuromusculoskeletal pain. This course enables the student to recognize clinical manifestations that warrant a referral to another member of the health care team. *Offered fall trimester only.*

**PHTR 620 - Professional Management and Administration****Credit(s): 3**

3 semester hours

This course involves the study of administrative and organizational knowledge essential to the professional practice. Students are exposed to issues such as changes in the health care environment; managed care and reimbursement. The course also addresses issues in bioethics; legal aspects of physical therapy; technology; program planning and marketing. The course integrates professional concepts and reinforces professional competencies. *Offered summer trimester only.*

**PHTR 621 - Radiology for Physical Therapy****Credit(s): 1**

1 semester hour

This course covers the basic elements of clinical interpretation, and indications of imaging techniques. Various imaging modalities including plane film X-ray, magnetic resonance, computerized tomography and radioisotope imaging are covered. Selection protocols for each are discussed to acquaint the student with advantages and disadvantages of each method and the type of information each technique best presents. This course focuses on the

clinical interpretation and practical integration of imaging data into rehabilitation treatment regimen design and communication with other medical professionals. *Offered fall trimester only.*

## **PHTR 627 - Maturity and Physical Therapy Practice I**

**Credit(s): 3**

3 semester hours

The normal developmental process of aging is covered as are abnormal adjustments to aging; psychological dysfunction; and ethical issues associated with aging. The most common causes of cardiovascular and pulmonary dysfunction encountered in the elderly are examined including atherosclerosis, pulmonary disease, cardiac disease, diabetes, peripheral vascular disease and wound care. Diagnostic testing, appropriate physical therapy examination skills and physical therapy interventions for each of the above are also covered. *Offered spring trimester only.*

## **PHTR 628 - Maturity and Physical Therapy Practice II**

**Credit(s): 3**

3 semester hours

This course will focus on the common dysfunctions involving the neurological and musculoskeletal systems in the elderly population. Diagnostic tests, examination and physical therapy intervention will be covered. Students will be expected to integrate knowledge of the normal and abnormal aging process (covered in maturity I). *Offered spring trimester only.*

## **PHTR 630 - Case Study Clinical Problem Solving**

**Credit(s): 3**

3 semester hours

In this course, students synthesize processes and strategies to promote effective clinical reasoning and problem solving. Case studies are used with a variety of diagnoses, settings, and age groups to facilitate the development of clinical reasoning skills. Students are expected to utilize the didactic knowledge gained throughout the curriculum as they work with simulated patients through the entire course of treatment from chart review, evaluation, treatment planning and instruction, written documentation and discharge planning. *Offered spring trimester only.*

## **PHTR 631 - Maturity and Problem-Solving Application**

**Credit(s): 1**

1 semester hour

**Corequisite(s):** PHTR 627 and PHTR 628.

The concentration of this course is the application of critical thinking and problem solving as it pertains to the issues encountered in the developmental stage of maturity. The course involves online discussion in which students engage in clinical decision-making to develop solutions for case studies. *Offered spring trimester only.*

## **PHTR 699 - Independent Study**

**Credit(s): 1–3**

This course provides students with an opportunity to complete a special project or area of study, designed by the student, faculty member and program director to maximize a current educational experience covering material not currently offered as a regular course.

## **PHTR 700 - Advanced Clinical Education I**

### **Credit(s): 3**

Minimum of 280 hours

This full-time eight-week clinical experience, occurring in the summer trimester of the third year of the DPT program, takes place in a variety of physical therapy practice settings under the supervision of a licensed physical therapist. Students are provided with an opportunity to integrate the comprehensive didactic material of professional coursework, from the prior 8 trimesters, as well as utilizing advanced assessment and treatment techniques, documentation and clinical reasoning.

Scheduled hours are determined by clinical site in coordination with the Director of Clinical Education (DCE).

Generally, the physical therapy student will complete an equivalent to 35-40 hour per week for 8 weeks. Students should expect to be at this clinical experience 5 days per week. The specific schedule is at the discretion of the clinical site.

## **PHTR 705 - Advanced Clinical Education II**

### **Credit(s): 3**

Minimum of 320 hours

This full time, eight-week clinical experience occurring under the supervision of a licensed physical therapist, in a variety of physical therapy practice settings, provides students with an opportunity to enhance the clinical skills gained during previous clinical experiences and to integrate knowledge gained from the entire didactic curriculum. Additional learning experiences provided may be collaboration in interprofessional practice, participation in continuum of care, administration, and supervision of physical therapist assistants and other support personnel. Upon completion of this experience, the student is expected to function at or near the minimum entry-level competence of physical therapists.

Scheduled hours are determined by clinical site in coordination with the Director of Clinical Education (DCE).

Generally, the physical therapy student will complete an equivalent to 35-40 hour per week for 8 weeks. Students should expect to be at this clinical experience 5 days per week. The specific schedule is at the discretion of the clinical site.

## **PHTR 706 - Clinical Education Continuation**

### **Credit(s): 6**

Students whose clinical education placements extend into the fall semester must maintain matriculation by registering for this course.

## **PHTR 708 - Specialty Clinical Education:**

### **Credit(s): 1-3**

This course allows students to gain experience in a supervised clinical education placement in an area of physical therapy specialization (i.e., neonatal, advanced orthopedics, cardiopulmonary, burns).

## **PHTR 709 - Research Externship I**

### **Credit(s): 2**

2 semester hours

Physical Therapy Externship I provides students with individual mentorship and group supervision by a Mercy Mentor. The course is designed to facilitate successful participation as an investigator in a physical therapy research project. Students work either individually or in small groups (up to four students) on their specific research project

and meet periodically over the course of the academic year with their Mercy Mentor to review their work and plan future objectives. Discussions revolving around the research process are designed to provide students with guidance and support. The program's emphasis on critical thinking and active problem solving in clinical practice is further reinforced through the research component of the curriculum. During the research externship, faculty and experienced clinicians serving as on-site research mentors who provide ongoing supervision. There is an emphasis on using clinical reasoning concepts throughout the research process and to function effectively as a collaborative member of a research team. Students are expected to complete their research plan and data collection as part of Physical Therapy Externship I (PHTR 709).

Clinical research begins with the identification of a topic of interest, from which one or more questions are raised. Questions are based upon a thorough understanding of the topic in question. Questions can be formulated from studies in the literature that offer conflicting results, studies that leave a gap in the clinical knowledge or studies that open the door to future research by posing more questions based on what has already been done. Once the student is familiar with the topic and has formulated sound research questions the next step is to pose research hypotheses, based upon a theoretical framework, about the particular research questions. Methods are then developed to test these hypotheses and the study is carried out.

The Doctor of Physical Therapy Program places great emphasis on critical thinking and active problem solving in clinical practice. A thorough understanding of - (and the ability to apply) clinical research literature is tremendously important to this process. The more students are exposed to research, the greater their understanding will be when they become a practicing clinician.

## **PHTR 710 - Research Externship II**

### **Credit(s): 2**

2 semester hours

Physical Therapy Externship provides students with individual mentorship and group supervision by a Mercy Mentor. The course is designed to continue and complete the students' participation as an investigator in a physical therapy research project. Students work either individually or in small groups (up to four students) on their specific research project and meet periodically over the course of the academic year with their Mercy Mentor to review their work and plan future objectives. The Physical Therapy Program's emphasis on critical thinking and active problem solving in clinical practice is further reinforced through the research component of the curriculum. In Research Externship, faculty and experienced clinicians serving as on-site research mentors provide ongoing supervision. There is an emphasis on using clinical reasoning concepts throughout the research process and to function effectively as a collaborative member of a research team. Students are expected to complete their data analysis and produce a peer reviewed level paper (based on submission guidelines for PT Journal) as part of Research Externship II. Clinical research begins with the identification of a topic of interest, from which one or more questions are raised. Questions are based upon a thorough understanding of the topic in question. Questions can be formulated from studies in the literature that offer conflicting results, studies that leave a gap in the clinical knowledge or studies that open the door to future research by posing more questions based on what has already been done. Once the student is familiar with the topic and has formulated sound research questions the next step is to pose research hypotheses, based upon a theoretical framework, about the particular research questions. Methods are then developed to test these hypotheses and the study is carried out.

The Physical Therapy Program places great emphasis on critical thinking and active problem solving in clinical practice. A thorough understanding of (and the ability to apply) clinical research literature is tremendously important to this process. The more students are exposed to research, the greater their understanding will be when they become a practicing clinician.

## **PHTR 711 - Research Externship Continuation**



**Credit(s): Equivalent of 1**

Students who have not completed their research project by the required timeline must register for each term until their project is completed.

**PHTR 720 - Advanced Clinical Education III****Credit(s): 3**

Minimum of 280 clinical hours

This full time, eight-week clinical experience occurring under the supervision of a licensed physical therapist, in a variety of physical therapy practice settings, provides students with an opportunity to enhance the clinical skills gained during previous clinical experiences and to integrate knowledge gained from the entire didactic curriculum. Students may be placed in a specialty setting or return to a setting type of a previous experience to gain more in-depth, specialty skills. Additional learning experiences provided may be collaboration in interprofessional practice, participation in continuum of care, administration, and supervision of physical therapist assistants and other support personnel. Upon completion of this clinical education experience, the student is expected to function at or above the minimum entry-level competence of physical therapists.

Scheduled hours are determined by clinical site in coordination with the Director of Clinical Education (DCE).

Generally, the physical therapy student will complete an equivalent to 35-40 hour per week for 8 weeks. Students should expect to be at this clinical experience 5 days per week. The specific schedule is at the discretion of the clinical site.

**PHTR 730 - Professional Preparation Capstone****Credit(s): 1**

1 semester hour

This course is a capstone course to guide students in their career development. This includes preparation for the National Physical Therapy License Exam (NPTE); career development in resume writing and interviews; and identifying future career paths including residencies and specializations.

**PHTR 890 - Capstone Continuation****Credit(s): No credit, but cost is equivalent to only credit.**

Students who have completed all coursework but have not completed their capstone project within the required one term must register for this course each subsequent term until the project is completed. Only two consecutive terms of capstone continuation registration permitted.

**PHTR 899 - Maintenance of Matriculation****Credit(s): No credit.**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required. The fee is \$100 per term and is processed as a registration. Maintenance of Matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee. Note: All physical therapy classes may require an online component and students are expected to have internet access and to participate in online discussion.

## **Physician Assistant**

### **PHAS 500 - Human Gross Anatomy With Cadaver – Part I (cc)**

**Credit(s): 2**

3 hours lecture

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. *Offered summer semester only.*

For explanation of the Core Course Requirements, [click here](#).

### **PHAS 500A - Human Gross Anatomy With Cadaver Lab**

**Credit(s): 1**

3 semester hours lab

**Corequisite(s):** PHAS 500

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. *Offered summer semester only.*

### **PHAS 502 - Pathophysiology**

**Credit(s): 3**

3 semester hours

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. *Offered summer semester only.*

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

**Credit(s): 2**

2 semester hours

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

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

**Credit(s): 4**

4 semester hours

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

**PHAS 505 - Fundamentals of Clinical Medicine III****Credit(s): 5**

5 semester hours

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

**PHAS 506 - Patient Interviewing****Credit(s): 1**

1 semester hour

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. *Offered fall semester only.*

**PHAS 509 - Pharmacology I****Credit(s): 3**

3 semester hours

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. *Offered fall semester only.*

**PHAS 510 - Pharmacology II****Credit(s): 3**

3 semester hours

The therapeutic and adverse effects of each class of drug will continue from the previous course. The process through which the government regulates drug approval and other relevant concerns will be addressed during this course. *Offered spring semester only.*

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

**Credit(s): 2**

2 semester hours

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

**PHAS 513 - Physician Assistant Seminar****Credit(s): 2**

2 semester hours

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. *Offered summer semester only.*

**PHAS 514 - Evidence-Based Medicine****Credit(s): 2**

2 semester hours

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. *Offered fall semester only.*

**PHAS 518 - EKG and Radiology****Credit(s): 2**

2 semester hours

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. *Offered fall semester only.*

**PHAS 528 - Communication in the Medical Encounter****Credit(s): 2**

2 semester hours

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

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

**Credit(s): 3**

3 semester hours

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

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

**Credit(s): 1**

1 semester hour

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. *Offered fall semester only.*

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

**Credit(s): 1**

1 semester hour

Building upon the foundation of knowledge gained in Medical Spanish I, this course is designed to continue to impart medical vocabulary and practical language skills to conduct medical interviews and physical examinations in the clinical setting. *Offered spring semester only.*

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

**Credit(s): 2**

2 hours lecture, 1 hour lab

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. *Offered fall semester only.*

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

**Credit(s): 2**

2 hours lecture, 1 hour lab

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

## **PHAS 534 - Human Gross Anatomy With Cadaver – Part II**

### **Credit(s): 1**

3 hours lecture, 3 hours lab

**Prerequisite(s):** PHAS 500/PHAS 500A.

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. *Offered fall semester only.*

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

### **Credit(s): 2**

2 semester hours

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

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

### **Credit(s): 2**

2 hours lecture, 1 hour lab

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

## **PHAS 612 - Clinical Clerkship I**

### **Credit(s): 4**

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

During these clerkships, students evaluate medical and surgical patients and follow their daily progress; thereby developing the ability to elicit history and physical findings, correlate those findings along with the patients' physiologic and biochemical data and emotional state in order to formulate a plan for patient management. Students are also given opportunities to develop skills and demonstrate competency in performing and interpreting certain medical procedures and tasks. Students also receive instruction and evaluation in professional competencies

including relating to colleagues, communicating with patients, understanding the PA role and limitations, self-confidence, reliability, dependability, attitude and appearance.

## **PHAS 613 - Clinical Clerkship II**

### **Credit(s): 4**

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

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

## **PHAS 614 - Clinical Clerkship III**

### **Credit(s): 2**

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

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

## **PHAS 615 - Clinical Clerkship IV**

### **Credit(s): 4**

Nine supervised clinical rotations provide students with hands-on clinical experience and evaluation in the care of pediatric and adult patients. Students are actively engaged in the delivery of care in inpatient, outpatient and long term care settings. The 6 week long clerkship experiences (minimum of 240 hrs. each) offer training in internal medicine, pediatrics, surgery, emergency medicine, obstetrics and gynecology, and primary care. These clerkships are equal to 4 credits each. Students also complete 3 week long clerkship experiences (minimum of 120 hrs. each) in

psychiatry and a chosen field of medicine to explore or to gain intensive experience in one of the core practice areas of medicine. This elective clerkship placement must be approved by the Physician Assistant Program. These elective clerkships are equal to 2 credits each.

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

## **PHAS 616 - Clinical Clerkship V**

### **Credit(s): 4**

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

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

## **PHAS 617 - Clinical Clerkship VI**

### **Credit(s): 2**

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

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



confidence, reliability, dependability, attitude and appearance.

## **PHAS 618 - Clinical Clerkship VII**

### **Credit(s): 4**

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

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

## **PHAS 619 - Clinical Clerkship VIII**

### **Credit(s): 4**

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

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

## **PHAS 620 - Clinical Clerkship IX**

### **Credit(s): 2**

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

of medicine. This elective clerkship placement must be approved by the Physician Assistant Program. These elective clerkships are equal to 2 credits each.

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

### **PHAS 700 - Seminar in Community Health Research**

**Credit(s): 3**

3 semester hours

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

### **PHAS 701 - Epidemiological Methods**

**Credit(s): 3**

3 semester hours

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

### **PHAS 702 - Master's Project Seminar**

**Credit(s): 6**

6 semester hours

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

### **PHAS 890 - Capstone Continuation**

**Credit(s): No credit, but cost is equivalent to one credit.**

Students who have completed all coursework but have not completed their capstone project within the required one term must register for this course each subsequent term until the project is completed. Only two consecutive terms of capstone continuation registration permitted.

### **PHAS 899 - Maintenance of Matriculation**

**Credit(s): No credit.**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required. The fee for maintaining matriculation is \$100 per term and is processed as a registration. Maintenance of matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee.

## **Psychology**

### **PSYN 602 - Development Across the Lifespan**

**Credit(s): 3**

3 semester hours

A consideration of human development and behavior throughout the life span: childhood, adolescence, and the adult years; emphasis on normal growth and development focusing on both the critical issues involved for the individual as well as the family in each stage of development.

### **PSYN 603 - Contemporary Theories in Psychology**

**Credit(s): 3**

3 semester hours

A survey of the transformation of psychological thought from 19th-century philosophy, physiology, and medicine to modern psychology as a scientific discipline. Implications for behavioral science and its variety of disciplines and "schools of thought" are reviewed and discussed.

### **PSYN 604 - Physiological Psychology**

**Credit(s): 3**

3 semester hours

The physiological analysis of human behavior with emphasis on neurochemical, neurological and physiological mechanisms in behavior and their implications for neuropsychology, behavior theory, and psychosomatic medicine.

### **PSYN 605 - Contemporary Couples Therapy: Theory and Practice**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** PSYN 653

This course will provide master's students in Marriage and Family Therapy with an in-depth examination of contemporary theories and practices in couple therapy. Couple assessment and intervention across the life cycle, including formation, early marriage, parenthood, mid-marriage and aging couples will be studied. Couple dissolution, separation, divorce, and remarriage will be examined from the viewpoint of the work of the practicing family therapist. Couple issues including commitment, decision-making, conflict, gender differences, sexuality, infertility, intergenerational relationships, work, money, migration, illness, affairs, physical violence, and death of a spouse will be addressed in a family systems context and contemporary "best practice" models of Couple Therapy.

### **PSYN 611 - Psychological Aspects of Disabilities**

**Credit(s): 3**

3 semester hours

An analysis of the development and psychological adjustment problems of people with structural and functional disabilities. Education, rehabilitation, and supportive services are considered.

**PSYN 614 - Introduction to Consultation and Family/Community Mental Health****Credit(s): 3**

3 semester hours

**Cross-listed With:** CNSL 614

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

**PSYN 615 - Personality****Credit(s): 3**

3 semester hours

A critical examination of the leading theories of personality with the purpose of evolving a comprehensive conceptualization.

**PSYN 616 - Statistics and Research Methodology I****Credit(s): 3**

3 semester hours

**Cross-listed With:** SCPY 616

How to design and conduct experiments, interpret obtained results, and refine the succeeding design and procedures is discussed. How to read and critique a problem, collect and analyze data and interpret and critique the outcome is demonstrated. Students in the M.S. in Psychology program will submit to the Mercy College Institutional Review Board a completed literature review, introduction, and methodology section of a proposed research project that will be completed in PSYN 617. An independent research proposal is required of the M.S. in Psychology students at the completion of the semester.

**PSYN 617 - Statistics and Research Methodology II****Credit(s): 3**

3 semester hours

**Cross-listed With:** SCPY 617

**Prerequisite(s):** PSYN 616/SCPY 616 (Students must have a B or higher)

A continuation of PSYN 616, Statistics and Research I. How to conduct experiments, interpret obtained results, and refine the succeeding design and procedures is further discussed. Students will collect and analyze data as well as interpret and critique the outcome. At the end of the course the student will present orally and in written form the completed the research project that was proposed in PSYN 616/SCPY 616.

## **PSYN 618 - Modalities of Therapeutic Intervention**

**Credit(s): 3**

3 semester hours

Discussion of various therapeutic strategies and tactile alternatives in a variety of settings.

## **PSYN 620 - Clinical Assessment**

**Credit(s): 3**

3 semester hours

This course serves to engage students in application and theory as to the use of interviews, projective techniques and other semi-structured instruments in psychological research, assessment, therapeutic interventions and occupational settings. Classroom demonstrations of techniques will be included, and each student will be required to gain some practical experience with at least two assessment procedures.

## **PSYN 621 - Tests and Measurement**

**Credit(s): 3**

3 semester hours

An introduction to concepts of psychological test construction and evaluation. Principles of ethical conduct, administration, and interpretation will be illustrated for standardized tests commonly used in vocational counseling, employment practices, and clinical assessment.

## **PSYN 625 - Domestic Violence: Cognitive Behavioral Approaches to Family Treatment**

**Credit(s): 3**

3 semester hours

**Cross-listed With:** CNSL 625

This course will focus on several different forms of family and intimate relationship violence. It will examine the historical and psychological roots of family violence, theoretical models, and attention will be given to issues of definition and conceptualization. Among the areas covered are child neglect, physical, psychological, sexual abuse as well as spouse abuse, dating violence, and elder abuse. Attention will be given to cross-cultural issues in defining and studying family violence and abuse. Prevalence, contributing factors and societal and gender views on domestic violence will be discussed. Counseling programs and resources for the abused individual and treatment strategies for the abuser are considered from a cognitive behavioral approach.

## **PSYN 630 - Practicum I in Psychology**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** Permission of Program Director and PSYN 644 required.

Provides students with supervised field experience in an area that relates to their interests and/or specialization. On-site experiences are discussed during the weekly online seminar to focus upon student concerns and basic issues of

ethics, theory and practice. Students must apply for placements the semester prior to registration. One hundred fifty hours of volunteer fieldwork is required. Completion of 18 credits and a GPA of 3.0 is required for registration in PSYN 630. in the program before registering for PSYN 630. Pass/Fail only.

### **PSYN 632 - Industrial/Organizational Psychology**

**Credit(s): 3**

3 semester hours

Introduction to the various areas currently comprising industrial/organizational psychology: personnel studies, worker motivation, training concepts and programs; labor-industrial relations; resting and assessment for selection or placement; theories of organizational structure, change and relationships.

### **PSYN 639 - Pre-Practicum in Marriage and Family Therapy**

**Credit(s): 3**

3 semester hours

(Must be taken before MFT Practica) This course is intended to prepare students for their yearlong clinical internship and Practicum. Students will learn approaches to systemic and relational interviewing and intervention, addressing the needs of individuals, couples and families. The course will provide special attention to the beginning phases of family and couple therapy and to common presenting concerns that students will encounter in the field. Students will learn how to join a clinical setting and begin to develop a professional role and identity as a Marriage and Family Therapist.

### **PSYN 640 - Marriage and Family Therapy Practicum I (only offered in fall semester)**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** Requires permission of Fieldwork Coordinator by April 1st and completion of PSYN 644, PSYN 653 and PSYN 654

Provides students with supervised experience in an area that relates to their specialization in family therapy. On-site experiences are discussed during the weekly seminar which focuses on student concerns and basic issues of ethics, theory and practice. Students must apply for clinical placements the semester prior to registration. Students are expected to remain in their internship site for three semesters. Two hundred hours of fieldwork are required. Of the 200 hours, 80 must be client-contact hours.

### **PSYN 641 - Marriage and Family Therapy Practicum II (Only offered in the spring semester)**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** Completion of PSYN 640 and permission of Fieldwork Coordinator

Provides an expansion of knowledge of material introduced in PSYN 640. Students will be trained in the evaluation and treatment of family and marital relationships. Other topics include sibling relationships, communication among family members, psychiatric disorders parenting. Two hundred hours of fieldwork are required. Of the 200 hours, 120 must be client-contact hours.

### **PSYN 642 - Marriage and Family Therapy Practicum III (offered only in summer semester)**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** Completion of PSYN 641 and permission of Fieldwork Coordinator.

This final practicum experience builds on Practicum I and II, enabling students to deepen and broaden their knowledge and experience in treating couples and families in Family Therapy in community clinics and hospital settings. Two hundred hours of fieldwork are required. Of the 200 hours, one hundred must be client-contact hours.

**PSYN 644 - Group Experience (cc)****Credit(s): 3**

3 semester hours

An examination of groups and of such group techniques as may be used for treatment, promotion of growth, or improvement of relationships in diverse settings. The format of the courses can be both didactic and experiential. The empirical literature will be considered.

This is the Core Course for the M.S. Psychology program. For an explanation of the Core Course, see the Academic Regulations and Procedures and Student Policies page.

**PSYN 653 - Family Systems Assessment****Credit(s): 3**

3 semester hours

**Cross-listed With:** CNSL 653

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

**PSYN 654 - Psychopathology****Credit(s): 3**

3 semester hours

**Cross-listed With:** CNSL 654

This course provides an introduction to the genesis, course, conceptualization, diagnosis and treatment of mental disorders. Students will learn to recognize abnormal behavior and describe the psychological dysfunction, distress and cultural and family influences. Students will examine and contrast traditional with emerging ways of understanding personality, learn to see symptoms objectively, and apply interventions.

**PSYN 656 - Family Law****Credit(s): 3**

3 semester hours

The focus of this course is to familiarize students in the management and treatment of family and marital issues within the legal framework. Students will learn competence in three areas of specialization: ethics and legal implications of practice; family violence and child abuse; and prevention and remediation. Students will learn how to read New York State statutes and case law to enhance their skills as advocates for the families they service for mental

health needs.

## **PSYN 657 - Contemporary Family Therapy (cc)**

**Credit(s): 3**

3 semester hours

**Cross-listed With:** CNSL 657

**Prerequisite(s):** PSYN 653

Overview of theories of family therapy and study of patterns of family interaction. Family therapy models and concepts will be introduced. Techniques for improving family well-being and resilience are discussed as well as techniques for dealing with the family in family therapy. Attention is given to public and private agencies that deal with the contemporary problems faced by families as well as the family's relationship with such larger systems.

This is the Core Course for the M.S. Marriage and Family Therapy program. For an explanation of the Core Course, [click here](#).

## **PSYN 665 - Professional Issues and Ethics**

**Credit(s): 3**

3 semester hours

A seminar devoted to discussions and the evaluation of various issues in counseling psychology of a theoretical and practical nature. The Code of Ethics and Conduct of Psychologists, and the contemporary issues associated with this code as it pertains to the practice of psychology, are the focus of this class. Problems of ethics and the role of the psychologist will receive particular attention.

## **PSYN 668 - Ethnic, Cultural, and Minority Issues in Psychology**

**Credit(s): 3**

3 semester hours

This course explores the impact of gender, race, ethnicity, religion and sexual preference upon concerns related to the impact of psychology on such issues as treatment, diagnosis, and the effects of stereotyping and discrimination upon the individuals and society.

## **PSYN 695 - Special Topics in Psychology**

**Credit(s): 3**

3 semester hours

This course will explore specific topics of concern in psychology. Each year, different issues related to psychology will be presented. The following areas may be included: health psychology, rehabilitation psychology, geropsychology and conflict resolution approaches.

## **PSYN 709 - Master Thesis Supervision**

**Credit(s): 6**

6 semester hours

**Prerequisite(s):** PSYN 616 & PSYN 617 and program director's approval



All coursework must be complete or in process. All incompletes must be cleared. Registration for Thesis must be in final semester. This course will provide a culminating experience under the guidance of a mentor. Students will write a research based paper following the American Psychological Association style. The topic selected may be developed from one pursued in a previous course. The thesis will include all components of research: a literature review, research design and methodology, results (including statistical analysis), discussion, and recommendations. Pass/Fail.

## **PSYN 710 - Clinical Research Project**

**Credit(s): 3**

3 semester hours

Requires program director's approval. Mentor should be selected and approved one term prior to registration. This course will provide a cumulative experience under the guidance of a mentor. Students will write a case report based on a client treated in the Practicum I or Practicum II course. The report is organized by topics including but not limited to DSMIV-TR Diagnosis, Referring Problem, Medical and Psychiatric History; Behavioral Observations; Tests Administered; Test Interpretation; Treatment Approach; and Evaluation. The student is required to write a paper based on a literature search encompassing both clinical and empirical studies. This paper focuses on the justification of the psychiatric diagnosis selected and treatments currently in use for psychotherapeutic interventions. Students are required to participate in a case presentation to the faculty member supervising this capstone and one practicum supervisor.

## **PSYN 890 - Capstone Continuation**

**Credit(s): No credit, but cost is equivalent to one credit.**

Students who have completed all coursework but have not completed their capstone project within the required one term must register for this course each subsequent term until the project is completed. Only two consecutive terms of capstone continuation registration permitted.

## **PSYN 891 - Clinical Practicum Continuation**

**Credit(s): No credit, but cost is equivalent to one credit of tuition.**

Students who have not successfully fulfilled the requirements for Clinical Practicums (i.e., PSYN 640, PSYN 641, and PSYN 642) will register for PSYN 891 each term until hours and clinical requirements are met.

## **PSYN 899 - Maintenance of Matriculation**

**Credit(s): No credit.**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required. The fee is \$100 per term and is processed as a registration. Maintenance of matriculation without attending class is limited to one year. Students who have not maintained matriculation and wish to return to their program within one year after their last course registration will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee.

## **Public Administration**

### **PUAD 501 - Introduction to Public Administration**

**Credit(s): 3**

This introductory course in public administration explores the political, social, economic, and administrative aspects of public administration as well as the essential competencies, skills and values important to public service organizations.

**PUAD 601 - Management of Non-Profit and Public Agencies****Credit(s): 3**

A comprehensive study of the management of non-profit and public organizations. Examines not-for-profit management principles and objectives, governance models, program services, planning, public relations and a comprehensive review of resource development including third party contracting, fund raising and volunteer development.

**PUAD 602 - Public Policy****Credit(s): 3**

This is an introductory course to public policy and analysis. Policy analysts are responsible for defining and framing public problems, identifying and evaluating possible strategies for addressing problems, and recommending solutions that make the most sense. The goals of this course are to provide students with an understanding of the role that analysis plays in the policy making process, to make students critical consumers of policy analysis, and to equip students with the basic skills necessary to write and present a professional policy analysis paper.

**PUAD 604 - Human Resource Management****Credit(s): 3**

This course provides a comprehensive study of strategic human resource management, the historical and philosophical foundations of the field related to public administration, and current best practices being used to support human resources in today's workplace. The course will cover such topics as recruitment, selection, and placement; workforce planning; compensation and benefits; employee and labor relations strategies; conflict and dispute resolution; professional development; occupational health and safety; and organizational culture.

**PUAD 606 - Legal and Ethical Aspects of Public Administration****Credit(s): 3**

This course is designed to expose students to the legal framework of public administration and the ethical challenges faced by public servants and managers. Through theory and case study, students will examine the principles of Constitutional Law and the institutions of American Government. Students will explore the development of the administrative agency as a modern legal and social institution of American society. Students will also explore the relationship to the other branches of government.

**PUAD 608 - Finance and Economic Policy****Credit(s): 3**

This course investigates the theoretical and applied issues of public finance and budgeting. The theoretical discussions will center on the reason for public sector intervention into the free market economy, and how society makes collective economic choices. Students also explore tax policies, the budgeting process and public

expenditures. The applied issues include the role of the legislature, public revenue sources and types of public expenditures.

### **PUAD 623 - Non-Profit Communication and Fund Raising**

**Credit(s): 3**

The course will examine and analyze the fundraising and communications needs of nonprofit organizations. Students will view the communication needs through discussion, research and hands-on assignments. Students will examine the techniques used in fundraising and correlate them with the discussion of communication methods.

### **PUAD 624 - Business and Professional Presentations**

**Credit(s): 3**

A course in public speaking and speech writing in the context of organizational communication and public relations. Audience analysis, message selection, and delivery with the use of presentation aids, techniques of handling the media through press conferences, briefings, and meetings.

### **PUAD 630 - Public Relations Campaigns and Strategies for Non-Profits**

**Credit(s): 3**

Students will study the basics of planning, preparation, execution and management of public relations campaigns with an emphasis on nonprofit organizations through research, discussion, and hands-on activities. Study will culminate in the students' constructing and presenting a public relations campaign, which requires successful analysis of public opinion, and understanding the goals of the non-profit they choose. Students will develop programs of action and communication to achieve public understanding, establish objectives and install evaluation techniques to measure the impact of their PR efforts.

### **PUAD 640 - Leadership and Team Building**

**Credit(s): 3**

This course covers the study of theory and research on leadership with special attention paid to the development of leadership skills and the mastery of team building strategies.

### **PUAD 701 - Program Evaluation**

**Credit(s): 3**

This course explains the main characteristics of public and non-profit program evaluation and gives the student the basic skills needed to conduct evaluations. It covers the following: assessing the need for a program; assessment of program design and logic/theory; assessment of how programs are implemented; assessment of program outcomes and/or impact; and assessment of program cost and efficiency.

### **PUAD 710 - Internship in Public Administration**

**Credit(s): 3**

Public Administration students gain applied experiences in the public or nonprofit workplace making linkages between administrative theory and practice; gaining visibility and having the opportunity to network for career success. Students gain academic credit hours while working in a public or nonprofit sector organization.

## **PUAD 711 - Comprehensive Exam**

**Credit(s): 0**

Students must pass this required comprehensive exam prior to graduation. This exam is taken during the last semester of a student's program. A comprehensive average score of 80% is required. Students who do not receive a score of 80% need to retake the exam prior to degree conferral.

## **School Psychology**

### **EDUC 508 - Theory and Practice in Bilingual Education**

**Credit(s): 3**

3 semester hours

Study and analysis of various bilingual education program models for teaching non-English speaking students. Attention will be paid to the problems of bilingual students and the interference among the language system and cultures in the home, community, and school.

### **SCPY 610 - Developmental Psychology**

**Credit(s): 3**

3 semester hours

**Cross-listed With:** EDUC 610

Review and analysis of research and theories of human development and behavior throughout the life span; childhood, adolescence and the adult years; emphasis on normal growth and development focusing on the critical issues involved in each stage of development.

### **SCPY 616 - Statistics and Research Methodology I**

**Credit(s): 3**

3 semester hours

**Cross-listed With:** PSYN 616

How to design and conduct experiments, interpret obtained results, and refine the succeeding design and procedures is discussed. How to read and critique a problem, collect and analyze data and interpret and critique the outcome is demonstrated. At the end of the course the student will submit to the Mercy College Institutional Review Board a completed literature review, introduction, and methodology section of a proposed research project that will be completed in SCPY 617.

### **SCPY 617 - Statistics and Research Methodology II**

**Credit(s): 3**

3 semester hours

**Cross-listed With:** PSYN 617

**Prerequisite(s):** SCPY 616

How to conduct experiments, interpret obtained results, and refine the succeeding design and procedures is discussed. Students will collect and analyze data as well as interpret and critique the outcome. At the end of the

course the student will have completed the research project that was proposed in SCPY 616.

## **SCPY 641 - Neurological Factors in Cognition and Behavior**

**Credit(s): 3**

3 semester hours

Neural anatomy and mechanisms involved in cognition, behavior, language, reading, and the acquisition of other academic skills will be examined. Particular attention will be paid to biological aspects of learning and behavioral disorders. Development neuropsychological research will be examined for principles which could enhance psychoeducational assessment and remedial practices. Neurological disorders will be discussed in relationship to modifications in educational placement and practice.

## **SCPY 652 - Developmental Psychopathology**

**Credit(s): 3**

3 semester hours

Students will understand the major diagnostic categories of psychopathology in children and adolescents. Case studies will be used to illustrate disorders such as pervasive development disorders, depression, anxiety attention deficit and hyperactivity and conduct disorders. Consideration will be given to cultural and social factors in the areas of diagnosis and therapeutic intervention. Psychopharmacology and the use of the DSM V will be discussed.

## **SCPY 654 - Behavior Management Applications for Children with Special Needs**

**Credit(s): 3**

3 semester hours

For learning to proceed optimally, the setting must be one where behaviors (social, emotional and cognitive) are managed. This course will provide students with practical skills needed to plan, implement and evaluate behavior-management programs for both individuals and groups of children in a variety of learning environments. Considered will be techniques such as behavior modification, self-control, social skills training, assertiveness training and effective education programs.

## **SCPY 657 - Group Counseling Techniques for School Psychologists**

**Credit(s): 3**

3 semester hours

Contemporary theories and practical perspectives pertaining to group counseling will be presented. Students will identify factors in group processes which promote growth and development in multicultural school and family environments. Students will also examine and practice techniques appropriate for the resolution of personal, social, and academic conflicts. Additional laboratory hours will be required for students to participate in a group and analyze its dynamics.

## **SCPY 658 - Individual Counseling Techniques for School Psychologists**

**Credit(s): 3**

3 semester hours

Students will be introduced to the major theories of individual counseling as they pertain to school settings. Individual techniques other than psychotherapy used to enhance self-esteem, self-awareness, and social skill, and to reduce adjustment problems, will be practiced. Crisis intervention will be discussed. Issues pertaining to the

counseling of culturally and linguistically diverse individuals and their families will be examined. Additional laboratory hours will be required.

### **SCPY 670 - Fieldwork in School Psychology**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** SCPY 718, SCPY 719, SCPY 720

Students will be placed in a setting consistent with their areas of interest. They will learn informal assessment techniques including interviews, observations and work sample analysis. Students will distinguish between typical and atypical patterns of behavior taking into consideration cultural, social and other factors. Informal assessment data will be integrated into a broader framework of development and educational theory. Attitudes toward and expectations of individuals with special needs will be discussed. The various roles of the school psychologist will be examined. One hundred twenty hours of fieldwork required.

### **SCPY 703 - Remediation of Learning Problems: Students with Special Needs**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** SCPY 705

Based upon differential diagnosis through formal and informal assessment, implementation of the legally mandated individual educational program for each child in a special education class will be the focus of this course. A variety of individual and group remedial techniques are examined in order to improve learning. Role behavior modification, drug treatment, diet adjustment, role-playing, and counseling as they related to remediation will be discussed. To maximize the effectiveness of day-by-day activities in the classroom, the need to constantly review the factors which disrupt processes and the procedures which enhance learning will be stressed.

### **SCPY 704 - Psychological and Educational Assessment**

**Credit(s): 3**

3 semester hours

Components of a "best practice" school-based assessment process will be identified and examined as a data-based tool for decision making regarding individual and systems-level interventions. Relevant statistical and measurement concepts will be presented as vehicles to derive and interpret test results and understand test construction. Social, cultural, legal, and ethical issues in assessment and practice will be considered.

### **SCPY 705 - Diagnosis of Learning Problems: Students with Special Needs**

**Credit(s): 3**

3 semester hours

Theoretical and practical approaches to diagnosis will be examined. As the basis for differential diagnosis of learning problems, formal and informal observation and testing in the academic areas will be planned. The emphasis will be on administering tests and scoring and interpreting test data in order to generate the legally mandated individual educational program for each child.

### **SCPY 710 - Consultation in Multicultural School Settings**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** SCPY 718, SCPY 719, SCPY 720

Students will study theories of mental health consultation and organizational change as they apply to instructional settings. They will learn to analyze a school's culture and organization in order to act as a positive change agent. They will study ways of developing consultative relationships with colleagues, parents, and community agency personnel in order to develop intervention plans for children in schools. Skills crucial to effective consultation and ethical guidelines for practice will be identified and used. Students will learn about issues pertaining to consultation in multicultural settings. (Taken with Fieldwork)

## **SCPY 718 - Individual Assessment: Cognitive I**

**Credit(s):** 3

3 semester hours

**Prerequisite(s):** SCPY 704

Students will learn to administer, score and interpret standardized tests as part of the cognitive assessment of children. This course will focus on the Wechsler Intelligence Scales. Psychometric properties of these instruments will be related to issues of interpretation. Psychological issues in intelligence testing will be reviewed as well as ethical and legal considerations. Students will be required to administer tests and will write assessment reports based on the results.

## **SCPY 719 - Individual Assessment: Cognitive II**

**Credit(s):** 3

3 semester hours

**Prerequisite(s):** SCPY 704, SCPY 718

Students will continue to learn how to assess the cognitive functioning of the children by administering, scoring, and interpreting, intelligence tests used by school psychologists including the Stanford-Binet and the Woodcock-Johnson. The assessment of adaptive behavior will also be studied. Integration of findings with educational evaluation results will be examined so that individual educational plans can be developed. Students will be required to administer tests and will write assessment reports based on the results.

## **SCPY 720 - Individual Assessment: Social/Emotional/Behavioral Development I**

**Credit(s):** 3

3 semester hours

**Prerequisite(s):** SCPY 704

Students will administer and interpret measures of personality and examine their relationship to other components of the assessment process. Assessment will focus on clinical interviews, sentence completion techniques and the TAT. Students will be required to administer these personality measures, make class presentations and write reports. Conceptual foundations of these techniques will be reviewed. Cultural, ethical and legal issues will be explored.

## **SCPY 721 - Individual Assessment: Social/Emotional/Behavioral Development II**

**Credit(s):** 3

3 semester hours

**Prerequisite(s):** SCPY 704, SCPY 720

Students will continue to develop their skills in the personality assessment process. Emphasis will be on the use of self-reports and behavior rating scales. Students will administer and interpret complete psychological evaluations and present their findings in case presentations and written reports. Students will also participate in the Mock CSE exercise. Interpretations of data will focus on integrating clinical findings so that specific educational plans can be developed. Cultural, legal and ethical issues will be further explored.

## **SCPY 724 - Assessing Bilingual Children And Adolescents**

**Credit(s): 3**

3 semester hours

**Prerequisite(s):** SCPY 704, SCPY 718

The course will examine issues in the assessment of bilingual children including the appropriate use of standardized measures, nondiscriminatory assessment, alternative approaches to the assessment of cognitive functioning and social adaptive behavior of linguistically diverse children. Students will learn how to conduct evaluations in the child's first and/or second language. Students will administer tests, make case presentations and write reports. Interpretation of data will focus on integrating clinical findings so that individual educational plans can be developed.

## **SCPY 771 - Internship in School Psychology (cc)**

**Credit(s): 6 credits per semester**

**Prerequisite(s):** SCPY 670

Students will spend 1,200 hours in a college-approved setting under the dual guidance of an on-site staff psychologist and a college-based clinical advisor. Students will be placed in a setting consistent with their areas of interest. Participation in the intake and screening process, individual evaluation, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students will evaluate children, write reports and practice short-term counseling and consultation under the supervision of the on-site psychologist. Additional hours in professional development activities are also required. Such activities may include attendance at professional conferences, Internet research, attending community school board meetings, and participation in State educational reform presentations. Students will also attend weekly meetings with the college clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings will be discussed. Students must apply for the internship in the semester prior to registration. Pass/Fail.

This is the Core Course for M.S. School Psychology program. For explanation of the Core Course Requirements, click [here](#).

## **SCPY 890 - Capstone Continuation**

**Credit(s): No credit, but cost is equivalent to one credit.**

Students who have completed all coursework but have not completed their capstone project within the required one term must register for this course each subsequent term until the project is completed. Only two consecutive terms of Capstone continuation registration permitted.

## **SCPY 899 - Maintenance of Matriculation**

**Credit(s): No credit.**

Students are expected to register in successive terms to maintain status as a matriculated student. However, if a student cannot enroll in a term, maintenance of matriculation is required. The fee is \$100 per term and is processed as a registration. Maintenance of matriculation without attending class is limited to one year. Students who have not



maintained matriculation and wish to return to their program within one year after their last course registration will be charged the fee for each missed term. Activated U.S. Military Reservists are not required to pay the fee.

# Academic Regulations and Procedures and Student Policies

---

## **Academic Information and Policies**

The official source of all information concerning academic policies and regulations is the Graduate Catalog. While the Graduate Catalog is updated regularly, changes in requirements or policies may occur which are not immediately listed in this Catalog. All students should take note of official bulletins and announcements issued by the Office of the Provost or of information specific to a particular Mercy College graduate program.

## **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 an 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.

**Self-Plagiarism** is the act of turning in one's own work (papers, exams, cases, etc.) in its original form or with only minor modifications in more than one course for academic credit. Self-Plagiarism is a violation of this policy.

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) purchasing of, 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 attempt 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, purchasing, sharing, or posting examinations, or the students' written work, like cases, papers, etc., without explicit faculty permission
- 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.

### **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 circumstances 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.

### **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.

### **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. 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.

### **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**

At this step the process remains informal. 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.

### **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: Graduate 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 Graduate Academic Appeals Committee. Such appeal must be made in writing to the Committee, to the attention of the Office of the Provost, within one week after the decision by the school dean. Appeals should be accompanied by any substantiating documentation. 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 Graduate 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 Graduate Academic Appeals Committee is final; no additional appeals will be permitted.**

### **Academic Probation**

All students who have a cumulative GPA below 3.0 will be placed on academic probation. If a student will not be

able to achieve a cumulative GPA of 3.0 within a reasonable time, the student may be subject to dismissal from the program. If a student receives a grade of F or FW in any course, the student will be subject to dismissal from the program. For all students on probation, future registrations must be reviewed and approved by the Academic Unit Head of the student's program or graduate Associate Dean.

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

### **Program Dismissal Review**

In cases which a student has been dismissed from a graduate program for poor academic performance, the student may request a dismissal review, through the school program dismissal review committee, when he/she believes that extenuating circumstances caused his/her poor academic performance. This request must be made in writing to the School Dean within 30 days of the notification of dismissal. The student should clearly state the reasons for his/her unacceptable academic performance and how he/she intends to improve it.

### **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.

### **Capstone Advisement**

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

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

### **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.

### **Core Courses (cc)**

NYS regulations require that a student must take a minimum of one three or more credit course at the campus at which the degree program is approved by the state education department. Each program has detailed a core course within the major, which is only offered at the program's 'home' campus, for this purpose. Students may take other core requirements and electives at other campuses, but they must complete the core course at the home campus in order to complete their degree. Core courses are designated throughout the catalog with the superscript (cc); the list of programs by approved campus is set out in the Registered Programs by Campus section of this Catalog.

The core course requirement is not applicable for the College of New Rochelle (CNR) teach out students who have already completed the core course at CNR (if enrolling at a Mercy Campus (Dobbs Ferry, Bronx, Manhattan, Yorktown) to complete their degree) and is not applicable for students who are enrolled at the CNR campus locations. The core course requirement is applicable for students who have not yet completed the course while at CNR and have enrolled at a Mercy Campus.

### **Course Load**

A full-time load for a graduate student is nine credits in a semester/trimester program; a full-time load for a graduate student enrolled in a quarter program is six credits per quarter or nine credits per quarter for certain accelerated programs.

Semester/Trimester students may register for 12 credits with the program director's permission. Any course load over 12 credits a term requires the authorization of the school dean. The maximum number of graduate credits that may be taken during the full summer term is 12. Further, no more than six credits may be taken and completed within a single month. Please note certain graduate programs may have more stringent course load policies; check program regulations.

### **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.

### **Degree Requirements**

Each candidate for a degree or certificate must have completed all coursework and requirements with a GPA of not less than 3.0. The words "With Distinction" will appear on the diploma and transcript of any student who completes their degree with a GPA of at least 3.75. Once the degree is conferred, the academic record is finalized and cannot be changed.

### **Degree Conferral Form**

The formal graduation ceremony takes place in May. Degrees are conferred in February, May and August. All students are required to apply for graduation by filling out the Degree Conferral Form (available online or in the Office of the 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 degree conferred to the next scheduled date for issuing diplomas. Students who miss the

deadline must submit an application for the new graduation date by the deadline listed below.

| <b>Deadline for Degree Conferral</b>      |            |
|---|------------|
| February                                  | October 15 |
| May                                       | February 2 |
| August Participating in the May Ceremony* | April 10   |
| August                                    | May 15     |

\* Must be registered for the 6 or less credits that complete degree requirements

### **Transcript**

Upon graduation, students are entitled to one free student copy of transcript with their diploma. The cost of a transcript is \$5.00 for a student copy and free for an official copy. No transcript will be issued for a student whose financial account is not settled. All questions regarding transcripts should be addressed to the Office of Enrollment Services at the Dobbs Ferry campus.

### **Enrollment and Student Verifications**

All official enrollment and student verifications must be requested through the Registrar in Dobbs Ferry.

### **Grade Suppression**

If a student repeats a course, the lower grade will be suppressed from the GPA. The original course and the repeated course must be taken at Mercy College. The lower grade will remain on the transcript but will not count in the overall GPA. Students receiving financial aid should check with enrollment services to understand how repeating the course may affect their aid.

### **Grading Policy**

**Students earn the following grades after evaluation procedures are implemented:**

A            Excellent

A-

B+            Good

B

B-

C+            Passing (but unsatisfactory)

C

F            Failing

FW          Failing due to unofficial withdrawal

**Other grades that may be used in special circumstances are:**

|    |  |
|----|--|
| AU | Audit – No grade or credit granted                       |
| P  | Competency in meeting criterion-referenced objectives    |
| NC | No credit (not completed)                                |
| W  | Withdrawal from the course                               |
| X  | Incomplete – student has not met all course requirements |

### Quality Point Index

The quality point index represents the average grade attained in the set of completed courses. The 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 by completing a given course is determined by multiplying the total number of academic credits the course may confer by the coefficient corresponding to the grade received. The scale of coefficients is as follows:

|    |      |    |      |    |      |
|----|------|----|------|----|------|
| A  | 4.00 | B  | 3.00 | C  | 2.00 |
| A- | 3.67 | B- | 2.67 | F  | 0.00 |
| B+ | 3.33 | C+ | 2.33 | FW | 0.00 |

The grades P, NC, I and W are not calculated in the Quality Point Index.

### Incomplete Grades

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-term 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. Students who have two or more Incompletes on their academic record will be put on an academic hold and will not be allowed to register for subsequent courses without the permission of the Dean or Associate Dean. Incomplete grades are treated as a W when calculating a student's Satisfactory Academic Progress for continued financial aid eligibility.

### In order to be considered for a grade of Incomplete, the student must:

1. Fill out the reverse side of the Student Request for a Grade of Incomplete form 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 a majority of the work 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 one year or less, with minimal assistance from the instructor.
5. Provide documentation of the extenuating circumstances (personal emergency, illness, etc.) warranting the incomplete.

**NOTE:** you 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 respective term. Some Schools may have additional policies – please check the catalog.

### **Leave of Absence**

A student in good standing may request of leave of absence from the College for a minimum of one year without prejudice to his/her standing. Students on a leave must register for Maintenance of Matriculation. If the student does not return to the College in the term following the leave, he/she must re-apply to the College and program for readmission. The student will then be subject to the rules and program changes which are in effect for the current catalog year. A leave of absence must be made by a written request to the student's program director.

### **Readmission Procedure**

Students who have not maintained matriculation nor enrolled for one year are required to file an application for re-admission through the Admissions office. Such students are required to meet the existing admission standards and program requirements of the graduate program at the time of reapplication.

### **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 and may result in a reduction of financial aid monies.

### **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., 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.

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

The cumulative GPA for both good academic standing and degree conferral is a 3.0. A student admitted as a Special Matriculant is required to achieve a 3.0 average or better after completion of six credits. Please note, certain graduate programs may have more stringent program policies. Please check the specific program regulations. Grades are subject to review by the faculty advisor and program director at the end of each term. If the academic average falls below 3.1 the student will be placed on academic probation.

### **Maintenance of Matriculation**

It is expected that students will fulfill the requirements for their graduate degree by registering over successive sessions. Registration is accomplished by either enrolling in classes or maintaining matriculation.

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

### **Policies and Procedures Relating to Student Complaints**

Students with complaints are encouraged to discuss their concerns informally with the appropriate office or individual. For academic concerns, students are encouraged to communicate with their instructors and/or academic advisors early in the term to resolve issues and to allow time for appropriate actions and referrals.

For academic grievances, refer to the Academic Appeals Policy. For all other non-academic complaints/grievances, students should refer to the Student Complaint Policy found in the Student Handbook.

### **Registration**

The regular registration periods are designated for each semester, term, 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 the Web at [connect.mercy.edu](http://connect.mercy.edu) or in person at the Office of Enrollment Services. Registration is subject to academic procedures that are published by the Registrar, and billing procedures that are published by the Office of Student Accounts. Students who add or change sections of courses on or after the first day of class are subject to a change of program fee. With the exception of formal withdrawal, no program changes are allowed after a course has had two

class meetings. Students should meet with their graduate program director or Enrollment Services Counselor to plan their academic program.

## **Late Registration**

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, 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 department chair or program director/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 registrations will be allowed after a class has met more than once.

## **Exception to Registration and Refund Policies**

Mercy College is committed to providing motivated students with the opportunity to succeed in the classroom. The College recognizes that there may be extraordinary circumstances under which attendance in class is rendered impossible, or which severely hinder a student's ability to successfully meet the requirements of their course of study. For these reasons, the College has instituted the following Exception Policy, in that students with the following extraordinary circumstances may be eligible to request an exception to the registration and refund policies:

**Active Military Service** – This applies to any student required to discontinue attendance of classes due to military service. The student must fill out the Special Considerations Form and provide a copy of the orders to report to active duty to the Vice President of Enrollment Services, or her/his designee. A decision regarding an exception to the registration and/or refund policy will be provided to the student within five business days.

**Health Related** - This applies to a student who has a serious physical or mental health condition which affects her or his ability to successfully meet the requirements of their course of study.

In order for a request for partial or full refund and/or exception to the withdrawal policy to be considered due to health-related reasons, the following steps must be taken:

The student (or someone authorized on behalf of the student) must submit a request to the student's PACT, COP or Enrollment Services mentor within two weeks of when the health related incident occurred or prior to the end of the semester for which the student is requesting a refund/exception to the withdrawal policy, whichever is earlier. The request shall include the following documents:

1. A completed Special Considerations Form, which can be found on Mercy Connect or at the Office of Enrollment Services;
2. A letter explaining the health-related issues; and
3. Medical Records, as well as any other relevant documentation.

After submission of all required documents, the PACT, COP or Enrollment Services mentor shall forward the completed package as soon as practicable to the Vice President of Enrollment Services, who will forward to the package to the Committee for Special Consideration. The Committee for Special Consideration, which shall be comprised of a member of the Offices of the Provost, Student Affairs and Health and Wellness, shall review the case and make a recommendation within ten (10) business days of submission of all required documentation to the Vice President for Enrollment Services or her/his designee, who shall render a decision on the matter within five business days. The decision of the Vice President for Enrollment Services or her/his designee shall be final.

Note that requests pursuant to the Exception to the Registration and Refund Policies are not routinely granted, and that the expectation of a low or failing grade is not an acceptable reason for the Committee and/or Vice President

for Enrollment Services to consider a withdrawal from a course. The instructor will be asked by the Committee to indicate on a Course Withdrawal Evaluation Form what the student's level of performance in the course has been up to their last date of attendance.

If a refund or registration exception is granted for health-related reasons, the student shall not return to the College until medical clearance is provided by a treating physician, which shall be evaluated by the College's Director of Health and Wellness. The Director will then make a recommendation to the Vice President for Enrollment Services, or her/his designee, for the determination whether the student is fit to return, which determination shall be final.

If a student is granted an exception for tuition for any of the reasons above, the student will not receive a refund, but will be able to apply these funds towards future terms of study at Mercy College. The student will be credited an amount deemed appropriate by the Vice President for Enrollment Services and shall be for tuition only; fees are non-creditable, non-refundable and non-negotiable. Room and Board charges do not qualify under this policy. Please see the policy for housing refund outlined in the student's Housing Contract or contact the Dean of Student Affairs. Cases where a student has federal and/or state financial aid or grants will be dealt with as appropriate by the Vice President for Enrollment Services within the mandates of the respective authority.

For registration requests, the Vice President for Enrollment Services (in consultation with the relevant College personnel) will determine the appropriate exception that will be granted on behalf of a student depending on the student's particular circumstances.

### **Withdrawal**

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 Mercy Connect, or in person at the Office of Enrollment Services at the 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**

Students wishing to withdraw after the last published day of withdrawal for any given term must get permission from the school dean. The withdrawal form, with the dean's signature, must be processed in person at the Office of Enrollment Services at any Mercy College location. Note: The dean will usually request supporting evidence such as a letter from the student explaining the extraordinary circumstances that warrant a late withdrawal as well as medical or other documentation as needed.

Students receiving any form of financial aid including scholarships, grants and loans must also meet with a financial aid counselor to determine the financial implications associated with the withdrawal.

It is important to note that all withdrawals are based upon tuition commitments for the full semester in accordance with the published refund schedule. The effective date of withdrawal is the date when the student withdrew using either Mercy Connect, or the date the withdrawal was processed in the Office of Enrollment Services. Failure to attend classes does not constitute a withdrawal.

### **Transfer Credits**

Certain graduate programs will consider the awarding of transfer credits for graduate courses taken prior to admissions, if equivalent in content to a course in one's plan of study. Permission to transfer credits must be requested at the time of admissions and official transcripts and course descriptions must be submitted to the

program director for evaluation. Transfer credit will be granted only for courses taken in the five-year period prior to acceptance and for courses in which the student earned a grade of B or higher. Transfer credit is normally limited to six credits. Please see specific program sections since some programs have more stringent regulations in regard to transfer credits.

## **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 maximum 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 advisor 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.

## **Residency Requirements**

A degree candidate must complete at least 24 credits of required graduate courses in one program to meet the residency requirement. To be in residence, the student must have registered for courses offered by one of the Mercy College graduate programs. Six credits in transfer may be accepted, if appropriate. The remaining credits must be taken in residence.

**NOTE:** The residence requirement is not applicable for the College of New Rochelle (CNR) teach out students as defined by the Teach Out agreement between Mercy College and The College of New Rochelle. Teach Out eligible students are classified as follows:

- a. Students who were enrolled at CNR as of Spring 2019 (and Summer 2019)
- b. Students who were in good academic standing as of the Spring (and Summer) 2019
- c. Stop out students in good academic standing from Spring 2018, Summer 2018 and Fall 2018

## **Responsible Conduct of Research Policy**

### **I. Policy Statement**

It is the policy of Mercy College that all faculty, staff, and graduate and undergraduate students involved in scientific and empirical research must complete training in the Responsible Conduct of Research. Trainees engaged in research at the undergraduate or graduate level will receive instruction in ethical considerations and decision making in RCR that is appropriate for their disciplines and stage of research education and curricula. Faculty and staff engaged in scientific and empirical research must complete RCR training regardless of funding. It is the responsibility of the faculty researcher to ensure that all applicable team members are informed of this requirement and that the requirement has been met.

### **II. Mercy College Faculty and Staff Online Training**

All faculty and staff members involved in scientific and empirical research, regardless of whether it is funded, must complete required online modules of the Collaborative Institutional Training Initiative's (CITI) training in RCR. This online training should be completed within six weeks of beginning research activities. However, when applying for

IRB approvals, IRB guidelines for submitting proposals must be followed, which state that all research proposals submitted to the Mercy College IRB must contain a certificate of successful completion of the CITI training program for all key personnel.

Information and instructions for the CITI training may be found at <http://www.mercy.edu/academics/research-grants/citi>. Online RCR training certificates are valid for four years; after four years, training must be completed again. A list of Mercy's required and optional CITI RCR training courses is available upon request from the Research and Grants Coordinator in the Office of the Provost.

### III. Mercy College Graduate and Undergraduate Students

Graduate and undergraduate students who are involved in scientific and empirical research, regardless of funding, must complete required online modules of CITI training in RCR within six weeks of initiating their research activities. However, when applying for IRB approvals, IRB guidelines for submitting proposals must be followed, which state that all research proposals submitted to the Mercy College IRB must contain a certificate of successful completion of the CITI training program for all key personnel.

Instructions for completing the CITI training are found at <http://mercy.edu/academics/research-grants/citi>. Online RCR training certificates are valid for four years; after four years training must be completed again. A list of Mercy's required and optional CITI RCR training courses is available upon request.

### IV. Documentation of Training

All researchers are expected to maintain records documenting the fact that they have completed training in RCR. In addition, they are expected to submit digital copies of their training certificates to the following College personnel:

**Mercy College's Research and Grants Coordinator.** The Research and Grants Coordinator will maintain documentation of completion of RCR training for all Mercy researchers, whether faculty, staff, graduate or undergraduate students. The Coordinator also will provide information about RCR training to faculty, staff, and students who are involved in scientific and empirical research, and guidance with regard to any RCR issues.

**Director, Office of Sponsored Programs.** The Director, Office of Sponsored Programs, will ensure that a copy of an up-to-date RCR training certificate for each PI or co-PI of a research grant application is on file before a grant application may be submitted.

### V. Responsible Faculty Advisors

Faculty advisors of graduate and undergraduate students who are involved in scientific research related activities will have the following RCR training responsibilities:

1. Faculty advisors will provide ongoing training to their student researchers in RCR topics specific to their research setting. This training may include face-to-face discussions during group or individual meetings.
2. Faculty advisors will make themselves available to their students in need of guidance about RCR issues.
3. Faculty advisors will maintain copies of RCR training certificates of completion for their student researchers.
4. Faculty advisors will ensure that students comply with particular federal sponsor requirements for RCR training. Such requirements include, but are not limited to, the following:

| Requirements | NSF                            | NIH   |
|--------------|--------------------------------|---|
| Who must     | NSF expects institutions to be | All undergraduates, graduate students, postdoctoral |

|                    |  |   |
|--------------------|--|---|
| complete training? | able to verify that those students (undergraduates and graduates) and postdoctoral researchers who receive NSF funds support from salary or stipends to conduct research on NSF grants will obtain RCR training. | fellows, and junior faculty supported by early career awards and training grants.<br>See <a href="http://researchtraining.nih.gov/">http://researchtraining.nih.gov/</a>  |
| Presentation       | Defined by Institution   | At least eight hours of in-classroom face-to-face training involving case studies, small-group discussions.<br>Participation by research training faculty members is highly encouraged.   |
| Content            | Defined by Institution   | Conflict of interest (personal, professional and financial); policies regarding human subjects, live vertebrate animal subjects in research; mentor/mentee responsibilities and relationships; collaborative research including collaborations with industry peer review; data acquisition and laboratory tools; management, sharing and ownership; research misconduct and policies for handling misconduct; responsible authorship and publication; and scientist as responsible member of society. |
| Duration           | Defined by Institution   | A minimum of once at undergraduate, post-baccalaureate, pre-doctoral, and faculty levels  |
| Frequency          | Defined by Institution   | No less than once every four years.   |

## VI. Background

Mercy College's Policy for the Responsible Conduct of Research (RCR) is intended to comply with the requirements of the National Science Foundation (NSF) and the National Institutes of Health (NIH). These requirements are detailed in NSF's *Proposal and Award Policies and Procedures*

*Guide*, [http://www.nsf.gov/pubs/policydocs/pappg18\\_1/nsf18\\_1.pdf](http://www.nsf.gov/pubs/policydocs/pappg18_1/nsf18_1.pdf), and outlined in NIH's NOT-OD\_10-019 as updated by NOT-OD-16-122 <http://grants.nih.gov/grants/guide/notice-files/NOT-OD-16-122.html>.

# Support Services and Resources

---

## 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 hard copy format, from the Mercy College Office of Campus Safety and Security. To receive a copy, contact the Director of Security, at 914-674-7225.

Students may sign up to receive emergency campus alerts through the NY Alert website (<https://users.nyalert.gov>). For more information about preparing for or responding to a campus emergency, download the "In Case of Crisis" Application in the Apple or Google Play app stores.

Students wishing to report an emergency should call 914-674-9999 or 911; for general security assistance in a non-emergency situation call 914-674-7225.

## Graduate Academic Support

Graduate Academic Support is designed to assist graduate students to persist in their studies and succeed in their coursework with the goal of graduation and increased employment opportunities. Writing and research specialists assist graduate students through one-on-one assistance, workshops, and online. Dedicated study and learning spaces are provided at the Bronx (4th floor) and Dobbs Ferry (library) campuses. Please schedule an appointment in advance for tutoring in writing and research. Preregistration for workshops is encouraged.

Workshops are provided for a variety of credentialing exams in the health and education professions. Content Peer Tutoring positions are available for graduate students to provide peer tutoring, particularly in the professional preparation programs in Health and Natural Sciences.

## Career and Professional Development

Career and Professional Development at Mercy College teaches career readiness, with the goal of each student developing lifelong career management skills. We provide tools, career education, and exposure to valuable opportunities that empower students to take ownership of their career success.

*Services available to Mercy College students include, but are not limited to:*

- **Resumé & cover letter building** – Work with a Career Coach to develop a professional and competitive resumé and cover letter that stand apart from the crowd.
- **Job and Internship search** – Develop a strategy to efficiently and effectively identify and pursue the career opportunities of your choice.
- **Interview skills** – Conduct live mock interviews, or practice at home with Big interview, a virtual mock interview tool, to increase skill and confidence in communicating your unique value to employers.
- **Career Fairs** – Network with employers and find internships, full-time and part-time jobs at on-campus career and internship fairs.



## Career Maverick

Mercy College's Career Maverick system is an online job board our online tool and app that contains career resources, internship postings, and full-time and part-time job opportunities specifically targeting members of the Mercy College Community. Registration is free and available exclusively to members of the Mercy College community at <https://career.mercy.edu/channels/csm/>.

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 career coach at the campus of your choice call 914-674-7203 or email: [CPD@mercy.edu](mailto:CPD@mercy.edu)

## Student Counseling Center

The Mercy College Student Counseling Services office offers psychological evaluation and brief treatment 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-time and part-time faculty, administrators, and staff may contact the Employee Assistance Program (EAP) to obtain psychological services.*

## The Mercy College CARE Team

The Mercy College CARE Team is a collaborative group of College officials who focus on the prevention and early intervention for students experiencing serious distress or engaging in harmful or disruptive behaviors. Through an online reporting form, Mercy College community members can alert the CARE Team of students of concern and will be able to review, assess and make recommendations for how to best assist a referred student. The Team aims to intervene and assist students in meeting their academic, personal and professional goals at the College. To submit a referral for a student, you can access the CARE Referral Form through this link: [https://cm.maxient.com/reportingform.php?MercyCollege&layout\\_id=5](https://cm.maxient.com/reportingform.php?MercyCollege&layout_id=5). You may also reach out to the CARE Team through the email [care@mercy.edu](mailto:care@mercy.edu).

## Non-Discrimination Policy

Mercy College is committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunity, employment, and access to services, programs, and activities, without regard to an individual's race, color, national origin, religion, creed, age, disability, sex, gender identity, gender expression, transgender status, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. Employees, students, applicants or other members of the College community (including but not limited to contractors, vendors or visitors) may not be subjected to harassment that is prohibited by law, or treated adversely based upon a protected characteristic, or retaliated against for making a complaint regarding such adverse treatment.

The College is also committed to providing reasonable accommodations when appropriate to individuals with disabilities, individuals observing religious practices, and employees who have pregnancy or childbirth-related

medical conditions. Retaliation for reporting or opposing discrimination, cooperating with an investigation of a discrimination complaint, or requesting an accommodation is also prohibited.

The College's policy addressing discrimination and harassment is set forth more fully in the **Mercy College Policy on Equal Opportunity and Nondiscrimination**. The College's policy addressing sexual harassment, gender-based harassment and sexual violence is set forth more fully in the **Mercy College Policies and Procedures Relating to Sexual Misconduct**, both of which can be found in the **Student Handbook**.

Inquiries regarding the application of all laws, regulations and policies prohibiting discrimination may be directed to Ana Gonzalez, Esq., Title IX Coordinator and Equity Compliance Specialist, [agonzalez@mercy.edu](mailto:agonzalez@mercy.edu), 914-674-7679.

## **Rights Afforded Under FERPA**

The Family Educational Rights and Privacy Act of 1974 ("FERPA" or the "Act") affords eligible students certain rights with respect to their education records. An eligible student under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age. Persons who unsuccessfully applied for admission to the College or who are offered admission but never attended the College are not covered by the Act.

Eligible students are afforded the following rights:

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 SW, Washington, DC 20202

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.

## 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)

## Students With Disabilities

The Office of ACCESSibility provides Accommodations, Collaboration, Consultation, and Educational Support Services for students with disabilities. The office works to collaborate with and empower students who have disabilities to enable equal access to an education and college life. ACCESS provides opportunities and resources that will facilitate the development of self-advocacy, self-efficacy, and adaptive skills in students to overcome barriers a disability may present. To learn more contact, [accessibility@mercy.edu](mailto:accessibility@mercy.edu).

Students whose disabilities may require some type of accommodation, must self-identify and complete an "Application for Accommodations." ACCESS may require documentation of the disability. Documentation will assist ACCESS in understanding how the disability impacts the student in an academic setting and the current impact of the disability as it relates to the accommodations requested. Reviewing documentation is a collaborative process and accommodation request is handled on a case-to-case basis.

A follow-up meeting with ACCESS may be required. Students with a disability are encouraged to contact the Office

of ACCESSibility, Main Hall, Room 121, (914) 674-7523. Students are encouraged to register with ACCESS as soon as possible after admission to the college to ensure timely provision of services. Students should also visit ACCESS at the beginning of each semester to obtain up-to-date documentation of their accommodations.

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 if the student disagrees with an accommodation that was not approved, she/he should refer to the Policy and Procedures for Implementing Reasonable Accommodations for Students in the Mercy College Student Handbook.

## **Policy on Alcohol and Illegal Drugs**

The abuse of alcohol and illegal drugs can have a significant adverse effect upon the Mercy College community, compromising interpersonal relationships and undermining the educational mission of the College. In response to these concerns, and pursuant to the Drug-Free Schools of Communities Act Amendments of 1989, the College has developed a comprehensive program to prevent the use of illegal drugs and the abuse of alcohol. The College reviews its program biennially to determine its effectiveness, to implement any necessary changes, and to ensure that the required disciplinary sanctions are consistently enforced. Refer to the Student Handbook for detailed information concerning:

1. Mercy College's policies on substance abuse and alcoholic beverages.
2. College sanctions for violation of these policies.
3. Criminal sanctions for the illegal possession or distribution of drugs and alcohol.
4. Mercy College's Drug/Alcohol Use Amnesty Policy.
5. Health risks of drugs and alcohol.
6. Places where one can receive help concerning the abuse of alcohol and drugs.

## **Textbooks**

Textbooks are available for student purchase at the campus bookstores located at the Dobbs Ferry and Bronx campuses, as well as online at [www.mercy-dobbs.bkstr.com](http://www.mercy-dobbs.bkstr.com) for Dobbs Ferry, Manhattan, Yorktown, and online students; or [www.mercy-bronx.bkstr.com](http://www.mercy-bronx.bkstr.com) for Bronx students.

Textbook pricing information for required and recommended materials for each class is available on the bookstore website.

## **Honor Societies**

### **Business**

Students in the Business graduate programs have the opportunity to become members of the Delta Mu Delta International Honor Society in Business. The mission of Delta Mu Delta is to recognize students for their outstanding academic achievement in business. The Society has over 160 active chapters and offers members numerous benefits, including networking, leadership, and scholarship opportunities to help build their résumés. Membership in Delta Mu Delta is an indication to prospective employers that members have distinguished themselves scholastically.

### **Counseling**

Students in the graduate programs in Counseling and in School Counseling have the opportunity to become members of Pi Gamma Mu, the National Honor Society founded in 1924 for the purpose of encouraging, stimulating, and maintaining scholarship in the Social and Behavioral Sciences. Membership is open to graduate and

undergraduate men and women who are making the study of Counseling one of their major interests and who meet the appropriate qualifications.

### **Education**

Students in the graduate programs in Education have the opportunity to qualify for membership in Phi Delta Kappa, the professional society for educators, administrators, and graduate students. Its goals are to promote research, service, and leadership in education. Phi Delta Kappa International is a worldwide organization with over 100,000 members.

### **Nursing**

Students in the graduate programs in Nursing have the opportunity to become members of the Zeta Omega Chapter of Sigma Theta Tau, the International Honor Society of Nursing. The Zeta Omega Chapter, comprised of baccalaureate and masters nursing programs at Mercy College, the College of New Rochelle, Dominican College of Blauvelt, and Pace University, was chartered in 1984. The organization recognizes superior achievement and development of leadership qualities, fosters high professional standards, encourages creative work, and strengthens commitment to the ideals of the profession.

### **Psychology**

Students in the graduate programs in Psychology and in School Psychology have the opportunity to become members of Psi Chi, the National Honor Society founded in 1929 for the purpose of encouraging, stimulating, and maintaining scholarship in Psychology. Membership is open to graduate and undergraduate men and women who are making the study of Psychology one of their major interests and who meet the appropriate qualifications.

### **Professional Societies**

#### ***Society for Human Resource Management — Student Chapter***

The Society for Human Resource Management is a non-profit association for human resource management professionals. Founded in 1948, the Society for Human Resource Management serves over 44,000 human resource professionals in a wide variety of U.S. and international organizations. The Mercy College Student Chapter was chartered to provide projects and activities related to the human resource field and to promote networking with human resource professionals. Students interested in membership should contact the Graduate Program in Human Resource Management at 914-674-7632.

#### ***National Student Speech-Language-Hearing Association (NSSLHA)***

The National Student Speech-Language-Hearing Association (NSSLHA) is the student chapter of the American Speech-Language-Hearing Association (ASHA). NSSLHA publishes the NSSLHA Journal and the Clinical Series.

Members also receive Asha Magazine and two additional ASHA journals of their choice. Students interested in membership should contact the Communication Disorders Program at 914-674-7340 or ASHA.

#### ***The Assembly of Student Delegates of the American Occupational Therapy Association***

The Assembly of Student Delegates of the American Occupational Therapy Association (ASD) provides a mechanism for the expression of student concerns and offers a means whereby students can have effective input into the affairs of the American Occupational Therapy Association (AOTA). ASD promotes the well-being of students, enhances their knowledge of the profession, and facilitates the sharing of ideas. Students interested in membership should contact the Occupational Therapy Program at 914-674-7815, or [www.aota.org](http://www.aota.org).

#### ***The Physician Assistant Student Society***

The Physician Assistant Student Society is Mercy College's chapter of the Student Academy of the American Academy of Physician Assistants (SAAAPA). The SAAAPA was established by the American Academy of Physician Assistants (AAPA) to represent physician assistant students throughout the country. The mission of the Mercy

College Physician Assistant Student Society is to support the professional and personal growth of PA students, to increase public awareness of the profession and to promote disease-prevention and health. Students interested in membership should contact the Graduate Program for Physician Assistant Studies.

***The Student Assembly of the American Physical Therapy Association***

The Student Assembly of the American Physical Therapy Association (APTA) represents thousands of student members. All student members automatically become part of the Student Assembly and can participate in APTA's governance as an officer or liaison. Members receive numerous publications including Today's Student in Physical Therapy, Physical Therapy, PT Bulletin and others. Applications can be obtained in the Physical Therapy office or from APTA at 800-999-APTA, ext. 3395 or 3124.

# Admissions

---

## Admission Requirements

Requirements for admission and matriculation include:

- A completed application for admission with the nonrefundable fee. (Please see the Tuition, Expenses and Financial Assistance section.)
- Applicants for admission to graduate study must hold a bachelor's degree from an accredited American college or university, or the equivalent degree from a foreign college or university. Applications generally have a cumulative GPA of 3.0 or higher. Applicants with a lower average may be considered for admission with special parameters based on professional experience. The student will be required to complete a specified number of credits with an overall GPA of 3.0 to continue in the program. Some graduate programs are dual degree pro-grams (B.S./M.S.) that have unique credit requirements. Please note that certain graduate programs may require additional documentation for the assessment of qualifications for admission. Additionally, please see specific program information and requirements in the appropriate section of this catalog.
- An assessment of qualifications for admission by the specific program director or designee.

Please note a student can only be matriculated and enrolled in one program at a time.

Full immunization compliance is required for registration. Please see the immunization compliance requirements below.

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

Students who have studied at institutions of higher education in other countries must present official foreign academic credential evaluation" as part of the admissions submission. A foreign academic credential evaluation is not required for an American School outside of the United States, that holds an approved regional accrediting agency. Mercy College Office of Admissions will make the final official evaluation of international transcripts; however, all students are required, at their own expense, to obtain an evaluation of their transcripts by a NACES (National Association of Credential Evaluation Services) AICE (Advanced International Certificate), or AACRO (American Association of Collegiate Registrars & Admissions Officers), certified evaluation agency (e.g., WES, SpanTran, ECE). Such evaluations should be sent by the agency directly to the Student Services Support Center at Mercy College. A complete list of NACES members can be found at [www.naces.org](http://www.naces.org). The criteria for accepting international degrees and credits are the same as that for degrees and credits from U.S. colleges and universities.

For more information for international students, please see the section on international students.

Qualified applicants are admitted without regard to race, religion, national or ethnic origin, gender, sexual orientation, marital status, age or physical disability.

## **Admission Procedures**

Applications may be submitted by mail, in-person or online to the Office of Admissions of Mercy College. An application for admission may be obtained by calling the Office of Admissions at 877-MERCY-GO (637-2946) or on our website at [www.mercy.edu](http://www.mercy.edu). Official transcripts, (evaluations and translations if required,) should be sent directly to the Mercy College Office of Admissions. Once all documentation is received by the Office of Admissions, including the program director's assessment of qualification for admission, notification of the college's decision will be sent. Check your program for additional procedure and requirement information. 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.

## **Criminal Background Checks**

Several graduate programs require outside placement for clinical experience as part of their program of study. Students should be aware that many hospitals, schools, childcare facilities and nursing homes now require criminal background checks of all people working in their settings due to state legislation and accreditation requirements. The completion of the criminal background check and their costs are the responsibility of the student. Students may be required to update their criminal background check each year. Each training site will be informed of the results of the background check prior to placement at the site. Refusal to complete the background check, or multiple rejections from external placements due to information in a student's background check may prevent the student from participation in an external clinical experience. If a student cannot complete the mandatory student placement, continuation in the program will not be permitted. For further details, students are advised to see their program director.

## **Registration in Classes**

Registration in graduate classes does not imply that the student has been accepted as a candidate for a degree. Initial registration to any graduate program must be authorized by the program director or designee. Some programs do permit six credits as a non-matriculant. The Teacher Education programs may permit up to 18 credits as a non-matriculant in specific programs to satisfy certification requirements. Acceptance to degree candidacy is contingent upon the student obtaining matriculated status and satisfying all admission and program requirements of the graduate program being pursued. A student can only be matriculated and enrolled in one program at a time.

## **New York State Department of Health Immunization Program**

Students attending colleges and universities in New York State are required to present proof of immunity against measles, mumps and rubella. Students born before January 1, 1957 are exempt from this requirement. Additionally, all students must complete the New York State Meningitis Form. This form is available in the Office of Enrollment Services or online at [www.mercy.edu/vaccine](http://www.mercy.edu/vaccine). Failure to show proof of compliance with this regulation will prohibit students from attending classes.

For further information on the New York State Department of Health Immunization requirements, please contact the Office of Enrollment Services. Additional health requirements may be needed in specific programs.

## **Health Insurance Policy**

In most of the health profession programs, students are required to maintain health insurance while participating in any off-campus component of the curriculum. Verification of health insurance is required by the program director



prior to the start of any off-campus clinical experience.

## **Members of the Armed Forces and Veterans**

At Mercy College, the past and present sacrifices made by student veterans in service to our nation are deeply appreciated. For active-duty service members and military veterans who want to advance their education and career in the midst of a rigorous lifestyle, Mercy College enables students to earn a graduate degree from more than 30 degree choices. Mercy College degree programs are designed to meet the needs of even the most demanding military schedule in an affordable, flexible, and individual approach with special emphasis on distance learning, service relevant programs, and second career paths.

Mercy College is an official U.S. Department of Veteran Affairs Yellow Ribbon School, and a G.I. Jobs Top Military Friendly School. It is also recognized as a Service Members' Opportunity College (SOC), providing educational assistance to active duty service members; a joint member of the Department of Defense Concurrent Admissions Program; and an approved college for the National Guard Tuition Grant Program. Mercy College offers the following benefits for members of the armed forces and veterans:

1. Use of admissions procedures that insure access to higher education for academically qualified military personnel.
2. Evaluation of learning gained through military experiences and academic credit awarded where applicable to the service member's program of study.
3. Evaluation of non-traditional learning and awarding of academic credit for such learning where applicable to the service member's program of study.
4. Evaluation of requests for inter-institutional transfer of credits and acceptance of such credits whenever they are appropriate to the service member's program and are consistent with the College's curriculum.
5. Flexibility to service members in satisfying residence requirements by making adjustments for military students who transfer when there are other assurances of program balance.
6. Education and student support services for veterans.

## **Facts about the Post-9/11 GI Bill**

Mercy College's designation as a Yellow Ribbon school combined with Post-9/11 GI Bill benefits virtually eliminates any education costs throughout a student's college career. In addition, the Post-9/11 GI Bill provides up to \$9,000 toward living expenses every semester to eligible Mercy College students. Transitioning from military service to academic life has never been easier thanks to Mercy College and the GI Bill.

The education benefit of the Post-9/11 GI Bill can now be used for undergraduate, graduate, and doctoral degrees.

There are increased benefit limits, including a housing cost allowance that is paid directly to the veteran.

The tuition benefit is paid directly to Mercy College. One hundred percent-eligible veterans will have no out-of-pocket tuition costs.

In certain cases, veteran GI Bill benefits can be transferred to an immediate family member.

A Chapter 33 or Chapter 31 veteran student is eligible to commence his/her education upon admittance to the College as of the first day of the respective term. A veteran student will not be prohibited from enrollment for lack of submission of his/her Certificate of Eligibility (COE) for Entitlement for Educational Assistance. To prevent any late

payment fees, the COE must be submitted on or before the first day of the term. A covered veteran student will not be penalized due to delayed disbursements from the Department of Veteran Affairs.

For further information regarding VA Benefits Certification, please contact the Office of Business Operations at 914-674-3104.

## **International Students**

International applicants who plan to attend Mercy College under F-1 non-immigrant student status should contact the International Students Office and request the I-20 Eligibility Form, other immigration and admissions related materials, and assistance with visa procedures.

The International Students Office provides academic support and immigration advisement for holders of F-1 non-immigrant status in the U.S. Individuals who may be considering a Change of Status (COS) to F-1 International Student, or need information about their eligibility to study in their current immigration status, should contact the International Students Office for support. The office assists members of the Mercy College international community by providing direct support with academic, career, employment, immigration, personal, cross-cultural and financial matters as it serves as a referral source to other college offices and academic departments. The office will advise on immigration matters including, general information on students' rights and responsibilities, assistance with procedures required for transferring institutions, extensions of stay, permission to work and practical training experiences. All F-1 international students must report within 15 days of arrival to the International Students Office of Mercy College with their travel and immigration documents. International students may contact the International Students Office at (914) 674-7284 or [international@mercy.edu](mailto:international@mercy.edu).

Official transcripts from foreign institutions must be evaluated by a NACES, AICE, or AACRO member, or internally, and sent directly to the Admissions Office at Mercy College. A foreign academic credential evaluation is not required for an American School outside of the United States, that holds an approved regional accreditation. 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).

# Tuition, Expenses and Financial Assistance

---

## Graduate Tuition

### Per credit hour:

|                             |          |
|-----------------------------|----------|
| Business Administration     | \$ 917   |
| Communication Disorders     | \$ 986   |
| Counseling                  | \$ 897   |
| Cybersecurity               | \$ 917   |
| Education                   | \$ 897   |
| English Literature          | \$ 897   |
| Health Services Management  | \$ 897   |
| Human Resource Management   | \$ 917   |
| Nursing                     | \$ 897   |
| Occupational Therapy        | \$ 986   |
| Organizational Leadership   | \$ 917   |
| Doctor of Physical Therapy  | \$ 986   |
| Physician Assistant Studies | \$ 1,030 |
| Psychology                  | \$ 897   |
| Public Accounting           | \$ 917   |
| School Building Leadership  | \$ 897   |
| School Psychology           | \$ 897   |
| Web Strategy and Design     | \$ 917   |

*All credits are charged at the credit hour rate. Please note tuition and fees are reviewed and updated annually. Please refer to the most current term Course Bulletin for current rates.*

## Fees

*(All fees are non-refundable)*

### Application Fee

OT/PA/CD \$ 62

PT \$ 40

All other programs \$ 40

Maintenance of Matriculation Fee \$ 100

*(For terms student does not enroll)*

Reinstatement of cancelled registration \$ 100

Late Registration Fee (Charged the first week of classes) \$ 100

Late Payment Fee (per assessment) \$ 100

Residential Life Application Fee \$ 100

Change of Program Fee \$ 15

*Payable by all students who add and/or drop a course during the period from the first day of term or semester to the end of late registration.*

Challenge Exam Fee (for BIOL 303, BIOL 317) \$ 80

Returned Check Fee \$ 20

### Transcript Fee

(official) Free

(student copy) \$ 5

### Registration Fee:

12 credits or more per semester \$ 330

Less than 12 credits per semester \$ 166

**Special Program Fee- Graduate Nursing (per semester):** \$62.50

**Special Program Fee – Physician Assistant (per semester):**

|                    |       |
|--------------------|-------|
| 1st year students  | \$300 |
| Final program year | \$275 |

**Special Program Fee – Physical Therapy (per semester):** \$130

**Special Program Fee – Occupational Therapy (per semester)**

|                   |       |
|-------------------|-------|
| 1st year students | \$330 |
| 2nd year students | \$200 |

**Special Program Fee – Communication Disorders (per semester)**

|                   |       |
|-------------------|-------|
| 1st year students | \$225 |
|-------------------|-------|

**Capstone Continuation Fee:**

One credit of program tuition

*(The fee will be charged each term, beginning with the third term following capstone registration, including summer terms.)  
Student can only register for Capstone Continuation for two terms.*

Additional fees may be required for clinical/laboratory courses.

Students in the **Communication Disorders, Occupational Therapy, Physical Therapy, Nursing and Physician Assistant** programs may have additional expenses related to clinical experiences. Clinical sites require students to have their immunization titer values taken (typically 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, as is an annual CPR certification course. Some settings in which students' complete clinical experiences may require the students to complete criminal background checks through the state bureau of investigation, fingerprinting (approximately \$100), central registry check for child abuse charges, and/or drug and alcohol screenings. The expenses incurred for this background checks are the student's responsibility. Some

clinical sites may require specific uniforms and students to be immunized with the influenza vaccination.

## Course Fees

| Course   | Title                               | Fee      |
|----------|-------------------------------------|----------|
| CNSL 687 | Counseling/Mental Health Counseling | \$240.00 |
| CNSL 655 | Counseling & Applications II        | \$150.00 |
| CMDS 620 | Clinical Practicum I                | \$170.00 |
| CMDS 621 | Adv. In House Clinical Practicum    | \$150.00 |
| CMDS 800 | Pre-Clinical Workshop               | \$100.00 |
| NURS 700 | Nurse Ed or Adm Practicum           | \$68.00  |
| PHAS 500 | Gross Anatomy I                     | \$375.00 |
| PHTR 507 | Human Gross Anatomy Lab             | \$375.00 |

## Payment Policy

Tuition, fees and all other charges are due as follows by academic term:

**Summer** Three weeks prior to the first day of the term

**Fall** Three weeks prior to the first day of the term

**Winter** Upon registration Intersession Upon registration

**Spring** 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 option, please contact either the Office of Student Accounts or the Office of Enrollment Services. These arrangements must be made as of the above outlined dates. Payment may be made by MasterCard, VISA, AMEX, Discover or debit cards with appropriate credit card logos. All tuition and fees are subject to change without prior notice. Any student who has an overdue balance will be subject to late fees, and will not be able to participate in the registration process, receive transcripts, and remain in residence at the College or use college services and facilities. Students are responsible for balances incurred due to the loss or reduction of financial aid or other credit originally anticipated due to her/his ineligibility, lack of attendance, incomplete paperwork or for any other reason.

Many Mercy College students may be eligible for Financial Aid in the form of Scholarships, Grants, Loans, and Work Study from Federal, State, Institutional, and/or Private sources. Tuition payment may be deferred based upon anticipated receipt of the awards that have been processed by the Office of Enrollment Services prior to billing due dates and in accordance with the Federal, State, and Institutional Deadlines. All financial aid awards are conditional upon the successful and timely completion of all related and required paperwork. Therefore if, for any reason, financial aid awards are not disbursed, the full balance of tuition and fees is due and payable upon demand to Mercy College. Should it be necessary to place a delinquent account with a collection agency, all fees, including reasonable attorney fees, become the responsibility of the student.

Resident students should be aware that the due dates for their financial arrangements are different from the dates for the at-large student population. Please read the housing agreement carefully.

Notwithstanding anything contained in this catalog, the College administration expressly reserves the right, whenever it deems advisable: (1) to change or modify its schedule of tuition and fees, and (2) to withdraw, cancel, reschedule, or modify any course, program of study, or degree, or any requirements in connection with any of the foregoing. For questions regarding billing or payments please contact the Student Services Support Center at 888-464-6737.

## Refunds

When a student officially withdraws from any course or courses by filing a formal withdrawal notice (Drop/Add Form) with the Office of Enrollment Services, refund of tuition will be made according to the below outlined schedule. See the course bulletin for specific refund dates. The date of withdrawal is the date upon which the formal withdrawal notice is received. Withdrawal may be processed at the Office of Enrollment Services or via the Web at Mercy Connect. Fees are non-refundable once courses begin.

| <b>Semester—Date of Withdrawal*</b>                          | <b>Tuition Refund</b> |
|--|-----------------------|
| Prior to second week of scheduled course meetings            | 100%                  |
| Prior to third week of scheduled course meetings             | 80%                   |
| Prior to fourth week of scheduled course meetings            | 50%                   |
| During or after the fourth week of scheduled course meetings | No Refund             |
| <b>Quarter and Trimester—Date of Withdrawal*</b>             | <b>Tuition Refund</b> |
| Prior to second week of scheduled course meetings            | 100%                  |
| Prior to third week of scheduled course meetings             | 80%                   |
| During or after the third week of scheduled course meetings  | No Refund             |
| <b>Four Week Sessions—Date of Withdrawal*</b>                | <b>Tuition Refund</b> |
| Before the second class meeting per session                  | 100%                  |

|  |           |
|--|-----------|
| Prior to the third class meeting per session | 80%       |
| After the third class meeting per session    | No Refund |

This refund policy may not apply to international students who enter the United States under the terms of their international contract with Mercy College or to students receiving discounted tuition.

Students who have elected to pay on the installment plan are responsible for completing all payments if they withdraw during or after the third week of the term.

## Financial Assistance

The general college policy for processing financial assistance for our students is to do so in an efficient, equitable and accurate fashion for all students. Specifically, the Office of Enrollment Services strives to provide access to the maximum number of resources at the maximum value possible for a student to fund his/her education.

In addition, the Office of Enrollment Services always strives to process all types of financial aid (federal, state, and institutional) in accordance with the U.S. Department of Education (DOE), the NYS Higher Education Services Corporation (HESC), and all other governing association mandated policies and procedures.

Mercy College utilizes the U.S. Department of Education Free Application for Federal Student Aid (FAFSA) to determine federal and institutional aid eligibility for a given academic year. Eligibility for state funding is determined by the NYS HESC Electronic TAP Application (ETA).

All students requesting financial must file the previously mentioned FAFSA Application. The College recommends that students file this application electronically at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). You must include the federal code for Mercy College to ensure that your application is forwarded to both the College and to HESC. The federal code is 002772.

Once the application has been filed with the DOE, the processed application, the resulting Institution Student Information Record (ISIR), is forwarded to the College and to HESC electronically. Upon receipt of the ISIR record, the College will generate a comprehensive financial aid package. This information, along with supporting information will be sent to each student in the form of an official Notice of Award for the academic year. This information will also be available via Mercy Connect.

College will generate a comprehensive financial aid package. This information, along with supporting information will be sent to each student in the form of an official Notice of Award for the academic year. This information will also be available via Mercy Connect.

Students must file a FAFSA Application every year to be eligible for financial aid in a given academic year. The priority filing dates are as follows:

- February 15 for the Academic Year: fall, spring, summer
- February 15 of the fall term only
- October 1 for the spring and summer terms

Meeting the priority filing dates ensures the ability of the Office of Enrollment Services to complete all the required processes to generate a comprehensive financial aid package in a timely manner. Failure to meet the above priority deadlines may result in the loss of federal, state and/or institutional aid.

Financial aid funds are credited to a student's account when eligibility requirements are satisfied for the given term (generally the fourth or fifth week of the term).

The U.S. Department of Education randomly selects FAFSA applications for a mandated Verification Process. This



process requires the College to request, collect and review specific data elements of the received ISIR record. The verification process may result in a revision to a prior comprehensive financial aid package. A revised Notice of Award will be generated and sent to applicable students.

Selected students will be notified in writing by the Office of Enrollment Services of selection for verification. This notice will detail all required documents that must be submitted to the College within two weeks of the date of the notice. Failure to comply with the verification request will result in the loss of all financial aid (federal, state, and institutional) funding. The student will then be responsible for the full balance due on the account.

To maintain eligibility for financial aid in subsequent academic years, a student must meet the following criteria:

1. Re-file the FAFSA and the ETA within the priority deadline.
2. Maintain minimum Satisfactory Academic Progress as defined by the federal and state agencies (detailed further later).
3. Maintain minimum academic requirements for academic scholarships.
4. Maintain minimum enrollment criteria for respective aid programs.
5. Complete and submit all required Verification Processes (if requested).

## **Federal Financial Aid Programs**

The FAFSA application is required to determine potential eligibility for all federally funded financial aid programs. Additionally, a student must meet the following criteria:

1. Be a U.S. citizen or an eligible non-citizen (Permanent Resident).
2. Have a valid Social Security Number.
3. Be enrolled as a matriculated student in an eligible degree-granting program.
4. Be registered for the selective service (if applicable).
5. Demonstrate need (as defined by the DOE) for the grant, work-study and subsidized loan programs.
6. Not be in default or in an overpayment situation for any federal grant or loan program.
7. Maintain the minimum academic requirements (as detailed later).

**The academic eligibility requirements for financial aid are as follows:**

1. Maintain a cumulative grade point index during each academic year at or above the minimum standard as outlined in the below detailed chart.
2. Completed the minimum number of degree credits (or greater) as outlined in the below detailed chart.
3. Register for courses that are applicable to the matriculated degree; course work not applicable to the matriculated degree are not eligible for consideration in determining a student's eligibility for aid.

## **Satisfactory Academic Progress**

For purposes of determining financial aid eligibility under Title IV of the Higher Education Act (HEA) of 1965, all institutions, including Mercy College, must establish reasonable standards for measuring whether a student is maintaining satisfactory academic progress (SAP). On October 29, 2010, the Secretary of Education published final rules aimed at improving the integrity of programs authorized under Title IV of the HEA. Effective July 1, 2011, 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 Work Study Program
- Federal Direct Loan Programs, unsubsidized loans
- Federal Direct Graduate PLUS Loan Program

In addition, students who do not meet satisfactory academic progress will not be eligible to receive institutional (Mercy College-based) grants and scholarships. NOTE: Students receiving academic scholarships must also meet the criteria outlined in the initial scholarship notification letter.

The Office of Enrollment Services will review academic records annually after each spring term to monitor that students are making progress towards degree completion. Students are required to maintain qualitative and quantitative standards, and may not exceed the maximum time frame for their program.

## **Qualitative Measure Standards**

To maintain the qualitative standards of satisfactory academic progress, students must meet the cumulative GPA at the end of each academic year, as outlined in the charts below. The 'end' of an academic year is defined as the end of the spring term of each academic year, regardless of the term an individual student began his/her studies with the College in a given academic year. Graduate students who have attempted one or more credits must have a minimum of a 3.0 GPA at the end of each academic year.

## **Quantitative Measure Standards**

### **Cumulative Progress**

To quantify academic progress, students must successfully earn credits toward their degree greater than or equal to 67 percent of the credits attempted. For example, if a student has attempted 24 credit hours, they must earn 16 credits of those attempted ( $16 \text{ earned credits} / 24 \text{ attempted credits} \times 100\% = 67\%$ ).

### **Maximum Time Frame**

The number of credit hours for which a student may receive federal financial aid may not exceed 150 percent of the credit hours required to complete the academic program's published length. For example, if a student is enrolled in a master's program that requires 48 credit-hours for completion then 72 hours is the maximum number of attempted hours permitted relative to federal student aid eligibility ( $150\% \times 48 \text{ credit-hours}$ ).

## **Determination of Attempted Credits and Earned Credits**

The College includes all courses attempted at Mercy College plus course work accepted as transfer credit towards the student's declared major in the quantitative measurement in determining successful SAP. This also includes courses taken via a Consortium Agreement. Earned hours include all courses which a passing grade was received (A, B, C, D). All withdrawn courses (W, FW) and failed courses (F) are counted as unearned hours in the calculation. Repeated courses are counted in the attempted hours and are taken into consideration for the maximum allowed hours for completion toward the degree.

### **1. Remedial Courses**

Since remedial courses and the remedial component of developmental and compensatory courses do not carry degree credit, enrollment in these courses will not result in the inclusion of the non-credit portion as cumulative attempted credits.

## 2. **Withdrawals**

Withdrawals as part of the program adjustment period will not be included as cumulative attempted credits. Withdrawals which are recorded on a student's permanent record will be included as cumulative attempted credits and will have an adverse effect on a student's capability to meet the appropriate standard.

*NOTE: Retroactive "non-punitive" administrative withdrawal activity may result in the requirement for the student to repay any assistance received as a result of the student's enrollment at the time of receipt of the student assistance funds.*

## 3. **Incomplete Grades**

Courses with incomplete grades are included as cumulative attempted credits. However, these courses cannot be used as credits earned toward the degree since successful completion is the criterion for positive credit 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% maximum time frame when changing majors.

## **Evaluation and Notification of Federal Title IV Aid Ineligibility**

The Office of Enrollment Services will review all students' academic records annually at the conclusion of the respective spring term. Students who are not making satisfactory academic progress towards their degree will immediately lose eligibility for future Title IV aid. Students will be notified of their ineligible status via postal mail from the Office of Enrollment Services.

Note: If a student has a grade change or correction to their academic record subsequent to the review process, he/she should notify his Student Services Counselor in writing to request a reevaluation of their Title IV academic progress.

## **Satisfactory Academic Progress for Federal Title IV Aid Appeals**

Although federal regulations do not mandate institutions to offer an appeal process, Mercy College has established a Title IV SAP appeal process. Students who have unforeseen extenuating circumstances that prevented them from making SAP may submit an appeal in writing to the SAP Appeals Committee.

A student may initiate the SAP appeal process by preparing and submitting a written Title IV Satisfactory Academic Progress appeal with all substantiating documentation to his/her Student Services Counselor. The appeal must include (1) a detailed explanation regarding: (a) why the student failed to make SAP (examples of appeal worthy circumstances are: serious physical or mental illness of the student, serious physical or mental illness of a student's immediate family member, death of a student's immediate family member and other extreme circumstances) and (b) what has changed that will allow the student to make SAP at the next evaluation, and (2) a SAP Academic Plan, made in conjunction with the student's Student Services Counselor, that outlines the specific plan/corrective action to improve academic progress. The SAP Appeals Committee will meet and review the student's submitted documentation. A determination will be made whether the student's appeal will be approved or denied. All appeal decisions are final.

## **Result of Appeal/Reinstatement of Title IV Funding**

A student whose appeal has been granted will receive federal financial aid but will be expected to meet the terms of his Academic Plan to assure that the student is fully meeting the minimum SAP requirements by the end of the academic year. The approval of an SAP appeal is related to the renewal of federal and institutional need-based aid only. Students must meet the renewal criteria of NYS and institutional scholarships for their respective renewal of funding. A student whose appeal has been denied or who has lost eligibility by not meeting the standard without appeal may regain eligibility by leaving the institution for at least one year. Upon readmittance, the student will receive assistance for the terms in the academic year of readmittance and will be subject to SAP evaluation of eligibility at the end of that year.

Students who choose to remain enrolled at Mercy College without the receipt of Title IV Federal Student Assistance may request a review of their academic records after any term in which they are enrolled without such benefits to determine whether the appropriate standards for the degree programs in which the students are enrolled have been met. If the standards are met, eligibility is regained for subsequent terms in the academic year.

Students who choose to remain enrolled at Mercy College without the receipt of Title IV Federal Student Assistance or institutional aid are responsible for all debts owed to the College, including any fees or tuition that may have been incurred during the review process.

## **Census and Aid Disbursement Requirements**

The College faculty is required to complete a census of their respective classes by the end of the add/drop period of each session within a given term. The census information is utilized to confirm that a student has attended his/her registered courses. This information is then utilized during the Financial Aid Packaging Reconciliation Process to confirm financial aid eligibility. Financial Aid eligibility may be adjusted upon the census information. Financial Aid funds will NOT post to respective student accounts until both the Census and Packaging Reconciliation Processes are completed (generally the fourth or fifth week of the term).

## **Withdrawal and Federal Return of Financial Aid Policies (as mandated by the DOE)**

Mercy College is required to prorate financial aid funding to students that withdraw from the College. This process is required for students who withdraw officially (either in person via the Office of Enrollment Services or online via MercyConnect) or unofficially (by ceasing to attend).

Students that officially withdraw prior to attending 60 percent of the term are subject to the prorated calculation. The percentage of aid retained will be applied to all institutional charges. The Return of Funds calculation may result in a balance owed to the College by the student. This balance is the full responsibility of the student.

Students who are determined to have unofficially withdrawn from the College during the end of term grading processes will have the Return of Funds calculated as of the mid-point of the term as outlined by the DOE. This Return of Funds calculation may result in a balance owed to the College by the student. This balance is the full responsibility of the student.

## **William D. Ford Federal Direct Loan Program (DL Loan Program)**

The DL Loan program consists of the following loan products for Graduate students: Federal Unsubsidized Stafford Loans and Federal Graduate PLUS Loans. Both of these loan products are loans in the name of the student.

The value of the Federal Stafford Loan is determined by Congress. The Federal Stafford Loan values for the 2014–2015 Academic Year are as follows:

### **Unsubsidized Stafford Loan \$20,500**

The aggregate federal loan limit for a graduate student is up to \$138,500 as defined by Congress. Graduate student in the Health Professions can borrow up to a total of up to \$224,000 as defined by Congress.

The DOE may deduct an origination fee of up to 3 percent for each loan. Repayment of any federal loan begins either six months after leaving school or once a student enrolls less than half time.

The Office of Enrollment Services will automatically determine eligibility for the Stafford Loan Programs upon receipt of the FAFSA application. Eligibility will be communicated to the student via the comprehensive Financial Aid Notice of Award; the information will also be available via Mercy Connect.

The student may accept the offered loan amount by signing and returning one copy of the Financial Aid Notice of Award. Additionally, the student must complete a Master Promissory Note (MPN) and a Loan Entrance Interview

(both included with the Financial Aid Notice of Award packet). Both of these documents can also be completed electronically via the Department of Education web site at studentloans.gov.

Federal Loans must be disbursed minimally in two installments (whether the loan is for one term or multiple terms within an academic year). Additionally, Federal Loan funds for newly enrolled students at the College are eligible for disbursement 30 days after the first day of the term (as required by the DOE).

## **Federal Direct Graduate PLUS Loan**

Graduate students may borrow up to the cost of education less any financial aid and Federal Stafford Loans each academic year. The interest rate is determined by Congress. Repayment commences 60 days after the final disbursement of the loan in an academic year. However, students are eligible to defer repayment until after leaving school. Students requesting a Federal Direct Graduate PLUS Loan must notify the Office of Enrollment Services of approval of the Federal PLUS Loan and the value of the loan requested. Additionally, the student must complete a Federal Direct Graduate PLUS Master Promissory Note (MPN) Graduate PLUS Loan Entrance Interview and submit copies of both the Office of Student Financial Services. Both of these documents can be completed electronically via the Department of Education web site at studentloans.gov.

Federal Loans must be disbursed minimally in two installments (whether the loan is for one term or multiple terms within an academic year). Additionally, Federal Loan funds for newly enrolled students at the College are eligible for disbursement 30 days after the first day of the term (as required by the DOE).

## **Veteran Administration Education Benefits (VA Benefits)**

There are a variety of Education Related Benefits available to Veterans of each of the military branches and their dependents. Mercy College is approved to conduct graduate level programs to Veterans. Benefits generally cover tuition, fees and education related expenses. Detailed information is available from the Offices of Veterans Administration.

## **New York State Financial Aid Programs**

### **New York State Regents Professional Opportunity Scholarships**

New York State Regents Professional Opportunity Scholarships are offered by the State Education Department for full time study in approved programs leading to licensure in professions designated by the Commissioner of Education. Scholarship winners will receive awards from \$1,000 to \$5,000 in an academic year for up to four years for educational expenses. A service obligation to practice in the State of New York is expected of any scholarship recipient. Scholarships are awarded for study leading to a Master's Degree in the following licensed professions: Communication Disorders, Occupational Therapy and Physical Therapy. For application information, please contact: The State Education Department, Office of Equity and Access, Bureau of Higher Education Opportunity Programs, VATEA, COPS & Scholarships, Room 1071 Education Building Annex, Albany, NY 12234 or phone the office at 888-NYS-HESC.

### **New York City Department of Education Scholarships**

Students accepted into the graduate Communication Disorders, Occupational Therapy and Physical Therapy programs are eligible for scholarships with the New York City Department of Education. These scholarships are renewable for a second year as funding permits. Students interested in receiving information and an application should call the New York City Department of Education Office of Related and Contractual Services at 212-374-1081.

# Scholarships and Other Financial Aid Programs

## **Campus Employment**

Campus employment is available for students who have demonstrated academic potential and a willingness to earn some of their college expenses. Job assignments are made on the basis of financial need and the skills required for available positions. Students work 12–20 hours per week at the prevailing rate of pay.

## **College Health Service**

Positions are available in the Health Service Office for students in the Graduate Nursing Program. For full tuition reimbursement, students work an equivalent number of weekly hours to the number of weekly hours of instruction.

## **Communication Disorders**

Scholarships, fellowships, and other forms of financial assistance are available for study in speech-language pathology. Interested students should contact ASHA at 800-638-8255 or 301-897-5700.

## **Graduate Assistantships**

Graduate assistantships are available for students who have demonstrated academic potential and a willingness to earn some of their college tuition. Tuition remission is granted based on the number of hours worked in a specific academic or college department. Interested students should contact the office of the dean of Graduate Studies.

## **Dr. J. Mae Pepper Graduate Nursing Scholarship**

This academic scholarship was established as a living memorial to Dr. J.M. Pepper, Chair of Nursing, 1981–1997. Graduate students who have successfully completed NURS 540 and maintained a 3.5 average are invited to apply. Scholarships are awarded annually.

## **Graduate Program in Human Resource Management Academic Excellence Award**

Graduate students who have successfully completed 27 credits and maintained a 3.5 cumulative GPA are invited to apply. The award is presented at the Graduate Program in Human Resource Management Convocation.

## **Occupational Therapy**

Scholarships, fellowships, and other forms of financial assistance are available for study in Occupational Therapy. Interested students should contact AOTA at 301-652-6611 or [www.aota.org](http://www.aota.org).

## **Physical Therapy**

Scholarships, fellowships and other forms of financial assistance are available for study in Physical Therapy. Interested students should contact 800-999-APTA.

## **Nursing, Health, and other Philanthropic Organizations**

Scholarships, fellowships and other forms of financial assistance are available for advanced study in nursing from various nursing, health, and other philanthropic organizations. Interested students should contact the director of the Graduate Program in Nursing for further information.

## **Tuition Reimbursement Plans**

Many employers offer tuition reimbursement plans. Contact your employer regarding available assistance.

## **Veterans' Benefits**

Veterans and their dependents are encouraged to contact the Office of Veteran Affairs for further information.

# Advisory Boards

---

## Clinical Placements for Teacher Candidates

**Steve Ochser**

Adjunct Faculty  
Mercy College

**Linda Languilli**

Adjunct Faculty  
Mercy College

**David Gualtiere**

Principal  
Greenburgh Academy

**Kiowa Garcia**

Charter School for Educational Excellence

**Cindy Lopez**

Principal  
Charter School for Educational Excellence

**Steve Levine**

Adjunct Faculty  
Mercy College

**Elise Levine**

Adjunct Faculty  
Mercy College

**Gisselle Robinson**

American Dream Charter School

## **Program Advisory Boards**

### **Communication Disorders**

**Glen Belkin, M.D.**

Adolescent Psychiatry & Pediatric Psychiatry  
New York Medical College  
Valhalla, NY 10595  
Private Practice: Croton on Hudson, NY 10520

**Josephine K. Chen, M.S., CCC**



Speech and Language Pathologist  
Director & Clinical Supervisor  
Center for Speech and Language Pathology

**Paula Dinu, M.S.**

Assistant Director of Speech  
Phelps Memorial Hospital Center  
Sleepy Hollow, NY 10591

**Diana Dianuzzo, MS, CCC-SLP**

Northern Services, Inc  
New City, NY

**Leslie B. Dowling, MA, CCC-SLP**

Retired Mercy College  
Clinical Supervisor

**Maria Kober, M.A., CCC-SLP**

157-12 12th Avenue  
Beechurst, NY, 11357

**Elaine Dolgin-Lieberman, M.S., CCC-SLP**

Pediatric Associates  
White Plains, NY 10605

**Karena Martin, M.S., CCC-SLP**

St. Barnabas Hospital, Ambulatory Clinic  
Bronx, NY 10457

**Gloria Schlisselberg, PhD. CCC-SLP**

Professor Emerita- Mercy College

**Craig Zalvan, M.D.**

Phelps Institute for Voice & Swallowing Disorders  
Sleepy Hollow, NY 10591  
Private Practice: Ardsley, NY 10502

**Anne Kauffman Nolan, M.P.H.**

President and Chief Executive Officer  
Hudson River Health Care

**MBA Strategic Consulting Institute**

**Paul Agueci**

Federal Reserve

**Manny Alas**

Price Waterhouse Coopers (PwC)

**Dr. Robert Berman**  
Columbia-Presbyterian

**Kim Blomker**  
Aetna

**John Brown**  
Sands Point Consulting (Former UBS)

**Catherine Cioffi**  
Westchester County

**Francesco Costanzo**  
Invescore

**Tim Crader**  
Siemens

**Dr. Bill D'Arienzo**  
WDA BrandMarketing Strategies

**Allison David**  
Maimonides

**Declan Denehan**  
Bank of New York Mellon

**Joseph DeSalvo**  
Blackstone

**Jim Doran**  
IBM

**John Durante**  
Durante Rentals

**Dr. Dominic Dilardi**  
Northwell Health Systems

**Laurie Foster**  
Financial Advisor- Merrill Lynch Wealth Management

**Jesse Giordano**  
Opal Wealth Advisors

**Jennifer Goetz**  
Columbia Business School

**Keith Goodwin**  
IBM

**Charles Hacker**

Price Waterhouse Coopers (PwC)

**Dave Johnson**

Blackstone

**Korn Lee**

Opal Wealth Advisors

**Bruce Lincoln**

Columbia University

**Steve Loehr**

IBM

**Nancy Maffucci**

Federal Reserve

**Thabo Manana**

Goldman Copeland

**Aldo Mazzaferro**

Mazzaferro Research, LLC (Former Goldman Sachs)

**Bill Mooney III**

Signature Bank

**Bill Mooney Jr.**

Westchester County Association

**William Murphy**

Blackstone

**Dr. Frank Palumbo**

Northwell Health Systems- Head of Intensive Care

**Julius Picardi**

Anlimar

**Steve Ramerini**

Compel CEOS

**Richard Burke**

American Express

**Dr. Michelle Rivera**

DOCTRI Analytics

**Peter Rup**

Artemis Wealth Advisors

**Dr. Anita Sands**

Member Board Director at ServiceNow

**Matther Shellhorse**

Price Waterhouse Coopers (PwC)

**Wesley Smith**

NYU Langone

**Joel Solemon**

NYU Langone

**Jim Standish**

Consulting Engineers

**Stanley Stern**

Owner-Developer

**Keith Strassberg**

Cyber Safe Solutions

**Ed Thompson**

Molloy College

**Don Ulsch**

Charles River Associates

**Joanne Ulsch**

D'Amico and McConnell Realtors

**Lisa Von Redden**

Director, Americas Head of Equity Operations at Deutsche Bank Securities

**Dr. Denise Walsh**

Long Island University

**Greg Williams**

Mercy College Alumni (Former President at CCNY and University of Cincinnati)

**Tom Williams**

Aligned Independent Advisors

**Nursing**

**Patricia Cal, DNP, MSN**

Chair, Department of Nursing

Orange Community College

Middletown, NY

**Lynette DeBellis, MA, RN**

Chair, Nursing

Westchester Community College  
Valhalla, NY

**Rebecca M. Greer, DNP, 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, MSN, RN, ANP, NE-BC**  
Chief Nursing Officer  
Phelps Memorial Hospital  
Sleepy Hollow, NY

**Michele Quirolo, RN, M.S.**  
President & Chief Executive Officer  
Visiting Nurse Association of Hudson Valley  
Mount Kisco, NY

**Daniel M. Suarez, RN, M.A.**  
Associate Director Sales NY Region  
OnCourse Healthcare Group Bayside,  
Queens, N.Y.

**Maria Vezina, EdD, RN, NEA-BC**  
Vice President of Patient Care and Chief Nursing Officer, MSSL  
Mount Sinai, St. Luke's  
New York, NY

## **Occupational Therapy**

**Denise Bertone, MS, OTR/L**  
John A. Coleman School  
New Rochelle, NY

**Robin Butler, OTR/L**  
Harry H. Gordon School  
Bronx, NY

**Cristina Dumitrescu, MS, OTR/L**

Mercy College  
Dobbs Ferry, NY

**Lisa Edelstein, OTR/L**

Burke Rehabilitation Hospital  
White Plains, NY

**Karina Ehlers, OTR/L**

The Hebrew Home and Hospital  
Valhalla, NY

**Susan Goldberg, MA, OTR, CHT**

Retired Occupational Therapist  
Hartsdale, NY

**Julie Knitter, OTR/L**

Blythedale Children's Hospital  
Valhalla, NY

**Lisa Lacon, MS, OTR/L**

Private Practice  
Westfield, NJ

**Anjum Lone, OTR/L, CHT, CLT**

Phelps Memorial Hospital  
Sleepy Hollow, NY

**Beverly KC Lovell, MS, OTR/L, CPRP**

Collaborative Support Programs of NJ  
Valley Cottage, NY

**Joan Macfarlane, OTR/L**

Alcott School  
Dobbs Ferry, NY

**Janine Kahan McLear, OTR/L**

Westchester Medical Center  
Valhalla, NY

**Nadine Revheim, Ph.D., OTR/L**

Nathan S. Kline Institute for Psychiatric Research  
Orangeburg, NY

**Andrea Weill Schwartt, MA, OTR/L**

New York Presbyterian-Lawrence  
Eastchester, NY

**Nancy Selsky, OTR/L**

St. Cabrini Nursing Home

Dobbs Ferry, NY

**Jeffrey Tomlinson, OTR/L, LMSW, FAOTA**

Private Practice

White Plains, NY

Physical Therapy

**Kathy Birnbaum, P.T.**

Dobbs Ferry, NY

**Maria Borgia Huben, P.T.**

Private Contractor

New York

**William Campbell, PT DPT**

Visiting Nurse Service of

New York

**Janet Herbold, P.T., M.A.**

Burke Rehabilitation Hospital

White Plains, NY

**William Klotz, PT, M.S.**

Westchester Medical Center

Pleasantville, NY

**Matt Landfield, P.T.**

Phelps Memorial Hospital

Tarrytown, NY

**Hemansu Mangal, P.T., DPT**

Board of Education

New York, NY

**Diane Nusso, P.T.**

Blythedale Children's Hospital

Valhalla, NY

**Daniel Seidler, P.T., MS**

Westchester Square PT

Bronx, NY

**Jacqueline Velez, P.T.**

Helen Hayes Hospital

West Haverstraw, NY

**Mary Wainwright P.T., DPT, NCS**

Helen Hayes Hospital

West Haverstraw, NY

## **Physician Assistant Studies**

### **Brian C. Baker, M.D., J.D.**

Full-time Faculty/Associate Program Director  
Mercy College

### **Marc Campo, P.T., Ph.D., OCS**

School of Health and Natural Sciences  
Mercy College  
Doctor of Physical Therapy Program

### **Lenny Caro**

Chief Community Relations Officer  
Mercy College

### **Lorraine Cashin, M.P.S., PA-C**

Alumna/Full-time Faculty/Program Director  
Elmhurst Hospital ED

### **David Cherkas, M.D.**

Medical Director for PA Program  
Elmhurst Hospital

### **Nana Fofana, M.P.S., PA-C**

Graduate, Class of 2012

### **Stephen Gamberg, PA-C**

Graduate, Class of 2015

### **Lorraine Jamieson, PA-C**

Full-time Faculty  
Mercy College

### **Joseph Kelleher**

President and Chief Operating Officer  
Hutchinson Metro Center

### **Jenna Werblin, PA-C**

Graduate, Class of 2016

## **School Advisory Boards**

### **School of Education**

Dr. Marc P. Baiocco



Superintendent  
Elmsford Union Free School District

**Christopher Borsari**  
Superintendent  
Public Schools of the Tarrytowns

**Dr. Lisa Brady**  
Superintendent  
Dobbs Ferry Schools

**Dr. Andrea Coddett**  
Deputy Superintendent  
Yonkers Public Schools

**Margaret Gilhooley**  
GET Services: Gilhooley Education and Training Services, Inc.

**Dr. Kenneth Hamilton**  
Superintendent  
Mount Vernon Public Schools

**Dr. Kristopher Harrison**  
Superintendent  
Irvington Union Free School District

**Dr. Carolyn McGuffog**  
Superintendent  
Greenburgh North-Castle Union Free School District

**Dennis McKesey**  
Lead Consultant  
In Our Best Interest, LLC

**Wynta K. Nivens**  
Director of Literacy Interventions & Access  
NYC Department of Education: Special Education Office

**Dr. Edwin M. Quezada**  
Superintendent  
Yonkers Public Schools

**Dr. Joseph Ricca**  
Superintendent  
White Plains Public Schools

**Meisha Ross-Porter**  
Executive Superintendent  
Bronx Districts 7-12,  
Bronx, NY

**Raymond Sanchez**

Superintendent  
Ossining, USFD

**Dr. George Stone**

Superintendent  
Lakeland Central School District

**School of Social and Behavioral Sciences**

**Marcia M. Brewster**

President  
United Nations Association - USA,  
Westchester Chapter

**Melissa Cebollero**

Senior Director, Office of Government and Community Relations  
Montefiore Health System

**Drew Coburn '11**

Chief Impact Officer  
United Way of Westchester & Putnam

**Shari Cohen, J.D., LMFT '12**

Marriage and Family Therapist

**Beth Enser**

Director of Training

**Michael Orth**

Commissioner  
Westchester County Department of  
Community Mental Health

**Susan Simon, J.D.**

Town Justice in Lewisboro

**Stephen E. Slate, D. Med**

Executive Director  
Institute for Mediation and Conflict Resolution

**Joseph Whalen**

Former Executive Director  
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 Yorktown Heights (YH), the Bronx (BX), Manhattan (MT) and online (DL).

For detailed program information, please see Academic Programs of Study

### School of Business

Business Administration (MBA) (0506) (DF, BX, MT, DL)  
Human Resource Management (0515) (DF, DL)  
Organizational Leadership (0506) (DF, DL)  
Public Accounting (0502) (DF)

### School of Education

Alternative Route: School District Leader (Transitional D) (0899.54) (DF, BX, DL)  
Early Childhood: Birth–Grade 2 (0823) (DF, BX, MT, YH, DL)  
Childhood Education, Grades 1–6 (0802) (DF, BX, DL, MT, YH)  
Adolescence Education (0803) (DF, BX, MT, YH, DL)  
Educational Administration (0828) (DF, BX, MT, YH)  
Educational Supervision (0828)(DF, BX, MT, YH, DL)  
Teaching English to Speakers of Other Languages (1508) (DF, BX, MT, YH, DL)  
Teaching Literacy Dual Certification in Birth-6 and Grades 5-12 (0830) (DF, BX, DL)  
Teaching Students with Disabilities in Early Childhood and Childhood (0808) (DF, BX, MT, DL)  
Teaching Students with Disabilities, Birth-6 and Early Childhood (0808) (DF, BX, MT, DL)  
Educational Studies (0801) (DF, BX, MT, YH, DL)

### School of Health and Natural Sciences

Communication Disorders (1220) (DF)  
Family Nurse Practitioner (1203.10) (DF)  
Family Nurse Practitioner, Advanced Certificate (1203.12) (DF)  
Nursing Administration (1203.10) (DF, DL)  
Nursing Education (1203.10) (DF, DL)  
Occupational Therapy (1208) (DF)  
Physical Therapy (1212) (DF)  
Physician Assistant Studies (1299.10) (DF)

### School of Liberal Arts

English Literature (1502) (DL, YT)  
Cybersecurity (0799) (DL, DF, BX)  
Computer Science (0701) (DF, BX, MT, DL)

### School of Social and Behavioral Sciences

Counseling (2104.10) (DF, BX, DL)  
Health Services Management (1202) (DF, DL)  
Marriage and Family Therapy (1305) (DF)

Mental Health Counseling (2104.10) (DF, BX)

Psychology (2001) (DF, BX, DL)

School Psychology (0826.02) (DF, BX)

# Faculty of Instruction

---

## **School of Business**

### **Orlando Barreiro**

Assistant Professor, Business  
B.A., New York University  
M.B.A., Long Island University  
Ph.D., Walden University

### **Abdel-Kader Ben-Mohamed**

Assistant Professor, Business  
B.A., American Military University  
M.S.A.P.M., Creighton University  
Ph.D., Oklahoma State University

### **Kelly Blacker**

Assistant Professor, Accounting  
B.S., University of Illinois  
M.B.A., Baruch College (CUNY)  
Pd.M., *honoris causa*, Mercy College  
Certified Public Accountant

### **Mark Chmiel**

Instructor, Business  
B.A., Michigan State University  
M.S.O.L., Mercy College

### **Stanley Chu**

Associate Professor, Accounting  
B.S., Baruch College (CUNY)  
M.B.A., St. John's University  
D.B.A., Argosy University  
Certified Public Accountant

### **Daniel R. Cillis**

B.B.A., Baruch College (CUNY)  
M.B.A., St. John's University  
Ph.D., New York University

### **Susan Cooper**

Instructor, Business  
B.A., University at Albany, SUNY  
M.B.A., Northwestern University

**Tom Coughlan**

Associate Professor, Business  
B.S., Long Island University  
M.B.A., University of Bridgeport  
D.B.A., University of Phoenix

**John E. Cullen**

Associate Professor, Business  
B.B.A., Iona College  
J.D., New York Law School  
Pd.M., *honoris causa*, Mercy College

**Victoire Denoyel**

Assistant Professor, Business  
M.Sc., Ph.D., École Supérieure des Sciences Economiques et Commerciales (France)

**John Fuller**

Assistant Professor, Business  
B.B.A., Hofstra University  
M.B.A., Harvard University

**Carmine Giuliani**

Visiting Instructor, Business  
B.S., Manhattan College  
M.S., Long Island University

**Kenneth Heaslip**

Visiting Assistant Professor, Accounting  
B.A., Rutgers, The State University of New Jersey  
M.S., M.B.A., Seton Hall University

**Pedram Khoshakhlagh**

Visiting Instructor, Business  
B.S., Dāneshgāh-e Āzād-e Eslāmi (Iran)  
M.Eng., Cooper Union for the Advancement of Science and Art  
M.S., Mercy College

**Daniel Longest**

Instructor, Business  
B.S.B.A., M.B.A., Old Dominion University

**Raymond Manganelli**

Associate Professor, Business  
B.A., Rutgers College  
M.A., Middlebury College  
Ph.D., Columbia University

**Lucretia S. Mann**

Associate Professor, Accounting

B.B.A., M.B.A., Iona College  
Pd.M., *honoris causa*, Mercy College  
Certified Public Accountant

**Hattie Martin**

Instructor, Business  
B.S., Manhattan College  
M.B.A., Mercy College

**Thomas Milton**

Professor, Business  
B.A., Princeton University  
M.A., Iowa State University  
Ph.D., Walden University

**Matthew Miraglia**

Assistant Professor, Business  
B.S., M.B.A., Mercy College  
Ed.D., St. John Fisher College

**Victor Petenkemani**

Assistant Professor, Business  
B.A., Université François Rabelais (France)  
M.S., Université du Maine Le Mans (France)  
M.B.A./M.A., University of Pennsylvania

**John Power**

Instructor, Business  
B.S., Manhattan College  
M.B.A., Dowling College

**Victoria Roberts-Drogin**

Assistant Professor, Business  
B.A., Wellesley College  
J.D., Hofstra University

**Scorpio Rogers**

Assistant Professor, Business  
B.A., Dartmouth College  
M.B.A., Columbia University

**Manuel Ron**

Assistant Professor, Business  
B.A., St. John's University  
M.B.A., New York University  
J.D., St. John's University

**Denise M. Stefano**

Associate Professor, Accounting

B.B.A., M.B.A., Iona College  
Certified Public Accountant

**Mahmud Wazihullah**

Instructor, Business  
B.S., B.S.E., University of Pennsylvania  
M.B.A., Stanford University

**Zachary Williams**

Instructor, Business  
B.A., Oberlin College  
M.B.A., Duke University

**Li Yong**

Associate Professor, Business  
B.A., Agnes Scott College  
Ph.D., University of Texas at Austin

**Emeritae/i Faculty**

**Gilda Carle**

Associate Professor Emerita, Business  
B.A., Hunter College (CUNY)  
M.S., The City College of New York (CUNY)  
Ph.D., New York University

**Michael Cavanaugh**

Professor Emeritus, Business  
B.B.A., Manhattan College  
M.B.A., Harvard University  
M.A., Ed.D., Teachers College, Columbia University  
Pd.M., *honoris causa*, Mercy College

**Wayne L. Ciofiari**

Associate Professor Emeritus, Business  
B.A., M.B.A., P.M.C., Iona College  
M.A., Long Island University  
Pd.M., *honoris causa*, Mercy College

**Norman Foy**

Professor Emeritus, Business  
B.S., Boston University  
M.B.A., Pace University  
M.A., Columbia University  
Ed.D., Teachers College, Columbia University  
Certified Management Accountant (CMA)  
Certified in Financial Management (CFM)

**Charles H. Shook**



Professor Emeritus, Accounting  
B.S., U.S. Military Academy  
B.B.A., University of New Mexico  
M.S., Ph.D., Oklahoma State University  
Certified Public Accountant

**Benjamin B. Weisman**

Professor Emeritus, Business  
B.S., M.B.A., Ph.D., New York University  
Pd.M., *honoris causa*, Mercy College  
School of Business

**School of Education**

**Mi-Hyun Chung**

Associate Professor, Literacy and Multilingual Studies  
B.A., M.A., Ewha University (South Korea)  
Ph.D., Indiana University at Bloomington

**Leah Donn**

Assistant Professor, Childhood Education  
B.A., Thomas Edison State College  
M.S., Brooklyn College (CUNY)

**William Farber**

Associate Professor, Secondary Education  
B.S., Manhattan College  
M.A., M.Ed., Ed.D., Teachers College, Columbia University

**Petronella Feaster**

Assistant Professor, Educational Leadership  
B.S., Rider University  
M.S., Iona College  
Ed.D., Fordham University

**Amanda Gunning**

Associate Professor, Secondary Education  
B.S., University of Richmond  
M.A., The City College of New York (CUNY)  
Ph.D., Teachers College, Columbia University

**Nancy N. Heilbronner**

Associate Professor, Secondary Education  
B.S., University of Virginia  
M.A., University of South Florida  
Ph.D., University of Connecticut

**Kathy-Anne Jordan**

Assistant Professor, Special Education  
B.S., New York University  
M.A., Ed.D., Teachers College, Columbia University

**Barbara Keckler**

Associate Professor, Literacy and Multilingual Studies  
B.S., M.S., Ph.D., Fordham University

**Matthijs Koopmans**

Associate Professor, Education  
B.A., Rijksuniversiteit Utrecht (Netherlands)  
Ed.M., Ed.D., Harvard University

**Christine Lang**

Associate Professor, Special Education  
B.S., Fordham University  
M.A., Ph.D., Teachers College, Columbia University

**Susan Lapidus**

Associate Professor, Special Education  
B.A., SUNY Buffalo  
M.A., Long Island University  
M.Ed., Ph.D., Teachers College, Columbia University

**Wendy K. Mages**

Associate Professor, Childhood Education  
B.A., Brandeis University  
Ed.M., Northwestern University  
Ed.D., Harvard University

**Meghan E. Marrero**

Professor, Secondary Education  
B.S., Cornell University  
M.A., Ed.D., Teachers College, Columbia University

**Eric Martone**

Associate Professor, Secondary Education  
B.A., Pace University  
M.A., Iona College  
M.A., Western Connecticut State University  
Ph.D., Stony Brook University (SUNY)

**Patrick McCabe**

Associate Professor, Literacy and Multilingual Studies  
B.A., Hunter College (CUNY)  
M.S. Ed., Lehman College (CUNY)  
Ph.D., Hofstra University

**JungKang Miller**

Associate Professor, Literacy and Multilingual Studies  
B.A., Kyungpook National University (South Korea)  
M.A., University of Massachusetts Amherst  
Ph.D., New Mexico State University

**Erica H. Newhouse**

Assistant Professor, Literacy and Multilingual Studies  
B.A., M.S., University of Kentucky  
Ph.D., University of Wisconsin

**Elena Nitecki**

Associate Professor, Childhood Education  
B.S.W., La Salle University  
M.S., Neumann College  
M.S.W., Ph.D., Temple University

**Victoria Núñez**

Assistant Professor, Literacy and Multilingual Studies  
B.A., Tufts University  
M.A., Ph.D., University of Massachusetts Amherst

**Aki Ohseki**

Assistant Professor, Childhood Education  
B.A., University at Albany, SUNY  
M.A., New York University  
Ed.D., Teachers College, Columbia University

**Gulizar Bahar Otcu-Grillman**

Associate Professor, Literacy and Multilingual Studies  
B.A., M.A., Orta Doğu Teknik Üniversitesi (Turkey)  
Ed.D., Teachers College, Columbia University

**Teresa Quackenbush**

Instructor, Childhood Education  
B.A. Villanova University  
M.S. Mercy College

**Sudha Ramaswamy**

Associate Professor, Special Education  
B.A., Barnard College  
M.A., M.Ed., Ph.D., Teachers College, Columbia University

**Ilene Rothschild**

Associate Professor, Special Education  
B.A., New York University  
M.S., Hunter College (CUNY)  
Ed.D., Teachers College, Columbia University

**Rose Rudnitski**

Professor, Education

B.A., SUNY Oneonta

M.Ed., Ed.D., Teachers College, Columbia University

**Roseanne Vallice Levy**

Assistant Professor, Special Education

B.A., New York University

M.S., Long Island University

Ph.D., University of South Florida

**Aramina Vega-Ferrer**

Associate Professor, Literacy and Multilingual Studies

B.A., Lehman College (CUNY)

M.S., The City College of New York (CUNY)

Ph.D., Fordham University

**Helge Wasmuth**

Associate Professor, Education

M.A., Ph.D., Eberhard Karls Universität (Germany)

**Esther Wermuth**

Associate Professor, Educational Leadership

B.A., M.A., The City College of New York (CUNY)

Ed.D., Fordham University

Pd.M., *honoris causa*, Mercy College

**Emeritae/i Faculty****Robert D. Postman**

Professor Emeritus, Childhood Education

B.A., Kean College

M.A., Ed.D., Teachers College, Columbia University

**William C. Prattella**

Professor Emeritus, Education

B.S., M.S., Ph.D., Fordham University

Pd.M., *honoris causa*, Mercy College

**School of Health and Natural Sciences****Mary Anne Aylward**

Assistant Professor, Physician Assistant Studies

B.S., St. John's University

M.S., Touro College

**Brian C. Baker**

Assistant Professor, Physician Assistant Studies  
B.A., Lehigh University  
M.D., American University of the Caribbean  
J.D., Touro College

**Shari Salzhauer Berkowitz**

Associate Professor, Communication Disorders  
B.A., SUNY Binghamton  
M.S., Adelphi University  
Ph.D., CUNY Graduate Center  
CCC-SLP; American Speech,  
Language, and Hearing Association  
Licensed Speech/Language Pathologist, State of New York

**Sandra Bertholf**

Assistant Professor, Veterinary Technology  
B.S., M.S., Mercy College  
Licensed Veterinary Technologist, State of New York

**Nancy L. Beverly**

Associate Professor, Physics  
B.S., SUNY New Paltz  
M.S., New York University  
Ph.D., Stevens Institute of Technology  
Pd.M., *honoris causa*, Mercy College

**Kaitlin Dondorf Brooks**

Assistant Professor, Communication Disorders  
B.A., SUNY New Paltz  
M.S., Ph.D., Adelphi University

**Juan Brusés**

Professor, Biology  
M.D., Universidad Nacional de La Plata (Argentina)  
Ph.D., Universidad de Buenos Aires (Argentina)

**Helen Cronin Buhler**

Professor, Communication Disorders  
B.S., Duquesne University  
M.S., Long Island University  
Ph.D., Fordham University  
CCC-SLP; American Speech,  
Language, and Hearing Association  
Licensed Speech/Language Pathologist, State of New York

**Marc Campo**

Professor, Physical Therapy  
B.A., University of Maryland

M.S., Columbia University  
M.S., Ph.D., New York University  
Orthopedic Clinical Specialist Diplome, ABPTS  
Licensed Physical Therapist, State of New York

**Anthony Canger**

Associate Professor, Biology  
B.S., SUNY New Paltz  
Ph.D., Stony Brook University (SUNY)

**Lorraine Cashin**

Assistant Professor, Physician Assistant Studies  
B.S., M.P.S., Mercy College

**Amanda Colon**

Assistant Professor, Veterinary Technology  
B.S., Coastal Carolina University  
D.V.M., Michigan State University

**Kara Connelly**

Visiting Assistant Professor, Nursing  
B.S.N., M.S., D.N.P., SUNY Binghamton  
Certified Family Nurse Practitioner

**Devdutta Deb**

Assistant Professor, Biology  
B.Sc., M.Sc., University of Calcutta (India)  
Ph.D., Virginia Polytechnic Institute and State University

**Ilirian Dhimitruka**

Visiting Assistant Professor, Chemistry  
B.Sc., Universiteti i Tiranës (Albania)  
M.Sc., Ph.D., Wayne State University

**Denise DiCristofaro**

Assistant Professor, Communication Disorders  
B.A., M.A., St. John's University  
CCC-SLP, American Speech, Language, and Hearing Association  
Certified Teacher/Speech & Hearing Handicapped, State of New York  
Licensed Speech/Language Pathologist, State of New York

**Katherine M. Dowdle**

Visiting Instructor, Nursing  
B.S., College of Mt. St. Vincent  
M.S., Pace University  
Advanced Certificate, Nursing Education, Mercy College  
Registered Professional Nurse, State of New York

**Cristina Dumitrescu**

Assistant Professor, Occupational Therapy Assistant  
A.A.S., Mercy College  
B.S., M.S., Touro College  
Licensed Occupational Therapist, State of New York

**Irina V. Ellison**

Associate Professor, Health Science  
B.A., Vassar College  
Ph.D., New York Medical College

**Ferdinand Esser**

Assistant Professor, Health Sciences  
B.S., University at Albany, SUNY  
D.O., Life University

**Miriam Ford**

Assistant Professor, Nursing  
B.A., Smith College  
M.S.N., Yale University  
Ph.D., Adelphi University  
Certified Family Nurse Practitioner  
Registered Professional Nurse, State of New York  
Registered Nurse Practitioner, State of New York

**Errol Fraser**

Assistant Professor, Physician Assistant Studies  
B.S., New School for Social Research  
M.P.A.S., University of Nebraska

**Mindy Garfinkel**

Assistant Professor, Occupational Therapy  
B.A., Queens College (CUNY)  
M.A., New York University  
O.T.D., Quinnipiac University  
Licensed Occupational Therapist,  
States of New York and Connecticut

**Kathleen Golisz**

Professor, Occupational Therapy  
B.S., O.T.R., M.A., New York University  
O.T.D., University of St. Augustine  
Pd.M., *honoris causa*, Mercy College  
Licensed Occupational Therapist,  
States of New York and New Jersey

**Shevonba Monique Graham**

Assistant Professor, Nursing  
B.S., M.S., College of Mount Saint Vincent

Registered Professional Nurse, State of New York

**Denise Eileen Guinn**

Associate Professor, Chemistry  
B.A., University of California at San Diego  
Ph.D., The University of Texas at Austin

**James Gurley**

Assistant Professor, Physical Therapy  
B.A., University of Vermont  
M.S., University of Pittsburgh  
D.P.T., Temple University  
Neurologic Certified Specialist Diplomate, ABPTS  
Licensed Physical Therapist, State of New York

**Ruth Lyons Hansen**

Associate Professor, Physical Therapy  
B.S., Russell Sage College  
M.S., Long Island University  
D.P.T., Massachusetts General Hospital  
Institute of Health Professions  
Pd.M., *honoris causa*, Mercy College  
Cardiopulmonary Clinical Specialist Diplomate, ABPTS  
Licensed Physical Therapist, State of New York

**Melanie Harasym**

Associate Professor, Biology  
M.S., B.S., Saint John's University  
Ph.D., Northeastern University

**Sr. Mary Hartnett**

Assistant Professor, Nursing  
B.S., Pace University  
M.S.N., University of Rhode Island  
Ph.D., The Catholic University of America  
Registered Professional Nurse, State of New York

**Renée Haskew-Layton**

Assistant Professor, Biology  
B.A., University at Albany, SUNY  
Ph.D., Albany Medical College

**José Herrera**

Professor, Biology  
B.S., M.S., Northern Illinois University  
Ph.D., Kansas State University

**Deborah Hunt**



Associate Professor, Nursing  
Nursing Diploma, Mount Vernon School of Nursing  
B.S.N., Mercy College  
M.S., The College of New Rochelle  
Ph.D., Adelphi University  
Fellow, New York Academy of Medicine  
Registered Professional Nurse, State of New York

**Matthew R. Hyland**

Associate Professor, Physical Therapy  
B.S., Ithaca College  
M.P.A., Pace University  
Ph.D., Seton Hall University  
Licensed Physical Therapist, State of New York

**Nannette Hyland**

Associate Professor, Physical Therapy  
B.S., M.S., Springfield College  
Ph.D., Seton Hall University  
Pd.M., *honoris causa*, Mercy College  
Licensed Physical Therapist, State of New York

**David J. Jackowe**

Assistant Professor, Physician Assistant Studies  
B.A., John Hopkins University  
M.S., M.D., Case Western Reserve University

**Lorraine Jamieson**

Assistant Professor, Physician Assistant Studies  
B.S., Long Island University  
M.H.A., Walden University

**Sheniqua Johnson**

Instructor, Nursing  
B.S.N., The College of New Rochelle  
M.S.N., University of Phoenix  
Registered Professional Nurse, State of New York

**Kathleen Kenney-Riley**

Associate Professor, Nursing  
B.S., College of Mount Saint Vincent  
M.S., Stony Brook University (SUNY)  
Ed.D., Teachers College, Columbia University  
Certified Pediatric Nurse Practitioner  
Registered Professional Nurse, State of New York  
Registered Nurse Practitioner, State of New York

**Susanna Killourhy**

Assistant Professor, Nursing  
Nursing Diploma, Manhattan State Hospital School of Nursing  
B.S., Hunter College (CUNY)  
M.S., Mercy College  
Registered Professional Nurse, State of New York

**Henry Knizeski, Jr.**

Professor, Biology  
B.S., M.S., Ph.D., Fordham University  
Pd.M., *honoris causa*, Mercy College

**Christine Kosky**

Associate Professor, Communication Disorders  
Teacher's Certificate of Education, St. Johns College (England)  
Certificate for Teachers of Deaf and Partially-Hearing  
Children, University of Manchester (England)  
M.A., Columbia University  
M.S., Hunter College (CUNY)  
Ph.D., CUNY Graduate Center  
CCC- SLP, American Speech Language Hearing Association  
New York State Teacher of Speech and Hearing Handicapped  
Licensed Speech/Language Pathologist, State of New York

**Dorothy M. Larkin**

Professor, Nursing  
B.S.N., B.A., University of North Carolina, Chapel Hill  
M.A., Ph.D., New York University  
Registered Professional Nurse, State of New York

**Francine Laterza**

Visiting Assistant Professor, Nursing  
B.S., St. Joseph's College (Brooklyn, NY)  
M.S.N., Hunter College (CUNY)  
Registered Professional Nurse, State of New York  
Registered Nurse Practitioner in Pediatrics, State of New York

**Lisa Martin**

Associate Professor, Nursing  
B.S., Adelphi University  
M.A., Ph.D., New York University  
Registered Professional Nurse, State of New York

**Astrid E. Mel**

Assistant Professor, Exercise Science  
B.S., Concordia University (Canada)  
M.S., Ph.D., Springfield College  
Certified Exercise Physiologist, ACSM  
Certified Sports Nutritionist, ISSN

Certified Strength and Conditioning Specialist, NSCA

**Peter V. Minorsky**

Professor, Biology  
A.B., Vassar College  
Ph.D., Cornell University

**Sonia Moorehead**

Assistant Professor, Occupational Therapy  
B.S., O.T.R., M.A., Kean University  
O.T.D., Chatham University  
Licensed Occupational Therapist, States of New York and New Jersey

**Susan Moscou**

Associate Professor, Nursing  
B.A., University at Albany, SUNY  
M.P.H., Columbia University  
M.S.N., Yale University  
Ph.D., Brandeis University  
Certified Nurse Practitioner  
Registered Professional Nurse, State of New York  
Registered Nurse Practitioner, State of New York

**Patricio E. Mujica Urzúa**

Assistant Professor, Biology  
B.S., Pontificia Universidad Católica de Chile (Chile)  
Ph.D., Rutgers, The State University of New Jersey

**Gail Lavin Murphy**

Assistant Professor, Physician Assistant Studies  
B.S., Stony Brook University (SUNY)  
M.P.A.S., University of Nebraska

**Madhavan Narayanan**

Assistant Professor, Chemistry  
B.S., University of Madras (India)  
M.S., Indian Institute of Technology (India)  
Ph.D., Temple University

**Michelle Naylor**

Assistant Professor, Clinical Laboratory Sciences  
B.S., Mercy College  
M.S., Long Island University  
Licensed Clinical Laboratory Technologist, State of New York

**Rita Neilan**

Assistant Professor, Nursing  
B.S., Pharm.D., Long Island University

Registered Professional Nurse, State of New York  
Registered Pharmacist, State of New York

**Ashley O'Rourke**

Instructor, Communication Disorders  
B.S., La Salle University  
M.S., Mercy College  
CCC- SLP, American Speech Language Hearing Association  
New York State Teacher of Speech and Hearing Handicapped  
Licensed Speech/Language Pathologist, State of New York

**Sonia Pervaiz**

Assistant Professor, Nursing  
B.S., M.S., M.B.A., Advanced Certificate, Nursing Administration, Mercy College  
D.N.P., Rutgers, The State University of New Jersey  
Licensed Practical Nurse, Registered Professional Nurse, State of New York

**Kathleen Reilly**

Instructor, Nursing  
B.S., Adelphi University  
M.S., Advanced Certificate, Nursing Education, The College of New Rochelle  
Registered Professional Nurse, State of New York

**Arlene F. Rosen**

Associate Professor, Nursing  
Nursing Diploma, Iowa Methodist School of Nursing  
B.S.N., University of Iowa  
M.Ed., Ed.D., Teachers College, Columbia University  
Fellow, New York Academy of Medicine  
Registered Professional Nurse, State of New York

**Kathryn A. Ryans**

Assistant Professor, Physical Therapy  
M.S., Mercy College  
D.P.T., Temple University  
Certified Lymphedema Specialist, Lymphology  
Association of North America (LANA)  
Licensed Physical Therapist, State of New Jersey

**Sherrye Samuels**

Instructor, Nursing  
B.S.N., The College of New Rochelle  
M.S., College of Mount Saint Vincent  
Registered Professional Nurse, State of New York  
Registered Nurse Practitioner, State of New York

**Lisa Sarran-Armogan**

Clinical Assistant Professor, Biology

B.A., Manhattanville College  
M.S., New York University  
M.S., Fordham University  
Ph.D., Albert Einstein College of Medicine, Yeshiva University

**Lisa E. Schenkel**

Assistant Professor, Veterinary Technology  
B.S., Clarkson University  
D.V.M., Colorado State University  
Licensed Veterinarian, States of New York and California  
Certified Canine Rehabilitation Therapist  
Certified Veterinary Medical Acupuncturist

**Sharon Sedlak**

Assistant Professor, Occupational Therapy Assistant  
A.A.S., Orange County Community College  
B.S., Dominican College  
M.S., Mercy College  
Licensed Occupational Therapist, New York State

**Francine M. Seruya**

Professor, Occupational Therapy  
B.A., John Jay College of Criminal Justice (CUNY)  
M.A., Ph.D., New York University  
Licensed Occupational Therapist, States of New York and Connecticut

**Lynda Eileen Shand**

Associate Professor, Nursing  
B.S.N., Seton Hall University  
M.S., Ph.D., New York University  
Fellow, New York Academy of Medicine  
Certified Hospice and Palliative Nurse  
Certified Nurse Educator  
Registered Professional Nurse, State of New York

**Linda Sherman-Atkins**

Assistant Professor, Clinical Laboratory Science  
B.S., Fairleigh Dickinson University  
M.S., Seton Hall University

**Sharon Shockness**

Assistant Professor, Nursing  
B.S., Mercy College  
M.S., Mercy College  
Ed.D., Walden University  
Registered Professional Nurse, State of New York

**Patrice Sobecki**

Instructor, Nursing  
B.S., M.S., Mercy College  
Registered Professional Nurse, State of New York

**Danielle Sry**

Assistant Professor, Physician Assistant Studies  
B.S., Baruch College (CUNY)  
M.S., Mercy College

**Jeanine Stancanelli**

Associate Professor, Occupational Therapy  
B.S., Quinnipiac College  
M.P.H., Southern Connecticut University  
O.T.D., University of St. Augustine  
Licensed Occupational Therapist, State of New York

**Mónica Stanton-Koko**

Assistant Professor, Health Sciences  
B.S., M.S., Hunter College (CUNY)  
M.Ed., Ph.D., Teachers College, Columbia University

**Geetha Surendran**

Associate Professor, Chemistry  
B.Sc., Delhi University (India)  
M.Sc., Ph.D., Indian Institute of Technology (India)

**Patricia Sutton**

Assistant Professor, Nursing  
B.S.N., The College of New Rochelle  
M.S. Mercy College  
Registered Professional Nurse, State of New York

**Eileen Theriault**

Visiting Instructor, Nursing  
B.S.N., William Patterson University  
M.S., The College of New Rochelle  
Registered Professional Nurse, States of New York and Connecticut

**Sabrina Timperman**

Associate Professor, Veterinary Technology  
B.S., Wagner College  
D.V.M., Louisiana State University  
Licensed Veterinarian, State of New York

**Joan Toglia**

Professor, Occupational Therapy  
B.S., O.T.R., New York University

M.A., Ph.D., Teachers College, Columbia University  
Pd.M., *honoris causa*, Mercy College  
Licensed Occupational Therapist, State of New York

**Renu Abraham Varughese**

Assistant Professor, Nursing  
B.S., Punjab University (India)  
M.S., College of Mount Saint Vincent  
M.Phil., Ph.D., Mother Teresa Women's University (India)  
Registered Professional Nurse, State of New York

**Adrienne Wald**

Assistant Professor, Nursing  
B.S.N., Boston University  
M.B.A., Adelphi University  
Ed.D., Teachers College, Columbia University  
Registered Professional Nurse, State of New York and Commonwealth of Massachusetts

**Jean Walsh**

Clinical Assistant Professor, Health Science  
B.S., Iona College  
M.S., D.C., New York Chiropractic College

**G. Lee Warren**

Associate Professor, Chemistry  
B.S., Newberry College  
Ph.D., The University of Tennessee, Knoxville

**Mary Allison Williams**

Assistant Professor, Exercise Science  
B.S., M.S., Ph.D., University of Pittsburgh  
Certified Exercise Physiologist, ACSM

**Reema Zeineldin**

Professor, Biology  
B.S., M.S., Kuwait University (Kuwait)  
Ph.D., University of New Mexico

**Chun Zhou**

Assistant Professor, Biology  
M.D., M.S., Ph.D., Tongji Medical College of  
Huazhong University of Science and Technology (People's Republic of China)

**Debra Zizik**

Assistant Professor, Occupational Therapy  
B.A., Hunter College (CUNY)  
M.S., O.T.R., Mercy College  
O.T.D., Thomas Jefferson University

Certificate in Advanced Practice, Drexel University  
Licensed Occupational Therapist, States of New York and New Jersey

**Emeritae/i Faculty**

**Robert M. Dreyfuss**

Associate Professor Emeritus, Chemistry  
A.B., Cornell University  
Ph.D., University of California, Berkeley  
Pd.M., *honoris causa*, Mercy College

**Claudia B. Fenderson**

Professor Emerita, Physical Therapy  
B.S., Columbia University  
M.S., Long Island University  
Ed.D., Nova Southeastern University  
Pediatric Clinical Specialist, Diplomate, ABPTS  
Licensed Physical Therapist, State of New York

**Alayne Fittpatrick**

Associate Professor Emerita, Nursing  
B.S.N., Dominican College of Blauvelt  
M.S.N., Hunter College (CUNY)  
Ed.D., Teachers College, Columbia University  
Pd.M., *honoris causa*, Mercy College  
Certified Community Health Nurse,  
American Nurses Association  
Registered Nurse, State of New York

**Honoré Marie Fontes**

Professor Emerita, Nursing  
B.S.N., William Paterson College  
M.A., Ph.D., New York University  
Pd.M., *honoris causa*, Mercy College  
Registered Nurse, State of New York

**Carolyn R. Lansberry**

Professor Emerita, Nursing  
B.S.N., SUNY Buffalo  
M.A., Ph.D., New York University  
Clinical Nurse Specialist, Adult Psychiatric Health Nursing  
Registered Nurse, State of New York

**Judson P. McClure**

Professor Emeritus, Chemistry  
B.S., Bob Jones University  
Ph.D., University of Colorado  
Pd.M., *honoris causa*, Mercy College



**Gloria Schlisselberg**

Professor Emerita, Communication Disorders

B.A. Stony Brook University (SUNY)

M.A., Queens College (CUNY)

Ph.D., CUNY Graduate Center

CCC-SLP, American Speech, Language, and Hearing Association

Pd.M., *honoris causa*, Mercy College

Licensed Speech/Language Pathologist

State of New York New York State Teacher of the Speech and Hearing Handicapped

ASHA Board Recognized Specialist in Child Language

**Ellen V. Vopicka**

Professor Emerita, Biology

A.B., Cedar Crest College

M.A., Wake Forest University

Ph.D., University of Vermont

Pd.M., *honoris causa*, Mercy College

**School of Liberal Arts****Ben Abelson**

Assistant Professor, Philosophy

B.A., Hunter College (CUNY)

Ph.D., CUNY Graduate Center

**Jude C. Aguwa**

Professor, Religion

B.Phil., Bigard Memorial Seminary (Nigeria)

Th.B., Pontificia Universitas Urbaniana (Italy)

Th.L., Ph.D., Pontificia Facultas Theologica, Teresianum (Italy)

**Elise Arnold-Levene**

Assistant Professor, Spanish

B.A., McGill University (Canada)

M.A., Ph.D., Columbia University

**Narasimhaswamy Banavara**

Associate Professor, Computer Science

B.E., Bangalore University (India)

M.A., Goethe Institute (Germany)

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

Ph.D., Baruch College (CUNY)

**Marion G. Ben-Jacob**

Professor, Mathematics

B.S., The City College of New York (CUNY)

M.S., Syracuse University

M.A., Ph.D., Yeshiva University  
Pd.M., *honoris causa*, Mercy College

**Cheng "Jeff" Chang**

Assistant Professor, Mathematics  
B.S., Chinese University of Hong Kong (Hong Kong)  
M.S., Stephen F. Austin State University  
Ph.D., University of North Texas

**Zhixiong Chen**

Professor, Mathematics  
B.A., M.A., Shanghai Jiao Tong University (People's Republic of China)  
M.S., Ph.D., University of Pittsburgh

**Virginia Coleman-Prisco**

Assistant Professor, Critical Inquiry  
B.A., SUNY New Paltz  
M.S., Fordham University  
Ed.D., Northeastern University

**Austin Dacey**

Assistant Professor, Critical Inquiry  
B.A., Evergreen State College  
Ph.D., Bowling Green State University

**Barbara Dodsworth**

Associate Professor, Art History  
B.F.A., Cooper Union for the Advancement of Science and Art  
M.A., Queens College (CUNY)  
M.Phil., Ph.D., Columbia University  
Pd.M., *honoris causa*, Mercy College

**David Donnelly**

Professor, Communication  
B.A., University of Maryland, College Park  
M.A., Ph.D., University of Massachusetts Amherst

**Sean Dugan**

Professor, English Literature  
B.A., Skidmore College  
M.S., University at Albany, SUNY  
Ed.M., Ed.D., Teachers College, Columbia University  
Pd.M., *honoris causa*, Mercy College

**K. Patrick Fazioli**

Assistant Professor, Critical Inquiry  
B.A., Providence College  
M.A., Ph.D., SUNY Buffalo

**Saul Fisher**

Visiting Associate Professor, Philosophy  
A.B., Columbia University  
M.A., Rice University  
Ph.D., CUNY Graduate Center

**Josh Gaetjen**

Associate Professor, Design and Animation  
B.A., Hampshire College  
M.F.A., Boston University

**Miriam S. Gogol**

Professor, English Literature  
B.A., The City College of New York (CUNY)  
M.A., M.Phil., Ph.D., Columbia University

**Louis J. Grasso**

Associate Professor, Media Studies  
B.F.A., M.A., M.F.A., New York Institute of Technology

**Isabel Grayson**

Assistant Professor, English Literature  
B.A., New York University  
M.F.A., The City College of New York (CUNY)  
Ph.D., CUNY Graduate Center

**Alan Hartman**

Assistant Professor, Modern Foreign Language  
B.S., Manhattan College  
M.A., Boston College  
M.A., D.M.L., Middlebury College

**Dana Horton**

Assistant Professor, English Literature  
B.A., Temple University  
Ph.D., Northeastern University

**Kristen Keckler**

Assistant Professor, English Literature  
B.S., Cornell University  
M.A., Ph.D., University of North Texas

**Justin Kessler**

Assistant Professor, Music Industry and Technology  
B.S., SUNY Oneonta  
M.M., SUNY Purchase

**David Kilpatrick**

Associate Professor, English Literature

B.A., Slippery Rock University of Pennsylvania  
M.A., Ph.D., SUNY Binghamton  
Pd.M., *honoris causa*, Mercy College

**Soonyi Lee**

Assistant Professor, History  
B.A., M.A., Yonsei University (South Korea)  
Ph.D., New York University

**Charles Li**

Associate Professor, Mathematics  
B.Eng., Cooper Union for the Advancement of Science and Art  
Ph.D., CUNY Graduate Center

**Sophie "Sisi" Li**

Assistant Professor, Mathematics and Computer Science  
B.E., Beijing Technology and Business University (People's Republic of China)  
M.S., Ph.D., New Jersey Institute of Technology

**Christopher Loots**

Associate Professor, English Literature  
B.A., San Francisco State University  
Ph.D., CUNY Graduate Center

**Maureen MacLeod**

Assistant Professor, History  
B.A., Michigan State University  
M.A., Wayne State University  
Ph.D., Florida State University

**Andrés Matías-Ortíz**

Assistant Professor, History  
B.A., Hunter College (CUNY)  
M.A., Ph.D., University of Wisconsin, Madison

**Richard Medoff**

Associate Professor, Communication  
B.A., Stony Brook University (SUNY)  
M.F.A., Brooklyn College (CUNY)  
Ph.D., CUNY Graduate Center

**Robert Murray**

Assistant Professor, History  
B.A., Centre College  
M.A., M.S., Virginia Polytechnic Institute and State University  
Ph.D., University of Kentucky

**Marc Palmieri**

Instructor, Communication

B.A., Wake Forest University  
M.A., The City College of New York (CUNY)  
M.F.A., City College (CUNY)

**Jon-Paul Paolino**

Assistant Professor, Mathematics  
B.A., New York University  
M.A., Columbia University  
Ph.D., Teachers College, Columbia University

**Michael Perrota**

Associate Professor, Media Studies  
B.S., Pace University  
M.S., Iona College  
M.F.A., Western Connecticut State University

**Laura Proszak**

Assistant Professor, English Literature  
B.A., M.A., Tulane University  
Ph.D., Northeastern University

**Nagaraj Rao**

Professor, Mathematics  
M.S., Mysore University (India)  
M.S., The City College of New York (CUNY)  
M.S., Ph.D., University of Rhode Island

**Celia Reissig-Vasile**

Professor, English Literature and Spanish  
B.A., New York University  
M.A., University of Texas at Austin  
Ph.D., Fordham University

**Allyson Richmond**

Assistant Professor, English Literature  
B.A., Barnard College  
M.A., Teachers College, Columbia University

**Jennifer Roos**

Associate Professor, Design and Animation  
B.A., Princeton University  
M.F.A., Yale University

**Brent A. Saindon**

Assistant Professor, Critical Inquiry  
B.A., Fort Hays State University  
M.S., University of North Texas  
Ph.D., University of Pittsburgh

**Nereida Segura-Rico**

Associate Professor, Spanish  
B.A., Universidad Complutense (Spain)  
M.A., University of Cincinnati  
Ph.D., University of North Carolina at Chapel Hill

**Emily Seibert**

Assistant Professor, Critical Inquiry  
B.A., Susquehanna University  
M.F.A., Sarah Lawrence College

**Jade Snyder**

Assistant Professor, Communication  
B.A., Drew University  
M.F.A., Savannah College of Art and Design

**Paul Steinman**

Associate Professor, Music Production and Recording Arts  
B.A., San Francisco State University  
M.A., New York University

**Ralph "Woody" Sullender**

Assistant Professor, Design and Animation  
B.A., University of North Carolina at Chapel Hill  
M.F.A., Bard College

**Sanju Vaidya**

Associate Professor, Mathematics and Computer Science  
B.S., M.S., Poona University (India)  
Ph.D., Purdue University  
P.d.M., *honoris causa*, Mercy College

**David Wang**

Associate Professor, Computer Science  
B.S., Ramapo College  
M.S., New Jersey Institute of Technology  
M.S., Mercy College  
Ed.D., National American University  
Pd.M., *honoris causa*, Mercy College

**Jessica D. Ward**

Assistant Professor, English Literature  
B.A., M.A., University of North Texas  
Ph.D., University of North Carolina at Greensboro

**Stephen B. Ward**

Associate Professor, Music Industry and Technology  
B.Mus., Berklee College of Music

M.Mus., New York University

**Jong P. Yoon**

Associate Professor, Cybersecurity  
B.S., Yonsei University (South Korea)  
M.S., University of Florida  
Ph.D., George Mason University

**Jason Matthew Zallinger**

Assistant Professor, Communication  
B.A., University of Connecticut  
M.A., New York University  
Ph.D., Rensselaer Polytechnic Institute

**Emeritae/i Faculty**

**Joshua Berrett**

Professor Emeritus, Music and Fine Arts  
B.A., University of Cape Town (South Africa)  
M.A., Columbia University  
Ph.D., University of Michigan  
Pd.M., *honoris causa*, Mercy College

**Frances Biscoglio**

Professor Emerita, English Literature  
B.A., The College of New Rochelle  
M.A., Ph.D., Fordham University  
Pd.M., *honoris causa*, Mercy College

**Howard Canaan**

Professor Emeritus, English Literature  
B.A., Middlebury College  
M.A., Ph.D., Columbia University  
Pd.M., *honoris causa*, Mercy College

**John DiElsi**

Professor Emeritus, Mathematics and Computer Information Science  
B.S., Fairfield University  
M.S., Manhattan College  
M.S., Polytechnic University of New York  
M.S., Marlboro College  
Certified Computing Professional  
Pd.M., *honoris causa*, Mercy College

**Joel Feimer**

Professor Emeritus, English Literature  
B.A., Manhattan College

M.A., Stony Brook University (SUNY)  
Ph.D., CUNY Graduate Center  
Pd.M., *honoris causa*, Mercy College

**Roger Gocking**

Professor Emeritus, History  
B.A., Fairfield University  
M.A., Ph.D., Stanford University  
Pd.M., *honoris causa*, Mercy College

**Ann E. Grow**

Professor Emerita, Philosophy  
A.B., Manhattanville College  
M.A., Ph.D., Fordham University  
Pd.M., *honoris causa*, Mercy College  
I.E.M. Program, Harvard University

**Lourdes S. Herrera**

Professor Emerita, Foreign Language  
Ph.D., Universidad de Habana (Cuba)

**Betty Krasne**

Professor Emerita, English Literature  
B.A., Mount Holyoke College  
M.A., Columbia University  
Ph.D., Union Graduate School  
Pd.M., *honoris causa*, Mercy College

**Arthur Lerman**

Professor Emeritus, Political Science and History  
B.A., Hobart College  
M.A., Ph.D., Princeton University  
Pd.M., *honoris causa*, Mercy College

**Karen LeRoy**

Assistant Professor Emerita, English Literature  
A.B., Mount Holyoke College  
M.A., Columbia University

**Delia Marx**

Professor Emerita, Mathematics and Computer Science  
B.S., Instituto Nacional Superior del Profesorado (Argentina)  
M.S., Ph.D., Polytechnic University  
Pd.M., *honoris causa*, Mercy College

**Marie McKellar**

Professor Emerita, Mathematics and Computer Information Science  
B.A., St. Mary's College (Indiana)



M.A., University of Illinois  
Ed.D., Rutgers, The State University of New Jersey  
L.H.D., *honoris causa*, Mercy College

**Eileen M. McMahon**

Associate Professor Emerita, English Literature  
A.B., Marymount College  
M.A., St. John's University  
Pd.M., *honoris causa*, Mercy College

**Donald Morales**

Professor Emeritus, English Literature  
B.A., M.A., Adelphi University  
Ph.D., Stony Brook University (SUNY)  
Pd.M., *honoris causa*, Mercy College

**Margaret Morris**

Professor Emerita, English Literature  
B.A., M.A., McGill University (Canada)  
M.A.L.S., Ph.D., CUNY Graduate Center  
Pd.M., *honoris causa*, Mercy College

**Elaine Paris**

Professor Emerita, Mathematics  
B.S., M.A., Brooklyn College (CUNY)  
Ed.D., Teachers College, Columbia University  
Pd.M., *honoris causa*, Mercy College

**Elizabeth Pogue**

Professor Emerita, Speech  
A.B., Manhattan College  
M.S., Fordham University  
Ph.D., New York University  
Pd.M., *honoris causa*, Mercy College  
CCC-SLP, American Speech, Language, and Hearing Association  
Licensed Speech/Language Pathologist, State of New York

**Theodore Rosenof**

Professor Emeritus, History  
B.A., Rutgers, The State University of New Jersey  
M.A., Ph.D., University of Wisconsin  
Pd.M., *honoris causa*, Mercy College

**Frederick L. Shiels**

Professor Emeritus, Political Science and History  
B.A., Vanderbilt University  
M.A., Johns Hopkins University  
Ph.D., Cornell University

Pd.M., *honoris causa*, Mercy College

**Peter G. Slater**

Professor Emeritus, History

B.A., Cornell University

M.A., Brown University

Ph.D., University of California, Berkeley

Pd.M., *honoris causa*, Mercy College

**Paul A. Trent**

Associate Professor Emeritus, Communication

A.B., University of Kentucky

M.A., New York University

M.F.A., Yale University

Pd.M., *honoris causa*, Mercy College

**John Tucciarone**

Professor Emeritus, Mathematics and Computer Science

B.S., Fordham University

M.A., J.D., St. John's University

Ph.D., New York University

Pd.M., *honoris causa*, Mercy College

**Thomas E. Vesce**

Professor Emeritus, Modern Foreign Language

A.B., Manhattan College

M.A., Western Connecticut State College

M.A., Ph.D., Fordham University

Pd.M., *honoris causa*, Mercy College

**School of Social and Behavioral Sciences**

**Eduardo Zachary Albrecht**

Associate Professor, International Relations and Diplomacy

B.A., John Cabot University (Italy)

M.A., Ph.D., University of London (England)

**Dorothy M. Cali Balancio**

Professor, Sociology

A.B., Mercy College

M.A., Catholic University of America

M.Phil., Ph.D., CUNY Graduate Center

Pd.M., *honoris causa*, Mercy College

**Saliha Bava**

Associate Professor, Marriage and Family Therapy

B.A., University of Delhi in New Delhi (India)  
M.A., Tata Institute of Social Sciences in Bombay (India)  
Ph.D., Virginia Polytechnic Institute and State University

**Jeffrey J. Cohen**

Associate Professor, School Psychology  
B.A., New York University  
M.A., Ph.D., Hofstra University  
New York State Permanent Certification in School Psychology  
Licensed Psychologist, State of New York

**Mary Cuadrado**

Associate Professor, Criminal Justice  
B.A., M.P.A., John Jay College of Criminal Justice  
M.A., Ph.D., CUNY Graduate Center

**Carolyn T. Cullen**

Assistant Professor, Counseling  
B.A., Hamilton College  
M.S.W., Boston College  
Ph.D., New York University  
LCSW-R, State of New York

**Karol E. Dean**

Professor, Psychology  
B.A., Psychology, Boston University  
M.S., Ph.D., University of California, Los Angeles

**Donna Drumm**

Assistant Professor, Legal Studies  
B.S., Fordham University  
J.D., Pace University

**Lisa Ecklund-Flores**

Associate Professor, Psychology  
B.S., SUNY Fredonia  
M.S., Hunter College (CUNY)  
Ph.D., CUNY Graduate Center

**Anne Ferrari**

Associate Professor, Psychology  
B.S., Fordham University  
M.A., New York University  
M.S., The College of New Rochelle  
Ph.D., Fordham University

**Tanya Grant**

Assistant Professor, Criminal Justice

B.A., Fairfield University  
M.S., University of New Haven  
Ph.D., Capella University

**Michael S. Grunes**

Associate Professor, School Psychology  
B.S., University of Massachusetts at Amherst  
M.A., Ph.D., Hofstra University  
Pd.M., honoris causa, Mercy College  
Licensed Psychologist, State of New York

**Sarah Hahn**

Assistant Professor, Behavioral Science  
B.A., SUNY Cortlandt  
M.G.S., Ph.D., Miami University

**Carolyn Hanesworth**

Assistant Professor, Social Work  
B.A., University of Arizona  
M.S., University of Texas at Arlington  
LCSW, States of New York and Texas  
Licensed MSW, Texas State Board of Social Work Examiners

**Rossi A. Hassad**

Professor, Psychology  
M.P.H., University of the West Indies (Jamaica)  
Ph.D., Touro University International  
CStat, Chartered Statistician,  
The Royal Statistical Society (United Kingdom)  
LMHC, State of New York

**Jane Hogan**

Assistant Professor, Social Work  
B.S., St. John's University  
M.S.W., Ph.D., Fordham University

**Rose Marie Hurrell**

Professor, Psychology  
B.A., Lehman College (CUNY)  
M.A., Ph.D., Fordham University

**Evan Imber-Black**

Professor, Marriage and Family Therapy  
B.A., Roosevelt University  
M.S., California State University  
Ph.D., University of Pittsburgh

**Diana D'Amico Juettner**

Professor, Legal and Justice Studies  
B.A., Hunter College (CUNY)  
J.D., Touro College  
Pd.M., *honoris causa*, Mercy College

**Mary Knopp Kelly**

Associate Professor, Psychology  
B.A., Hunter College (CUNY)  
M.Phil., Ph.D., CUNY Graduate Center  
Pd.M., *honoris causa*, Mercy College

**Jeong L. Kim**

Assistant Professor, Criminal Justice  
B.A., Korea National Police University (South Korea)  
M.A., Tokyo Metropolitan University (Japan)  
Ph.D., Sam Houston State University

**Kevin R. Kulic**

Assistant Professor, Psychology  
B.A., M.S., University at Albany, SUNY  
Ph.D., University of Georgia

**Yi-Hsuan Chelsea Kuo**

Assistant Professor, Sociology  
B.A., National Chengchi University (Taiwan)  
M.A., Harvard University  
Ed.M., Ph.D., Teachers College, Columbia University

**Rebecca Lafleur**

Associate Professor, Psychology  
B.A., Smith College  
M.A., Ph.D., Temple University

**Illya Lichtenberg**

Associate Professor, Criminal Justice and Law  
B.S., M.A., Ph.D., J.D., Rutgers, The State University of New Jersey

**Daniel J. McCarthy**

Associate Professor, Political Science  
B.A., Manhattan College  
M.A., Ph.D., University of Notre Dame

**Alberto Manzi**

Associate Professor, Behavioral Science  
B.S., Ph.D., Università degli Studi di Napoli Federico II (Italy)

**Sarah Martucci**

Assistant Professor, Sociology and Behavioral Science

B.A., Stony Brook University (SUNY)

M.A., Brooklyn College

Ph.D., CUNY Graduate Center

**Emily Murphy**

Assistant Professor, Social Work

B.S.W., Skidmore College

M.S.W., Columbia University

**Dominic J. Novelli**

Assistant Professor, Public Administration

B.S., Fordham University

M.A.S., Fairleigh Dickinson University

D.P.A., University of Baltimore

**Johnnie O'Neal**

Assistant Professor, Social Work

B.S.W., Limestone College

M.S.W., The University of South Carolina

Ph.D., Virginia Commonwealth University

**Bruce Nelson Ong**

Associate Professor, Political Science

B.A., Wabash College

B.A., M.A., Oxford University (England)

Ph.D., University of Virginia

**Elizabeth Pete**

Assistant Professor, Health Services Management

B.A., Lehman College (CUNY)

M.A., New York University

Ed.D., Walden University

**Kimberly A. Rapoza**

Associate Professor, Psychology

B.A., University of Massachusetts Amherst

M.A., Ph.D., Boston University

**Marie Ribarich**

Assistant Professor, Counseling

B.A., New York University

Ph.D., St. John's University

Certificate in Eating Disorders, Compulsions, and Addictions, William Alanson White Institute

**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

**Marina Sorochinski**

Assistant Professor, Criminal Justice

B.A., Concordia University (Canada)

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

**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**

Associate Professor, Counseling

B.S., Loyola University New Orleans

M.Ed., Augusta State University

Ph.D., Old Dominion University

Licensed Professional Counselor-Georgia

School Counselor, New York

**Julia Zavala**

Assistant Professor, Psychology

B.S., Mercy College

M.A., M.Phil., Ph.D., Teachers College, Columbia University

## **Center for New Resources-Adult Education**

### **Michael Anker**

Assistant Professor, Liberal Arts and Sciences  
B.A., University of Washington  
M.A., CUNY Graduate Center  
Ph.D., The European Graduate School (Switzerland)

### **Andrew Baker**

Assistant Professor, Liberal Arts and Sciences  
B.A., Lehigh University  
M.F.A., The New School

### **Eric Ofori Bekoe**

Assistant Professor, Liberal Arts and Sciences  
B.A., University of Ghana (Ghana)  
M.A., M.A., University of Toledo  
D.A., St. John's University

### **Jeffrey C. Bendremer**

Assistant Professor, Liberal Arts and Sciences  
B.S., M.A., M.A., Ph.D., University of Connecticut

### **Elena Bront de Avila**

Assistant Professor, Liberal Arts and Sciences  
B.A., Universitatea din Timișoara (Romania)  
M.A., Universidad Católica Andrés Bello (Venezuela)  
Ed.D., National Louis University

### **Antonio Delgado**

Assistant Professor, Liberal Arts and Sciences  
B.A., M.A., Universidad de Puerto Rico, Río Piedras  
Ph.D., Florida State University

### **Philip Doku**

Assistant Professor, Liberal Arts and Sciences  
B.A., Clark University  
M.A., Ed.M., Ed.D., Teachers College, Columbia University

### **Victor A. Franklin**

Instructor, Liberal Arts and Sciences  
B.A., M.P.A., The College of New Rochelle

### **David Goewey**

Assistant Professor, Liberal Arts and Sciences  
B.A., California State University, Northridge  
M.F.A., New School University



**Kristine Southard**

Assistant Professor, Liberal Arts and Sciences  
B.A., Fordham University  
M.A., Ph.D., New York University

**Emeritae/i Faculty****Deborah Day Aikens**

Assistant Professor Emerita, Behavioral Science  
B.S., M.S.W., Ph.D., Howard University  
LMSW, CASAC, State of New York

**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 Jaha 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., The 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

**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., The 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  
M.B.A., Fordham University  
M.L.S., Queens College (CUNY)

### **Yvette Page**

Associate Professor, Library  
B.S., Hunter College (CUNY)  
M.S., The College of New Rochelle  
M.S.L.I.S., Pratt Institute

### **Mustafa Sakarya**

Associate 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)

**Emeritae/i 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

# Mercy College Administration

---

**Timothy L. Hall, J.D.**

President

**José Herrera, Ph.D.**

Provost and Vice President for Academic Affairs

**Donald Aungst, B.S., CPA**

Vice President for Finance and Planning

**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

**Karol E. Dean, Ph.D.**

Dean, School of Social and Behavioral Sciences

**Saul Fisher, Ph.D.**

Associate Provost for Research, Grants and Academic Initiatives

**Lloyd G. Gibson, M.B.A., Sc.D.**

Dean, School of Business

**Anne Gilligan, B.A., M.S.**

Executive Director of Admissions

**Anne Gilmartin, J.D., M.A.**

Executive Director of Human Resources

**Allison Gurdineer, M.A.**

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

**Brian L. Johnson, M.A., Ph.D.**

Vice President of the Manhattan Campus

**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.**  
Executive Director of Budgeting and Planning

**Edie E. Magnus, M.S.**  
Executive Director, Media & Innovation

**Lucretia S. Mann, M.B.A., C.P.A.**  
Associate Provost of Academic Affairs

**Eric Martone, M.A., Ph.D.**  
Interim Dean, School of Education

**Margaret M. McGrail, B.A.**  
Vice President of Enrollment Services

**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

**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

**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

**Stephen B. Ward, M.Mus.**  
Interim Dean, School of Liberal Arts

**Reema Zeineldin, M.S., Ph.D.**  
Associate Provost for Faculty Affairs

**Daniel Zelem, B.A.**  
Chief Information Officer

# Mercy College Board of Trustees

---

## Officers of the Corporation

**Bruce J. Haber**, Chair

**Joseph P. Carlucci**, Vice Chair

**Joseph Gantz**, Vice Chair

**David B. Jones**, Vice Chair

**James M. McCormick**, Vice Chair

**Timothy L. Hall**, President

**Donald Aungst**, Treasurer

**Narda A. Romero**, Assistant Treasurer

**Irene Buckley**, Secretary

| Board of Trustees  | Term Expires |
|--|--------------|
| <b>Walter Anderson, '72 B.S., Litt. D.</b><br>Retired Chairman, Publisher and CEO<br>Parade Publications | Emeritus     |
| <b>Gary Bernstein, B.S., M.B.A</b><br>Retired IBM Executive<br>Retired Mercy College Faculty Member      | 2021         |
| <b>Patricia Blackmar, B.A.</b><br>Senior Editor, Sports Illustrated                                      | 2020         |
| <b>Gary W. Brown, B.S.</b><br>Retired CEO, First Carribean National Bank                                 | Emeritus     |
| <b>Joseph P. Carlucci, J.D.</b><br>Partner, Cuddy & Feder, LLP   | 2020         |
| <b>David T. Diamond, B.B.A., L.H.D.</b><br>President and 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><br>Retired Executive Vice President, Production & Production Technology<br>Viacom Music & Entertainment Group | 2019       |
| <b>Joseph Gantz, M.B.A.</b><br>Managing Director, Pine Brook Road Partners, LLC   | 2019       |
| <b>James Garito, B.S.</b><br>President, Garito Contracting Inc.   | 2020       |
| <b>Bruce J. Haber, M.B.A.</b><br>President, BJH Management, LLC   | 2021       |
| <b>Timothy L. Hall, J.D.</b><br>President, Mercy College  | Ex-Officio |
| <b>David B. Jones</b><br>Retired National Managing Partner<br>Public Sector Assurance Services, Deloitte & Touche LLP                                   | 2020       |
| <b>Donald J. Matthews, B.S.</b><br>Consultant, Financial Credit and Educational Assessment Sectors  | Emeritus   |
| <b>James M. McCormick, M. Eng.</b><br>President, First Manhattan Consulting Group   | 2020       |
| <b>William M. Mooney, Jr., B.S., L.H.D.</b><br>Chief Executive Officer, Westchester County Association  | 2019       |
| <b>Sarah A. O'Connor, '80, M.B.A., J.D.</b><br>Retired Chief Legal Officer & Senior Vice President<br>Strategic Planning, Arch Chemicals, Inc.          | 2020       |
| <b>Michele A. Quirolo, '79, '82, M.S., R.N.</b><br>Former President / CEO<br>Visiting Nurse Association of the Hudson Valley                            | 2020       |

|   |          |
|---|----------|
| Principal, Quirolo Consulting, LLC  |          |
| <b>Richard A. Rosenblatt, B.S.</b><br>President & Chief Executive Officer, Rosenblatt Securities, Inc.                                    | Emeritus |
| <b>John R. Thompson, '82, B.S.</b><br>Retired Senior Vice President and General Manager<br>Best Buy, Co. Inc.                             | 2020     |
| <b>Nowlan MacDonnell Ulsch, B.A.</b><br>Managing Member, MacDonnell Ulsch Cyber Advisory LLC  | 2020     |
| <b>Gregory H. Williams, '14, M.B.A., J.D., Ph.D., H.D. '18</b><br>Former President, University of Cincinnati and City College of New York | 2019     |

# Consumer Complaints & Correspondence Directory

---

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>. It is expected that students will fully utilize any/all of Mercy College's administrative procedures to address concerns and/or complaints in as timely a manner as possible. If, however, a student believes that these administrative procedures have not adequately addressed his/her concerns, the following independent procedures are available:

A complaint that concerns educational programs or practices of Mercy College should be directed to:

New York Office of College and University Evaluation

New York State Education Department

5 North Mezzanine

Albany, NY 12234

<http://www.nysed.gov/college-university-evaluation/filing-complaint-about-college-or-university>

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, NY 12223

<https://formsnym.ag.ny.gov/OAGOnlineSubmissionForm/faces/OAGCFCHome>

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:

<https://www.nc-sara.org/content/state-portal-entity-contacts>

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://dhr.ny.gov/complaint>

# Correspondence Directory

**Mercy College**  
555 Broadway  
Dobbs Ferry, New York 10522  
877-MERCY-GO

**Weather and Special Events**  
914-674-7777

## **Concerning**

General policies, interests and welfare of the College

Faculty

Academic Studies and Regulations

Student Life and Student Activities

Financial and Business Matters

Transcripts and other Official Records

Admissions

Student Financial Aid

Transfer Students

Public Relations

Contributions to the College

Alumni

Veterans' Affairs

## **Write to:**

Office of the President

Office of the Provost

Office of the Provost

Division of Student Affairs

Finance Office

Office of the Registrar

Office of Admissions

Office of Enrollment Services

Office of Admissions

Advancement Office

Advancement Office

Alumni Relations Office

Office of Student Accounts

# Accreditations, Memberships and Affiliations

---

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 Master's Degree program in Communication Disorders is accredited in Speech-Language Pathology by the Council for Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

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 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 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 Clinical Laboratory Science Program is accredited by the National 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.nacls.org](http://www.nacls.org) and email is [gjo@nacls.org](mailto:gjo@nacls.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 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 Physical Therapy Program at Mercy College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314. Telephone: 703-706-3245 Email: [accreditation@apta.org](mailto:accreditation@apta.org). Website: <http://www.capteonline.org>. Students are eligible to take the National Physical Therapy Examination, administered by the Federation of State Boards of Physical Therapy. If you need to contact the Physical Therapy Program/Mercy College directly, please call (914) 674-7828 or email [ptprogram@mercy.edu](mailto:ptprogram@mercy.edu).

At its July 2017 meeting, the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) placed the Mercy College Physician Assistant program sponsored by Mercy College on Accreditation-Probation status until its next review in June 2019. Probation is a temporary status of accreditation conferred when a program does not meet the Standards and when the capability of the program to provide an acceptable educational experience for its students is threatened. Once placed on probation, programs that still fail to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and/or risk having their accreditation withdrawn. Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

The Social Work Program is accredited by the Council on Social Work Education. For additional information, please contact: Council on Social Work Education, 1701 Duke Street, Suite 200, Alexandria, VA 22314, 703-519-8080.

The Veterinary Technology program is accredited by the American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA). For additional information, please contact: Headquarters, 1931 North Meacham Road, Suite 100, Schaumburg, IL 60173, 800-248-2862.

## **ACCREDITATIONS**

Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, Inc. (AOTA)

Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

Commission on Accreditation 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)

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 Accreditation Agency for Clinical Laboratory Science (NAACLS)

National Association of School Psychologists (NASP)

National Council for Accreditation of Teacher Education (NCATE)

## **PROGRAM APPROVALS AND DESIGNATIONS**

American Bar Association Standing Committee on Paralegals

National Security Agency Centers for Academic Excellence in Cybersecurity Defense Education

## **MEMBERSHIPS**

American Association for Paralegal Education (AAFPE)

American Association of Colleges for Teacher Education (AACTE)

American Association of Collegiate Registrars & Admissions Officers

(AACRAO) American Association of University Professors (AAUP)

American College Health Association (ACHA)

American Council on Education (ACE)

American Library Association (ALA)  
Assessment Network of New York  
(ANNY)  
Association for Institutional Research  
(AIR)  
Association of American Colleges and  
Universities (AAC&U)  
Association of Governing Boards of Colleges & Universities  
(AGB)  
Association on Higher Education and  
Disability (AHEAD)  
Association of International Education Administrators  
(AIEA)  
Association of International Educators (NAFSA)  
Campus Compact of New York and Pennsylvania  
(CCNYPA)  
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 for Higher Education Accreditation (CHEA)  
Council of Colleges of Arts and Sciences (CCAS)  
Council of Independent Colleges (CIC)  
Council of Graduate Schools (CGS)  
Council on Undergraduate Research  
(CUR)  
East Coast Conference (ECC)  
EDUCAUSE  
Hispanic Association of Colleges and Universities  
(HACU)  
Institute of International Education Network (IIE)  
Middle States Commission on Higher Education (MSCHE)  
National Association of Basketball Coaches (NABC)  
National Association for Campus Activities (NACA)  
National Association of College Admission Counseling  
(NACAC)  
National Collegiate Honors Council (NCHC)  
National Association of College & University Business Officers  
(NACUBO)  
National Association of Colleges and Employers (NACE)  
National Association of Student Personnel Administrators (NASPA)  
National Collegiate Athletic Association (NCAA)

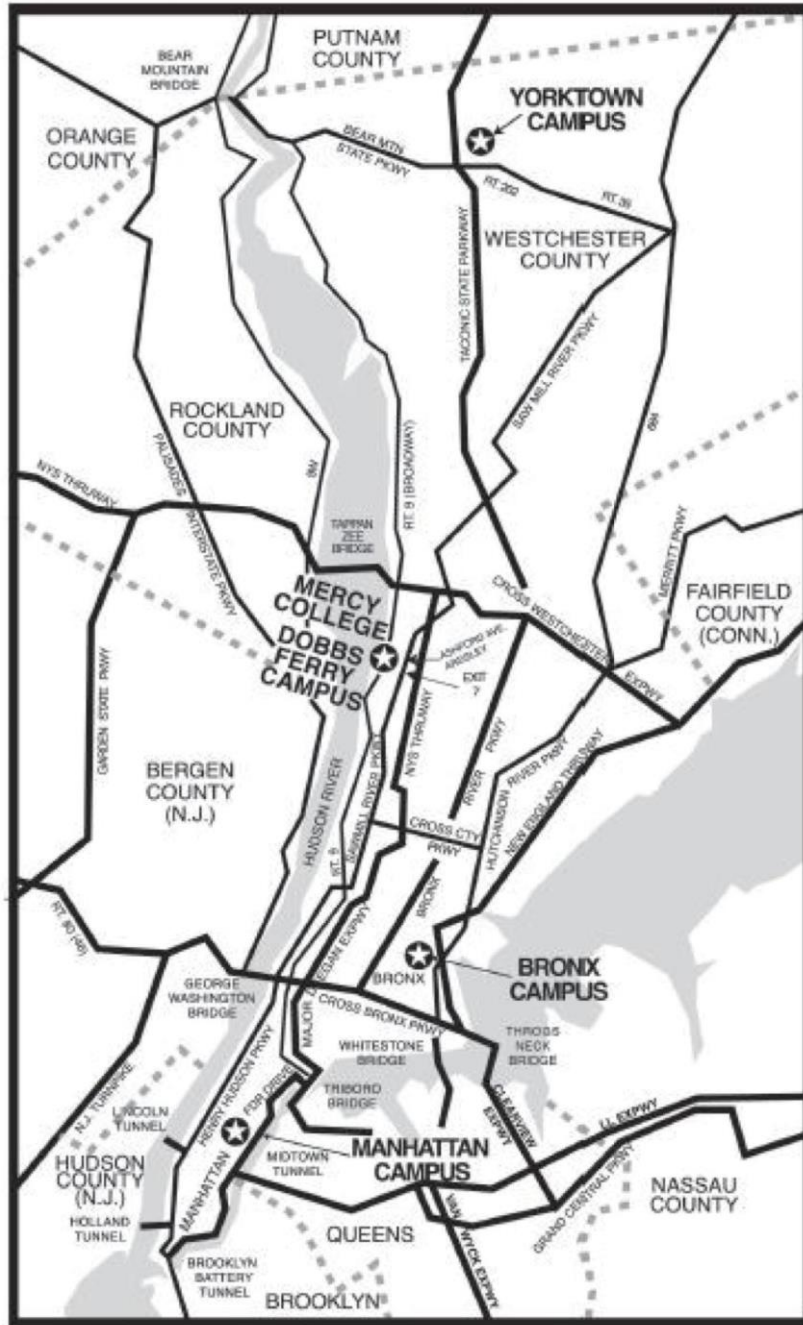


National Council for State Authorization Reciprocity (NC-SARA)  
National Research Center for College & University Admissions (NRCCUA)  
New York State Disability Service Council (NYSDSC)  
North East Association of Institutional Research  
(NEAIR)  
Northeast -10 Conference (NE10)  
One to World  
Scholars-At-Risk Network (SAR)  
Service-members Opportunity Colleges Consortium  
(SOC)  
Society of College and University Planners (SCUP)  
United Nations Academic Impact (UNAI)  
United Nations Department of Public Information-Non-Government Organizations (UN DPI-  
NGO)  
Westchester Academic Library Directors Organization (WALDO)  
Yes We Must Coalition

#### **NATIONAL HONOR SOCIETIES**

Alpha Eta (Allied Health Professions)  
Alpha Phi Sigma (Criminal Justice)  
Beta Beta Beta (Biology)  
Delta Mu Delta (Business)  
Lambda Epsilon Chi (Paralegal Studies)  
Phi Alpha (Social Work)  
Phi Alpha Theta (History)  
Phi Delta Kappa (Education)  
Phi Sigma Iota (Foreign Languages)  
Pi Gamma Mu (Social Science)  
Pi Mu Epsilon (Mathematics)  
Psi Chi (Psychology)  
Sigma Iota Rho (International Studies)  
Sigma Tau Delta (English)  
Sigma Theta Tau (Nursing)

# 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:

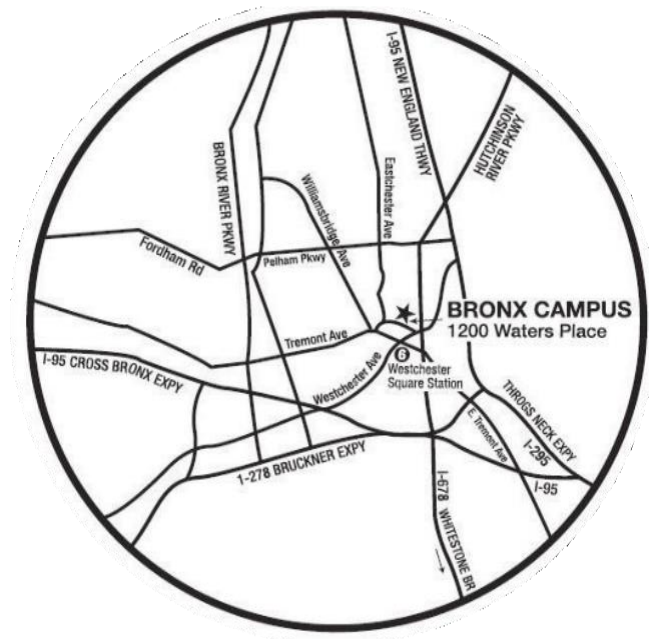
Saw Mill River Parkway southbound or Sprain Brook Parkway southbound to Cross County Parkway eastbound to Hutchinson River Parkway southbound to Westchester Ave./East Tremont Ave. exit (exit 2). Bear right for Waters Place. Proceed on Waters Place to 1200 Waters Place (Hutchinson Metro Center).

### 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:*

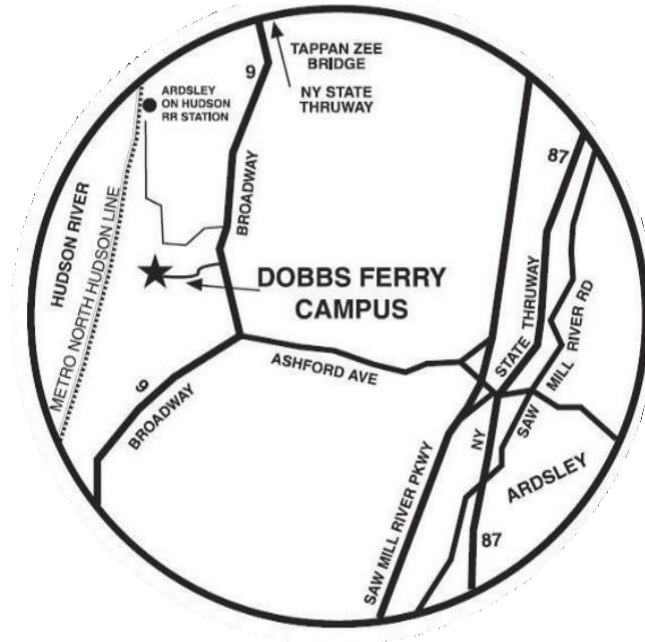
Tappan Zee Bridge:

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

47 West 34<sup>th</sup> Street, New York, NY 10001

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.

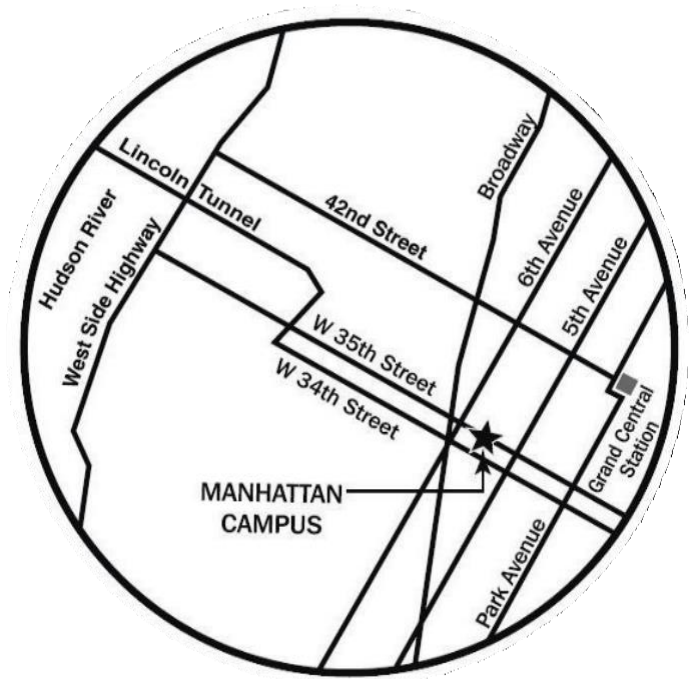
#### *From New Jersey:*

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.

