2020-2021

UNDERGRADUATE CATALOG

MERCY COLLEGE

2020-2021

Undergraduate Catalog

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Mercy College 2020-2021 Undergraduate 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

1 (877) MERCY-GO
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 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, firefighters, 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. In 2006, Mercy was granted the authority to offer its first doctoral degree program in physical therapy. Today, Mercy offers 40 graduate degrees, 39 undergraduate degrees and 11 dual degrees.

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 provide "intrusive advising" where they proactively 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.

In February 2019, the 115-year-old College of New Rochelle (CNR) announced plans to cease all academic operations due to financial irregularities and graduate its last class of students in August 2019. Providing a seamless pathway for CNR students to continue their education uninterrupted, Mercy College entered into a "teach-out" agreement with CNR in March 2019. Mercy welcomed 1,700 students in good academic standing to continue their academic programs with Mercy College in August 2019, and 70 CNR faculty and staff were hired to sustain their operations at Mercy. In order to accommodate CNR students' degree paths and provide increased educational opportunities for current and prospective Mercy enrollees, Mercy registered and received approval from New York State to teach many of the academic programs offered at CNR. Mercy also ensured an affordable education for former CNR students, keeping tuition the same or in many cases less. The rich history and legacy of the former CNR is meaningfully carried on through Mercy College. The College is committed to preserving the history and legacy of CNR through reunions, alumni events, and communications.

While integrating the two colleges, those leading the reorganization recognized the similar mottos of each institution which focused on service, "Two institutions, one guiding principle." The Ursuline Sisters who founded CNR had as their motto, *Serviam*, which means "I will serve." The Sisters of Mercy established Mercy College with a similar motto, *Inserviendo Consumere*, which means "to be consumed in service."

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, including the trading floor with Bloomberg terminals and a recording studio complex. 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. In October 2018, the College opened the new Victory Hall Sports Center on its Dobbs Ferry Campus, which includes an NCAA regulation court for basketball and volleyball, modern locker rooms, new training rooms for student-athletes, updated staff offices and a Mercy College Athletics Hall of Fame. In September 2019, Mercy opened the expanded and fully renovated Manhattan Campus, called MercyManhattan. The new space occupies two new floors in the heart of New York City's famed Herald Square, increasing the campus to 95,000 square feet with a prominent new entrance on 34th Street. Following a year-long renovation, the campus was updated to include enhanced academic space for students and faculty, state-of-the-art classrooms, contemporary "living room" spaces and a new dormitory slated to open in fall 2020. The Bronx Campus has been renovated to include state-of-the-art facilities for many of the College's new nursing programs.

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 range of initiatives to facilitate exchange of knowledge across international boundaries—through interdisciplinary and global learning opportunities, faculty-led study abroad programs, public events of global interest and speaker series on international topics, 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 for general information about the College.
- The website www.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-Wi-Fi).
- State-of-the art technologies in the Learning Center.
- Cloud-based collaboration tools built in to the .edu email account.
- Free download for personal use of most Microsoft products by logging into Office 365 (http://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 Navigate, 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 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 nonofficial 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" are available 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.

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*

DEPARTMENT OF BUSINESS

Abdel-Kader Ben-Mohamed, Ph.D., *Chair*

- Business Administration with Specializations in:
    - Entrepreneurship, Data Analytics, Finance, General Business*, International Business*, Management, Marketing and Sport Management*
- Organizational Management*
- Dual Degree in Business (B.S./M.B.A)

DEPARTMENT OF ACCOUNTING

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

- General Accounting
- General Accounting with Specializations in:
    - Computers & Information Systems, Financial Accounting and Taxation
- Management Accounting
- Public Accounting
- Public Accounting: Dual Degree in Public Accounting (B.S./M.S.)

HONOR SOCIETY

Delta Mu Delta, International Honor Society in Business

ADDITIONAL ACADEMIC OPPORTUNITIES

Business Honors Program

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

**Courses also offered online*

Department of Business

Business Administration, Data Analytics Specialization, B.S.

Abdel-Kader Ben-Mohamed, Ph.D., *Chair*
212-968-3207
abenmohamed@mercy.edu

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements* 60 credits

Core and Specialization

Business Core 30 credits

Specialization 18 credits

Open Electives 12 credits

Total 120 credits

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

Students who choose the major concentration in Business Administration with a specialization in Data Analytics must complete:

Business Core

- ACCT 120 - Introduction to Financial Accounting
- ACCT 121 - Introduction to Management Accounting
- ECON 210 - Business Presentations and Personal Branding
- FINC 235 - Financial Management
- INBU 250 - International Business
- BLAW 240 - Business Law I
- MGMT 225 - Principles of Management
- MGMT 255 - Information Systems for Management **Or**
- ACCT 261 - Computer Applications for Accountants
- ANLC 250 - Introduction to Data Analytics
- MKTG 220 - Principles of Marketing

Specialization

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

- ANLC 310 - Communicating with Data
- ANLC 320 - Applied Statistics with R & SPSS
- ANLC 330 - Relational Database Management with SQL **Or**
- CISC 337 - Database Management Systems
- ANLC 410 - Social Media Analytics **Or**
- ANLC 420 - Econometrics
  and (if required)
- ANLC 397 - Independent Study in Analytics (with requisite approvals) Credits / Units: 1-3
  and
- ANLC 450 - Data Analytics Capstone
- MGMT 460 - Strategic Management (cc)

Open Electives
Any four courses

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

Business Administration, Entrepreneurship Specialization, B.S.

Abdel-Kader Ben-Mohamed, Ph.D., *Chair*
212-968-3207
abenmohamed@mercy.edu

(Note: Courses also offered online)

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements*	60 credits

Core and Specialization

Business Core	30 credits
Specialization	18 credits
Open Electives	12 credits
Total	120 credits

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

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

Business Administration Core

- ACCT 120 - Introduction to Financial Accounting
- ACCT 121 - Introduction to Management Accounting
- ECON 210 - Business Presentations and Personal Branding
- FINC 235 - Financial Management
- INBU 250 - International Business
- BLAW 240 - Business Law I
- MGMT 225 - Principles of Management
- MGMT 255 - Information Systems for Management **Or**
- ACCT 261 - Computer Applications for Accountants
- MGMT 340 - Organizational Behavior **Or**
- ANLC 250 - Introduction to Data Analytics **And**
- MKTG 220 - Principles of Marketing

Specialization

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

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

- ENTR 300 - Introduction to Entrepreneurship
  And earn twelve credits from any of the five courses below:
- ENTR 310 - Entrepreneurial Marketing
- ENTR 320 - Entrepreneurial Finance
- ENTR 397 - Independent Study in Entrepreneurship
  (with requisite approvals)
- ENTR 400 - New Ventures I
- ENTR 410 - New Ventures II
  And
- MGMT 460 - Strategic Management (cc) (senior-level capstone course - mandatory)

Open Electives

- Any four courses (Including ENTR 250 - Social Entrepreneurship)

Business Administration, Finance Specialization, B.S.

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212-968-3207
abenmohamed@mercy.edu

(Note: Courses also offered online)

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements*	60 credits

Core and Specialization

Business Administration Core	30 credits
Specialization	18 credits
Open Electives	12 credits
Total	120 credits

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

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

Business Administration Core

- ACCT 120 - Introduction to Financial Accounting
- ACCT 121 - Introduction to Management Accounting
- ECON 210 - Business Presentations and Personal Branding
- FINC 235 - Financial Management
- INBU 250 - International Business
- BLAW 240 - Business Law I
- MGMT 225 - Principles of Management
- MGMT 255 - Information Systems for Management **Or**
- ACCT 261 - Computer Applications for Accountants
- MGMT 340 - Organizational Behavior **Or**
- ANLC 250 - Introduction to Data Analytics **And**
- MKTG 220 - Principles of Marketing

Specialization

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

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

Twelve credits from the following eight courses:

- ECON 344 - Money and Banking
- FINC 330 - Corporate Finance
- FINC 345 - Financial Statement Analysis
- FINC 346 - Student Managed Investment Fund
- FINC 397 - Independent Study in Finance
  (with requisite approvals)
- FINC 420 - Financial Planning and Analysis
- FINC 442 - Investment Management
- INBU 447 - International Finance
  and
- FINC 450 - Applied Research Analysis in Finance (mandatory for specialization)
- MGMT 460 - Strategic Management (cc) (senior-level capstone course — mandatory)

Open Electives

- Any four courses

Business Administration, General Business Specialization, B.S.

Abdel-Kader Ben-Mohamed, Ph.D., *Chair*
212-968-3207
abenmohamed@mercy.edu

(Note: Program also offered online)

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements*	60 credits

Core and Specialization

Business Core	30 credits
Specialization	18 credits
Open Electives	12 credits
Total	120 credits

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

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

Business Administration Core

- ACCT 120 - Introduction to Financial Accounting
- ACCT 121 - Introduction to Management Accounting
- ECON 210 - Business Presentations and Personal Branding
- FINC 235 - Financial Management
- INBU 250 - International Business
- BLAW 240 - Business Law I
- MGMT 225 - Principles of Management
- MGMT 255 - Information Systems for Management **Or**
- ACCT 261 - Computer Applications for Accountants
- MGMT 340 - Organizational Behavior **Or**
- ANLC 250 - Introduction to Data Analytics **And**
- MKTG 220 - Principles of Marketing

Specialization

There is a 15-credit residency requirement in the major, which must be satisfied by Business Administration courses

numbered 295 or above, or Accounting courses numbered 240 or above.

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

Students select Twelve additional credits from courses numbered 295 or higher within the following:

- Accounting (ACCT)
- Economics (ECON)
- Entrepreneurship (ENTR)
- Finance (FINC)
- International Business (INBU)
- Management (MGMT)
- Marketing (MKTG)
- Sport Management (SPMG)

And

- MGMT 450 - Applied Research Analysis in Management (mandatory for specialization)
- MGMT 460 - Strategic Management (cc) (senior-level cap-stone course — mandatory)

Open Electives

- Any four courses

Business Administration, International Business Specialization, B.S.

Abdel-Kader Ben-Mohamed, Ph.D., *Chair*
212-968-3207
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(Note: Program also offered online)

Bachelor of Science

General Liberal Arts and Sciences	
General Education Requirements*	60 credits
Core and Specialization	
Business Core	30 credits
Specialization	18 credits
Open Electives	12 credits
Total	120 credits

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

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

Business Administration Core

- ACCT 120 - Introduction to Financial Accounting
- ACCT 121 - Introduction to Management Accounting
- ECON 210 - Business Presentations and Personal Branding
- FINC 235 - Financial Management
- INBU 250 - International Business
- BLAW 240 - Business Law I
- MGMT 225 - Principles of Management
- MGMT 255 - Information Systems for Management **Or**
- ACCT 261 - Computer Applications for Accountants
- MGMT 340 - Organizational Behavior **Or**
- ANLC 250 - Introduction to Data Analytics **And**
- MKTG 220 - Principles of Marketing

Specialization

There is a 15-credit residency requirement in the major, which must be satisfied by Business Administration courses

numbered 295 or above, or Accounting courses numbered 240 or above.

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

(Students must take all of the below)

Twelve credits from the following five courses:

- POLS 370 - International Relations
- INBU 375 - International Marketing
- INBU 397 - Independent Study in International Business
  (with requisite approvals)
- INBU 444 - International Management
- INBU 447 - International Finance
  and
- INBU 450 - Applied Research Analysis in International Business (mandatory for specialization)
- MGMT 460 - Strategic Management (cc) (senior-level capstone course — mandatory)

Open Electives

- Any four courses

Business Administration, Management Specialization, B.S.

Abdel-Kader Ben-Mohamed, Ph.D., *Chair*
212-968-3207
abenmohamed@mercy.edu

(Note: Courses also offered online)

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements*	60 credits

Core and Specialization

Business Core	30 credits
Specialization	18 credits
Open Electives	12 credits
Total	120 credits

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

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

Business Administration Core

- ACCT 120 - Introduction to Financial Accounting
- ACCT 121 - Introduction to Management Accounting
- ECON 210 - Business Presentations and Personal Branding
- FINC 235 - Financial Management
- INBU 250 - International Business
- BLAW 240 - Business Law I
- MGMT 225 - Principles of Management
- MGMT 255 - Information Systems for Management **Or**
- ACCT 261 - Computer Applications for Accountants
- MGMT 340 - Organizational Behavior **Or**
- ANLC 250 - Introduction to Data Analytics **And**
- MKTG 220 - Principles of Marketing

Specialization

There is a 15-credit residency requirement in the major, which must be satisfied by Business Administration courses

numbered 295 or above, or Accounting courses numbered 240 or above.

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

Earn Twelve credits from any of the seven courses below:

- INBU 444 - International Management
- MGMT 345 - Organizational and Industrial Psychology
- MGMT 325 - The Business of Persuasion
- MGMT 397 - Independent Study in Management
  (with requisite approvals)
- MGMT 446 - Human Resource Management
- MKTG 348 - Art of Selling (formerly "Sales Management")
- MKTG 442 - Marketing Strategy and Branding (formerly "Marketing Management")

and:

- MGMT 450 - Applied Research Analysis in Management (mandatory for specialization)
- MGMT 460 - Strategic Management (cc) (senior-level cap- stone course — mandatory)

Open Electives

- Any four courses

Business Administration, Marketing Specialization, B.S.

Abdel-Kader Ben-Mohamed, Ph.D., *Chair*
212-968-3207
abenmohamed@mercy.edu

(Note: Courses also offered online**)**

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements*	60 credits

Core and Specialization

Business Core	30 credits
Specialization	18 credits
Open Electives	12 credits
Total	120 credits

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

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

Business Administration Core

- ACCT 120 - Introduction to Financial Accounting
- ACCT 121 - Introduction to Management Accounting
- ECON 210 - Business Presentations and Personal Branding
- FINC 235 - Financial Management
- INBU 250 - International Business
- BLAW 240 - Business Law I
- MGMT 225 - Principles of Management
- MGMT 255 - Information Systems for Management **Or**
- ACCT 261 - Computer Applications for Accountants
- MGMT 340 - Organizational Behavior **Or**
- ANLC 250 - Introduction to Data Analytics **And**
- MKTG 220 - Principles of Marketing

Specialization

There is a 15-credit residency requirement in the major, which must be satisfied by Business Administration courses

numbered 295 or above, or Accounting courses numbered 240 or above.

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

Earn Twelve credits from any of the seven courses below:

- INBU 375 - International Marketing
- MKTG 344 - Advertising
- MKTG 345 - Digital Marketing
- MKTG 348 - Art of Selling (formerly "Sales Management")
- MKTG 350 - Media and Entertainment Marketing (formerly "Entertainment Marketing")
- MKTG 397 - Independent Study in Marketing
  (with requisite approvals)
- MKTG 442 - Marketing Strategy and Branding (formerly "Marketing Management")

And also complete:

- MKTG 450 - Applied Research Analysis in Marketing (mandatory for specialization)
- MGMT 460 - Strategic Management (cc) (senior-level cap- stone course — mandatory)

Open Electives

- Any four courses

Business Administration, Sport Management Specialization, B.S.

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abenmohamed@mercy.edu

(Note: Courses also offered online)

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements*	60 credits

Core and Specialization

Business Core	30 credits
Specialization	18 credits
Open Electives	12 credits
Total	120 credits

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

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

Business Administration Core

- ACCT 120 - Introduction to Financial Accounting
- ACCT 121 - Introduction to Management Accounting
- ECON 210 - Business Presentations and Personal Branding
- FINC 235 - Financial Management
- INBU 250 - International Business
- BLAW 240 - Business Law I
- MGMT 225 - Principles of Management
- MGMT 255 - Information Systems for Management **Or**
- ACCT 261 - Computer Applications for Accountants
- MGMT 340 - Organizational Behavior **Or**
- ANLC 250 - Introduction to Data Analytics **And**
- MKTG 220 - Principles of Marketing

Specialization

There is a 15-credit residency requirement in the major, which must be satisfied by Business Administration courses

numbered 295 or above, or Accounting courses numbered 240 or above.

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

Earn Twelve credits from any of the seven courses below:

- SPMG 300 - Foundations of Sport Management
- SPMG 330 - Sport Marketing
- SPMG 336 - Sport Law
- SPMG 397 - Independent Study in Sport Management (with requisite approvals)
- SPMG 430 - Sport Facility and Event Management
- SPMG 432 - Sport Finance and Administration
- SPMG 434 - Sport and Society

And six credits from the following:

- SPMG 450 - Applied Research Analysis in Sport Management (mandatory for specialization)
- MGMT 460 - Strategic Management (cc) (senior-level cap- stone course — mandatory)

Open Electives

- Any four courses

Business Administration, B.S. and M.B.A.

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

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

Admission Requirements:

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

Bachelor of Science

General Liberal Arts and Sciences	
General Education Requirements	60 credits
Core and Specialization	
Business Administration Core	30 credits
Specialization	18 credits
Open Electives	12 credits
Total	120 credits

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

Business Administration Core

- ACCT 120 - Introduction to Financial Accounting

- ACCT 121 - Introduction to Management Accounting
- ECON 210 - Business Presentations and Personal Branding
- FINC 235 - Financial Management
- INBU 250 - International Business
- BLAW 240 - Business Law I
- MGMT 225 - Principles of Management
- MGMT 255 - Information Systems for Management **Or**
- ACCT 261 - Computer Applications for Accountants
- MGMT 340 - Organizational Behavior **Or**
- ANLC 250 - Introduction to Data Analytics **And**
- MKTG 220 - Principles of Marketing

Specialization

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

- **15 credits in one of the following specializations:** Data Analytics, Entrepreneurship, Finance, General Business, International Business, Management, Marketing, and Sport Management.
  And
- MGMT 460 - Strategic Management (cc) (senior-level capstone course — mandatory).

Open Electives

- Any four courses

Students admitted to the MBA portion of the B.S./MBA program will take four MBA courses in the spring and summer of their fourth year. These four courses will count toward the completion of both the B.S. and MBA degrees.

Students who are not admitted to the MBA portion of the B.S./MBA program will take any four undergraduate open elective courses to complete the B.S. in Business Administration in any specialization.

Graduate Courses

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

- MBAA 501- Financial Accounting (counts for both B.S. and MBA degrees)
- MBAA 502 - Corporate Finance (counts for both B.S. and MBA degrees)
- MBAA 507 - Intro to Quantitative Analysis (counts for both B.S. and MBA degrees)
- MBAA 601 - Quantitative Methods in Business Research (counts for both B.S. and MBA degrees)
- MBAA 602 - Managerial Economics
- MBAA 604- Operations Management **Or**
- ACCT 742- Financial Statement Analysis **Or**
- HLCR 720- Financial Management of Healthcare Institutions
- Four concentration courses
- MBAA 810- Capstone Seminar I **Or** MBAA 815- Capstone Case Analysis I
- MBAA 811- Capstone Seminar II **Or** MBAA 816- Capstone Case Analysis II

(Please see the Graduate catalog for course descriptions)

General Business Administration Certificate

Certificate Requirements

- ACCT 120 - Introduction to Financial Accounting
- ACCT 121 - Introduction to Management Accounting
- ECON 125 - Statistical Applications for Economic Decision Making
- ECON 220 - Macro-Economics
- ECON 221 - Micro-Economics
- FINC 235 - Financial Management
- BLAW 240 - Business Law I
- MATH 116 - College Algebra
- MGMT 225 - Principles of Management
- MKTG 220 - Principles of Marketing

Total Credits: 30

Corporate and Homeland Security, B.S.

Abdel-Kader Ben-Mohamed, Ph.D., *Chair*
212-968-3207
abenmohamed@mercy.edu

(Note: This program is not accepting new students as of Fall 2020).

Courses also offered online

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements*	60 credits

Major Concentration

Core	21 credits
Concentration Courses	18 credits
Open Electives	21 credits
Total	120 credits

** ECON 230 is a pre-requisite for the major and must be used to fulfill general education requirements*

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

Corporate and Homeland Security Core

- CHSC 120 - Investigative Techniques and Reporting
- CHSC 140 - Introduction to Homeland Security, Public Safety and Terrorism (cc)
- CHSC 235 - Foundations of Risk Management
- CHSC 245 - Legal Aspects of Security Management
- ECON 210 - Business Presentations and Personal Branding
- MGMT 225 - Principles of Management
- MGMT 255 - Information Systems for Management

Corporate and Homeland Security Concentration

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

Earn Eighteen credits from any of the seven courses below:

- CHSC 315 - Terrorism
- CHSC 350 - Security Crisis Management

- CHSC 397 - Independent Study in Corporate Homeland Security (with requisite approvals) Credits / Units: 1-3
- CHSC 435 - Advanced Risk Management
- CHSC 445 - Homeland Defense Structures: The National Incident Management System
- MGMT 340 - Organizational Behavior
- SOCL 255 - Managing Human Conflict I

Open Electives

- Any seven courses

Corporate and Homeland Security Certificate

Certificate Requirements

- CHSC 140 - Introduction to Homeland Security, Public Safety and Terrorism (cc)
- CHSC 235 - Foundations of Risk Management
- CHSC 245 - Legal Aspects of Security Management

Pick Two Electives from

- CHSC 315 - Terrorism
- CHSC 325 - Personnel and Physical Property Security
- CHSC 350 - Security Crisis Management
- CHSC 445 - Homeland Defense Structures: The National Incident Management System

Total Credits: 15

Organizational Management, B.S.

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(Note: Courses also offered online)

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements	60 credits
Major Concentration	
Organizational Management	24 credits
Open Electives**	36 credits
Total	120 credits

PSYN 250, PSYN 280, ECON 225, ECON 430, and HUMN 320 are prerequisites for the major and must be used to fulfill general education requirements.

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

Organizational Management

- FINC 340 - Information Sources and Systems
- PSYN 310 - Career/Life Assessment and Ethics
- MGMT 490 - Integrative Project - Part I
- MKTG 445 - Market Assessment
- SOCL 420 - Society and Social Change: Science and Technology
- MGMT 425 - Managerial Behavior
- MGMT 465 - Entrepreneurship
- MGMT 495 - Integrative Project - Part II

Open Electives

- **Any twelve courses**

Note(s)
There is an 18-credit residency requirement in the major concentration of Organizational Management.

Students who have open electives to fulfill can obtain up to 30 credits through Credit for Prior Learning. See Academic Regulations and Procedures and Student Policies section for more information.

Department of Accounting

The Accounting Program

Certified Management Accountant (CMA) Professional Examination

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

Certified Public Accountant (CPA) Professional Examination

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

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

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

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

Selection Guide for Accounting Degrees

	B.S. General Accounting Degrees	Management Accounting Degrees	Public Accounting Degrees	Combined B.S./M.S. in Public Accounting
Next Career Objective and Preparatory Degrees				
Graduate-level academic work	Yes	Yes	Yes	Yes
Non-accounting position in business where a knowledge of accounting is desirable	Yes	Yes	Yes	Yes
Accounting position in small or medium-size business	Yes	Yes	Yes	Yes
Professional accountant in the management accounting functions of business	Yes	Yes	Yes	Yes

Professional Examinations in Accounting

Certified Management Accountant (CMA) Graduates eligible to take the exam	**Yes**	**Yes**	**Yes**	**Yes**
Graduates prepared to pass all parts of the CMA exam with reasonable review	Yes	No	No	Yes
Certified Public Accountant (CPA) Graduates eligible to take the exam	No	No	No	Yes
Graduates prepared to pass all parts of the exam with reasonable review	No	No	No	Yes

* Some states (including New York State) permit graduates to take the CPA examination after completion of appropriate undergraduate studies. However, CPA licensure usually requires completion of advanced studies at the Master's level.

	B.S. General Accounting Degrees	**Management Accounting Degrees**	**Public Accounting Degrees**	**Combined B.S./M.S. in Public Accounting**
Locations and Times These Degrees are Offered				
Dobbs Ferry Campus (B.S.) 16-week day A Terms	Yes	Yes	Yes	Yes
Dobbs Ferry Campus (M.S.) 10-week evening Q Terms	No	No	No	Yes
Bronx Campus (B.S.) 8-week evening B and C Terms	Yes	Yes	Yes	No
Semester Hour Credits				
Credits required to graduate	**120**	**120**	**120**	**120/30**
Credits required in accounting courses	21 to 24	30	36	36/18
Business Core	27	27	24	24

Open elective credits	9 to 12	3	0	0
Credits of the College's undergraduate 15-credit residency requirement which must be fulfilled by Accounting courses numbered 240 to 450, except ACCT 380 and ACCT 381 plus MGMT 460	15	15	15	15

General Accounting, B.S.

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dstefano@mercy.edu

Bachelor of Science

General Liberal Arts and Sciences	
General Education Requirements*	60 credits
Business Core	27 credits
General Accounting	21 credits
Open Electives	12 credits
Total	120 credits

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

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

Business Core

- ACCT 120 - Introduction to Financial Accounting
- ACCT 121 - Introduction to Management Accounting
- ECON 210 - Business Presentations and Personal Branding
- FINC 235 - Financial Management
- INBU 250 - International Business
- BLAW 240 - Business Law I
- MGMT 225 - Principles of Management
- MGMT 340 - Organizational Behavior
- MKTG 220 - Principles of Marketing

General Accounting

- ACCT 240 - Intermediate Accounting I
- ACCT 241 - Intermediate Accounting II
- ACCT 261 - Computer Applications for Accountants
- MGMT 460 - Strategic Management (cc) (senior-level capstone course)
- Any two additional Accounting (ACCT) courses except ACCT 380 - Workplace Experience in Accounting I or ACCT 381 - Workplace Experience in Accounting II
- Any one additional Accounting (ACCT), Finance (FINC), Management (MGMT), International Business (INBU), and/or Marketing (MKTG) course.

Open Electives

- Any four courses

Note(s)

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

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

General Accounting, Computer and Information Systems Specialization, B.S.

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Bachelor of Science

General Liberal Arts and Sciences	
General Education Requirements*	60 credits
Business Core	27 credits
General Accounting and Specialization	24 credits
Open Electives	9 credits
Total	**120 credits**

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

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

Business Core

- ACCT 120 - Introduction to Financial Accounting
- ACCT 121 - Introduction to Management Accounting
- ECON 210 - Business Presentations and Personal Branding
- FINC 235 - Financial Management
- INBU 250 - International Business
- BLAW 240 - Business Law I
- MGMT 225 - Principles of Management
- MGMT 340 - Organizational Behavior
- MKTG 220 - Principles of Marketing

General Accounting

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

Specialization

- ACCT 261 - Computer Applications for Accountants
- ACCT 410 - Accounting Information Systems

One of the Following Courses:

- CISC 219 - Web Design I
- CISC 220 - Database Applications
- CISC 257 - Computer Network I

Open Electives

- Any three courses

Note(s)

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

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

General Accounting, Financial Accounting Specialization, B.S.

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Bachelor of Science

General Liberal Arts and Sciences	
General Education Requirements*	60 credits
Business Core	27 credits
General Accounting and Specialization	24 credits
Open Electives	9 credits
Total	120 credits

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

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

Business Core

- ACCT 120 - Introduction to Financial Accounting
- ACCT 121 - Introduction to Management Accounting
- ECON 210 - Business Presentations and Personal Branding
- FINC 235 - Financial Management
- INBU 250 - International Business
- BLAW 240 - Business Law I
- MGMT 225 - Principles of Management
- MGMT 340 - Organizational Behavior
- MKTG 220 - Principles of Marketing

General Accounting

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

- ACCT 240 - Intermediate Accounting I
- ACCT 241 - Intermediate Accounting II
- ACCT 261 - Computer Applications for Accountants
- MGMT 460 - Strategic Management (cc) (senior-level capstone course)

- Any one additional Accounting (ACCT) courses except ACCT 380 or ACCT 381, Internship in Accounting I or II.

Specialization

- ACCT 320 - Governmental, Not-for-Profit and Other Special Topics
- ACCT 330 - Advanced Accounting

Plus One of the Following Courses:

- FINC 345 - Financial Statement Analysis
- FINC 442 - Investment Management

Open Electives

- Any three courses

Note(s)

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

General Accounting, Taxation Specialization, B.S.

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Bachelor of Science

General Liberal Arts and Sciences	
General Education Requirements*	60 credits
Business Core	27 credits
General Accounting and Specialization	24 credits
Open Electives	9 credits
Total	**120 credits**

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

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

Business Core

- ACCT 120 - Introduction to Financial Accounting
- ACCT 121 - Introduction to Management Accounting
- ECON 210 - Business Presentations and Personal Branding
- FINC 235 - Financial Management
- INBU 250 - International Business
- BLAW 240 - Business Law I
- MGMT 225 - Principles of Management
- MGMT 340 - Organizational Behavior
- MKTG 220 - Principles of Marketing

General Accounting

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

- ACCT 240 - Intermediate Accounting I
- ACCT 241 - Intermediate Accounting II
- ACCT 261 - Computer Applications for Accountants
- MGMT 460 - Strategic Management (cc) (senior-level capstone course)

- Any one additional Accounting (ACCT) courses except ACCT 380 or ACCT 381, Internship in Accounting I or II.

Specialization

- ACCT 340 - Introduction to Federal Income Taxation
- ACCT 341 - Advanced Federal Income Taxation

Plus One of the Following Courses:

- FINC 345 - Financial Statement Analysis
- BLAW 340 - Business Law II

Open Electives

- Any three courses

Note(s)

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

Management Accounting, B.S.

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Bachelor of Science

General Liberal Arts and Sciences	
General Education Requirements*	60 credits
Business Core	27 credits
Management Accounting	30 credits
Open Electives	3 credits
Total	**120 credits**

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

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

Business Core

- ACCT 120 - Introduction to Financial Accounting
- ACCT 121 - Introduction to Management Accounting
- ECON 210 - Business Presentations and Personal Branding
- FINC 235 - Financial Management
- INBU 250 - International Business
- BLAW 240 - Business Law I
- MGMT 225 - Principles of Management
- MGMT 340 - Organizational Behavior
- MKTG 220 - Principles of Marketing

Management Accounting

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

- ACCT 240 - Intermediate Accounting I
- ACCT 241 - Intermediate Accounting II
- ACCT 250 - Cost Accounting
- ACCT 261 - Computer Applications for Accountants
- ACCT 320 - Governmental, Not-for-Profit and Other Special Topics

- ACCT 330 - Advanced Accounting **Or**
- ACCT 420 - Auditing and Assurance Services **Or**
- ACCT 430 - Topics from Professional Examinations in Accounting
- ACCT 340 - Introduction to Federal Income Taxation
- ACCT 341 - Advanced Federal Income Taxation
- ACCT 410 - Accounting Information Systems
- MGMT 460 - Strategic Management (cc) (senior-level capstone course)
  **This is the Core Course for B.S. Management Accounting.*

Open Electives

- Any one course

Note(s)

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

Public Accounting, B.S.

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

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Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements*	60 credits
Business Core	24 credits
Public Accounting	36 credits
Total	120 credits

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

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

Business Core

- ACCT 120 - Introduction to Financial Accounting
- ACCT 121 - Introduction to Management Accounting
- ECON 210 - Business Presentations and Personal Branding
- FINC 235 - Financial Management
- BLAW 240 - Business Law I
- BLAW 340 - Business Law II
- MGMT 225 - Principles of Management
- MGMT 340 - Organizational Behavior

Public Accounting

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

- ACCT 240 - Intermediate Accounting I
- ACCT 241 - Intermediate Accounting II

- ACCT 250 - Cost Accounting
- ACCT 261 - Computer Applications for Accountants
- ACCT 320 - Governmental, Not-for-Profit and Other Special Topics
- ACCT 330 - Advanced Accounting
- ACCT 340 - Introduction to Federal Income Taxation
- ACCT 341 - Advanced Federal Income Taxation
- ACCT 410 - Accounting Information Systems
- ACCT 420 - Auditing and Assurance Services
- ACCT 430 - Topics from Professional Examinations in Accounting
- MGMT 460 - Strategic Management (cc) (senior-level capstone course) *
  **This is the Core Course for B.S. Public Accounting program.*

Note(s)

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

Public Accounting, B.S. and M.S.

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Purpose

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

Objectives

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

Admission Requirements

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

Undergraduate Program Admission

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

Graduate Program Admission

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

Bachelor of Science

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

General Liberal Arts and Sciences

General Education Requirements*	60 credits
Business Core	24 credits
Public Accounting	36 credits
Total Bachelor of Science	**120 credits**

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

Master of Science

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

Public Accounting	18 credits
Business	12 credits
Total Master of Science	**30 credits**
Total Combined B.S./M.S	**150 credits**

Business Core

- ACCT 120 - Introduction to Financial Accounting
- ACCT 121 - Introduction to Management Accounting
- ECON 210 - Business Presentations and Personal Branding
- FINC 235 - Financial Management
- BLAW 240 - Business Law I
- BLAW 340 - Business Law II
- MGMT 225 - Principles of Management
- MGMT 340 - Organizational Behavior

Public Accounting Undergraduate Courses

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

- ACCT 240 - Intermediate Accounting I
- ACCT 241 - Intermediate Accounting II
- ACCT 250 - Cost Accounting
- ACCT 261 - Computer Applications for Accountants
- ACCT 320 - Governmental, Not-for-Profit and Other Special Topics
- ACCT 330 - Advanced Accounting

- ACCT 340 - Introduction to Federal Income Taxation
- ACCT 341 - Advanced Federal Income Taxation
- ACCT 410 - Accounting Information Systems
- ACCT 420 - Auditing and Assurance Services
- ACCT 430 - Topics from Professional Examinations in Accounting
- MGMT 460 - Strategic Management (cc) (senior-level capstone course)
  *This is the Core Course for the B.S./M.S. Public Accounting program.

Public Accounting Graduate Courses

- ACCT 510 - Global Financial Statement Analysis
- ACCT 520 - Contemporary Issues in Auditing
- ACCT 530 - Advanced Accounting Theory and Applications (cc) (Capstone)
  **This is the Core Course for M.S. in Public Accounting.*
- ACCT 540 - Advanced Business Entity Taxation
- ACCT 550 - Cost Management for Controllership
- ACCT 560 - Fraud Examination

Business Graduate Courses

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

(Please see the Graduate catalog for course descriptions)

General Accounting I Certificate

Certificate Requirements

- ACCT 120 - Introduction to Financial Accounting
- ACCT 240 - Intermediate Accounting I
- ACCT 241 - Intermediate Accounting II
- ACCT 340 - Introduction to Federal Income Taxation
- MATH 116 - College Algebra
- MATH 120 - Introduction to Computers and Application Software

Total Credits: 18

A maximum of six transfer credits can be accepted for the General Accounting I Certificate Program. However, as to Accounting courses, transfer credits can be accepted only for ACCT 120 - Introduction to Financial Accounting.

General Accounting II Certificate

Certificate Requirements

Prerequisite: General Accounting I Certificate or equivalent.

- ACCT 121 - Introduction to Management Accounting
- ACCT 250 - Cost Accounting
- ACCT 330 - Advanced Accounting
- ACCT 341 - Advanced Federal Income Taxation
- BLAW 240 - Business Law I
- BLAW 340 - Business Law II

Total Credits: 18

A maximum of six transfer credits can be accepted for the General Accounting II Certificate Program. However, as to Accounting courses, transfer credits can be accepted only for ACCT 121 - Introduction to Management Accounting.

Management Accounting Certificate

Certificate Requirements

- ACCT 120 - Introduction to Financial Accounting
- ACCT 121 - Introduction to Management Accounting
- ACCT 240 - Intermediate Accounting I
- ACCT 241 - Intermediate Accounting II
- ACCT 250 - Cost Accounting
- ACCT 261 - Computer Applications for Accountants
- ACCT 410 - Accounting Information Systems
- ECON 125 - Statistical Applications for Economic Decision Making
- FINC 235 - Financial Management
- MATH 116 - College Algebra

Total Credits: 30

A maximum of 15 transfer credits can be accepted for the Management Accounting Certificate Program. However, of these Accounting courses, transfer credits can be accepted only for ACCT 120 - Introduction to Financial Accounting, ACCT 121 - Introduction to Management Accounting, and/or ACCT 240 - Intermediate Accounting I.

Public Accounting Certificate

Certificate Requirements

Prerequisites: General Accounting I and General Accounting II Certificates or equivalent.

- ACCT 261 - Computer Applications for Accountants
- ACCT 320 - Governmental, Not-for-Profit and Other Special Topics
- ACCT 420 - Auditing and Assurance Services
- ACCT 430 - Topics from Professional Examinations in Accounting
- ECON 125 - Statistical Applications for Economic Decision Making
- ECON 220 - Macro-Economics
- ECON 221 - Micro-Economics
- FINC 235 - Financial Management
- **Plus two additional three-credit courses with a prefix of ACCT (Accounting), BLAW (Law), FINC (Finance), MGMT (Management), and/or MKTG (Marketing).**

Total Credits: 30

Workplace Experience courses may not be used toward the Public Accounting Certificate.

A maximum of 15 transfer credits can be accepted for the Public Accounting Certificate Program. However, as to Accounting courses, no transfer credits can be accepted.

School of Education

Eric Martone, Ph.D., *Interim Dean*
914-674-7618
emartone@mercy.edu

Mary Ellen Hoffman, M.S., *Associate Dean for Administration*
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mehoffman@mercy.edu

Roseanne Vallice Levy, Ph.D., *Interim Associate Dean for Academic Affairs*
914-674-7689
rvallice@mercy.edu

DEPARTMENT OF CHILDHOOD EDUCATION

Elena Nitecki, Ph.D., *Chair*

- Childhood Education: 1-6
- Early Childhood Education: Birth-Grade 2

DEPARTMENT OF SECONDARY EDUCATION

Amanda Gunning, Ph.D., *Chair*

- Adolescence Education

DEPARTMENT OF LITERACY AND MULTILINGUAL STUDIES

JungKang Miller, Ph.D., *Chair*

- Bilingual Education Extension
- Teaching English to Speakers of Other Languages (TESOL)
- Teaching Literacy, Dual Certificate in Birth-Grade 6 and Grades 5-12

DEPARTMENT OF EDUCATIONAL LEADERSHIP

Esther Wermuth, Ed.D., *Chair*

- School Building Leadership
- School District Leadership

DEPARTMENT OF SPECIAL EDUCATION

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

- Teaching Students with Disabilities Birth-Grade 6
- Applied Behavioral Analysis Coursework (BCBA)

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

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

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

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

Teaching Certification in New York State

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

Admissions Requirements

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

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

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

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

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

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

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

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

Department of Childhood Education

Behavioral Science and Childhood Education, Grades 1-6, B.S. and M.S.

Bachelor of Science in Behavioral Science

General Liberal Arts and Science	
General Education Requirements	60 credits
Behavioral Science and Early Childhood Education	
Undergraduate Courses	36 credits
Open Electives	9 credits
Childhood Education Graduate Courses	
Completed for B.S. degree	15 credits
Total	**120 credits**

Master of Science in Childhood Education, Grade 1-6

Course work completed during B.S. degree	15 credits
Course work completed during M.S. degree	21 credits
Total	**36 credits**
Total combined B.S. and M.S.	**141 credits**

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

Mathematical Processes	6 credits
Scientific Processes*	6 credits
Historical and Social Sciences	6 credits
Language other than English	3 credits
Information Retrieval	3

	credits
Communications/Humanities/Written Analysis and Expression	3 credits
Artistic Expression	3 credits

A course in Child Development is required. PSYN 254 is acceptable.
**Coursework in Environmental Science, Evolution, Nutrition or Plants and People is not acceptable for teacher certification requirements.*

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

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

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

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

Behavioral Science and Early Childhood Education, Birth-Grade 2, B.S. and M.S.

Bachelor of Science in Behavioral Science

General Liberal Arts and Science	
General Education Requirements	60 credits
Behavioral Science and Early Childhood Education	
Undergraduate Courses	36 credits
Open Electives	9 credits
Early Childhood Education Graduate Courses	
Completed for B.S. degree	15 credits
Total	**120 credits**

Master of Science in Early Childhood Education, Birth–Grade 2

Course work completed during B.S. degree	15 credits
Course work completed during M.S. degree	24 credits
Total	**39 credits**
Total combined B.S. and M.S	**144 credits**

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

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

A course in Child Development is required. PSYN 254 is acceptable.
**Coursework in Environmental Science, Evolution, Nutrition or Plants and People is not acceptable for teacher*

certification requirements.

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

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

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

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

Psychology and Childhood Education, Grades 1-6, B.S. and M.S.

Bachelor of Science in Psychology

General Liberal Arts and Science	
General Education Requirements	60 credits
Psychology and Childhood Education	
Undergraduate Courses	36 credits
Open Electives	9 credits
Childhood Education Graduate Courses	
Completed for B.S. degree	15 credits
Total	**120 credits**

Master of Science in Early Childhood Education, Birth–Grade 2

Course work completed during B.S. degree	15 credits
Course work completed during M.S. degree	21 credits
Total	**36 credits**
Total combined B.S. and M.S.	**141 credits**

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

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

A course in Child Development is required. PSYN 254 is acceptable.
**Coursework in Environmental Science, Evolution, Nutrition or Plants and People is not acceptable for teacher certification requirements.*

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

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

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

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

Psychology and Early Childhood Education, Birth-Grade 2, B.S. and M.S.

Bachelor of Science in Psychology

General Liberal Arts and Science	
General Education Requirements	60 credits
Psychology and Early Childhood Education	
Undergraduate Courses	36 credits
Open Electives	9 credits
Early Childhood Education Graduate Courses	
Completed for B.S. degree	15 credits
Total	**120 credits**

Master of Science in Early Childhood Education, Birth–Grade 2

Course work completed during B.S. degree	15 credits
Course work completed during M.S. degree	24 credits
Total	39 credits
Total combined B.S. /M.S.	**144 credits**

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

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

A course in Child Development is required. PSYN 254 is acceptable.
**Coursework in Environmental Science, Evolution, Nutrition or Plants and People is not acceptable for teacher certification requirements.*

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

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

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

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

Department of Secondary Education

Biology and Adolescence Education (Grades 7-12), B.S. and M.S.

Bachelor of Science in Biology

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

OR

Bachelor of Science in Biology Education

General Liberal Arts and Science	
General Education Requirements	60 credits
Biology and Adolescence Education	
Natural Science	34 credits
Major Electives	6 credits
Open Electives	5 credits
Adolescence Education Graduate Courses	
Completed for B.S. degree	15 credits
Total	**120 credits**

Master of Science in Adolescence Education, Grades 7–12

Course work completed during B.S. degree	15 credits
Course work completed during M.S. degree	21 credits

Total	**36 credits**
Total combined B.S. and M.S	**141 credits**

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

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

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

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

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

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

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

English and Adolescence Education (Grades 7-12), B.A. and M.S.

Bachelor of Arts in English

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

Master of Science in Adolescence Education, Grades 7–12

Course work completed during B.A. degree	15 credits
Course work completed during M.S. degree	21 credits
Total	36 credits
Total combined B.A. and M.S	**141 credits**

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

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

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

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

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

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

The above 15 credits are taken as an undergraduate student as part of the B.A. degree program. The remaining 21 credits are taken as a graduate student after receiving the B.A. degree and meeting the admission requirements for acceptance into the M.S. degree program. To complete the master's degree in one calendar year, students must take two courses during summer session. Please see Graduate Catalog for course descriptions of the above courses and for specific requirements for the M.S. degree.

History and Adolescence Education (Grades 7-12), B.A. and M.S.

Bachelor of Science in History

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

Master of Science in Adolescence Education, Grades 7–12

Course work completed during B.A. degree	15 credits
Course work completed during M.S. degree	21 credits
Total	36 credits
Total combined B.A. and M.S.	**141 credits**

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

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

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

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

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

- EDUC 500 - Educational Foundations from Diverse Perspectives
- EDUC 502 - Foundations in Education for Students with Disabilities from Birth through Adolescence

- EDUC 505 - Teaching English as a Second Language
- EDUC 507 - Approaches to Literacy in Early Childhood through Adolescence
- EDUC 517 - Educational Psychology and Adolescent Development

The above 15 credits are taken as an undergraduate student as part of the B.A. degree program. The remaining 21 credits are taken as a graduate student after receiving the B.A. degree and meeting the admission requirements for acceptance into the M.S. degree program. To complete the master's degree in one calendar year, students must take two courses during summer session. Please see Graduate Catalog for course descriptions for the above courses and for specific requirements for the M.S. degree.

Mathematics and Adolescence Education (Grades 7-12), B.S. and M.S.

Bachelor of Science in Mathematics

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

Master of Science in Adolescence Education, Grades 7–12

Course work completed during B.S. degree	15 credits
Course work completed during M.S. degree	21 credits
Total	**36 credits**
Total combined B.S. and M.S	**141 credits**

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

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

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

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

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

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

The above 15 credits are taken as an undergraduate student as part of the B.S. degree. The remaining 21 credits are taken as a graduate student after receiving the B.S. degree and after meeting the admission requirements for acceptance into the M.S. degree. To complete the master's degree in one calendar year, students must take two courses during summer session. Please see Graduate Catalog for course descriptions of the above courses and specific requirements for the MS degree.

Department of Literacy and Multilingual Studies

Spanish, B.A. and Teaching English to Speakers of Other Languages (TESOL) PreK-12, M.S.

Bachelor of Arts in Spanish

General Liberal Arts and Science	
General Education Requirements	60 credits
Spanish and TESOL	
Undergraduate Courses	30 credits
Open Electives	15 credits
TESOL Graduate Courses	15 credits
Completed for B.A. degree	
Total	**120 credits**

Master of Science in TESOL, PreK-12

Course work completed during B.A. degree	15 credits
Course work completed during M.S. degree	21 credits
Total	**36 credits**
Total combined B.A. and M.S.	**141 credits**

New York State requires completion of the following undergraduate Prerequisites for students seeking the TESOL, PreK-12 Certification, which will fulfill part of the General Education requirements:

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	12 credits

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

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

The TESOL graduate courses that must be completed for the B.A. degree are the following:

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

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

School of Health and Natural Sciences

Joan Toglia, OTR, PhD, FAOTA, *Dean*

Kathleen Golisz, OTD, OTR, FAOTA, *Associate Dean*

Miriam Ford, Ph.D., FNP-BC, *Chief Nurse Administrator*

Deborah Hunt, Ph.D., RN, *Associate Dean, Nursing*

HEALTH PROFESSIONAL PROGRAMS

Communication Disorders Program

Nursing Program: Traditional BS, RN-BS*, Accelerated BS

Occupational Therapy Assistant Program

Veterinary Technology Program

DEPARTMENT OF NATURAL SCIENCES

Irina Ellison, Ph.D., *Chair*

Biology

Clinical Laboratory Science

Exercise Science

Health Science

***Courses also offered online**

Accreditation

The Baccalaureate Nursing majors are accredited by the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing (AACN). The Baccalaureate Nursing Majors are also approved by the New York State Board of Regents.

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). ACOTE contact information is: ACOTE, c/o Accreditation Department, American Occupational Therapy Association (AOTA), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. The phone number is 301-652-2862. ACOTE's website is www.acoteonline.org and email is accred@aota.org. Graduates of the program are eligible to sit for the national certification examination of the occupational therapy assistant administered by the National Board of Certification in Occupational Therapy (NBCOT).

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

The Clinical Laboratory Science Program is accredited by the National Accreditation Agency for Clinical Laboratory Science (NAACLS). NAACLS contact information is: NAACLS, 5600 N. River Road, Suite 720, Rosemont, IL 60018-5119. Phone number is 773-714-8880 x382 and fax number is 773-714-8886. NAACLS's website is www.naacls.org and email is gjo@naacls.org. Clinical Laboratory Technology is a licensed

profession in New York State and Mercy College's program in
Clinical Laboratory Science is registered with the New York State Education Department as a licensure qualifying program.

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

Honor Societies

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

Purpose

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

Mission Statement of the School of Health and Natural Sciences

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

Goals of the School of Health and Natural Sciences

The School goals establish the shared vision, mission, philosophy and guiding principles agreed to by members of the faculty and other stakeholders in the learning community. The School goals are as follows:

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

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

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

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

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

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

Program Dismissal Review Policy

This Mercy College School of Health and Natural Sciences Program Dismissal Review Policy applies to programs that are professionally accredited or seeking accreditation: Clinical Laboratory Sciences, Communication Disorders, Exercise Science, Nursing, Occupational Therapy Assistant, Occupational Therapy, Physical Therapy, Physician Assistant and Veterinary Technology. The purpose of the SHNS Dismissal Review Policy is to provide a process for the equitable resolution of formal complaints made by a student over academic dismissal at the Program level. Separate appeals policies exist for violations of academic integrity and academic grade appeals. Each of these individual programs have a student manual/handbook made available to its students that includes, at a minimum, the program's (1) academic requirements; (2) professionalism and/or ethical requirements and standards; (3) a description of the program's process for dismissing a student or otherwise sanctioning a student for failing to meet program requirements; and (4) a copy of this Dismissal Review Policy.

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 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 within two weeks. This meeting must take place by phone or in person within two weeks of receipt 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 Associate 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 Associate 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 Associate 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 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 Associate 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 to the student's program for reconsideration of the dismissal in light of that information.

Step Three:

SHNS Associate Dean – Within two weeks after receipt of the recommendations from the Dismissal Review Committee, the SHNS Associate Dean will review all the relevant documentation. A written decision shall be sent to both the student and Academic Unit Head or Program Director. The decision rendered by the SHNS Associate 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 Associate 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.

Department of Natural Sciences

Biology, Animal Sciences Track, B.S.

Renee E. Haskew-Layton, Ph.D., *Program Director*
914-674-7145
rhaskewlayton@mercy.edu

Bachelor of Science in Biology

Animal Sciences Track

General Education Requirements	60 credits
Major Concentration	
Major Core Courses	60 credits
Total	**120 credits**

Students who choose the major concentration in Biology Animal Sciences Track must complete all the required general education and required major courses as listed below. General Education courses are indicated with *, **, or *** and explained below.

Notes:
If students qualify for MATH 201 as their Math requirement under general education, they must complete 3 credits of major electives, to be chosen with program director.
If students are required to take MATH 116 to meet the general education math requirement, MATH 201 will count towards major requirements.
To complete the major concentration, corequisite lab courses must be taken.
There is a 15-credit residency requirement in the major concentration of Biology that must be completed with courses numbered BIOL 230 and above. CHEM 354 may also be used to meet this requirement.

Required Courses

*Fulfills 3 credits of General Education Scientific Perspectives credits
** Fulfills 15 credits of General Education Liberal Arts electives
*** Fulfills 3 credits of General Education Mathematics credits

BIOL 105 - Pathways, Perspectives, and Ethics in Science ** (Waived for transfer students entering with at least 30 credits)
MATH 116 - College Algebra ***
MATH 201 - Precalculus
BIOL 160 - General Biology I Lecture *
BIOL 160A - General Biology I Laboratory
BIOL 161 - General Biology II Lecture **
BIOL 161A - General Biology II Laboratory **
CHEM 160 - General Chemistry I Lecture **
CHEM 160A - General Chemistry Laboratory **
CHEM 161 - General Chemistry II Lecture **
CHEM 161A - General Chemistry II Laboratory **

Additional Required Courses

BIOL 265 - Microbiology Lecture **
BIOL 265A - Microbiology Laboratory
BIOL 275 - Cell Biology
BIOL 360 - Genetics
BIOL 460 - Coordinating Seminar in Biology
CHEM 260 - Organic Chemistry I Lecture
CHEM 260A - Organic Chemistry I Laboratory
CHEM 261 - Organic Chemistry II Lecture
CHEM 261A - Organic Chemistry II Laboratory
CHEM 354 - Biochemistry
PHYS 180 - Physics for the Biological Sciences I
PHYS 181 - Physics for the Biological Sciences II
MATH 260 - Calculus I
VETC 101 - Introduction to Veterinary Science
VETC 256 - Anatomy of Domestic Animals
VETC 256A - Anatomy of Domestic Animals Laboratory
VETC 300 - Physiology of Domestic Animals
VETC 306 - Clinical Laboratory Techniques and Analysis
VETC 306A - Clinical Laboratory Techniques Laboratory
VETC 320 - Pharmacology and Toxicology (cc) (This is the Core Course for the B.S. Biology, Animal Sciences Track and must be taken at a registered campus).

Biology Learning Outcomes

Students who completed this program will be able to:

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

Additional Learning Outcomes for the Animal Sciences Track

Students who complete the Animal Sciences track will be able to:

- Evince the tenets of professional behavior and communication, ethical value and culture sensitivity
- Explain disease processes underlying common exotic and small animal diseases and evaluate their clinical implications relative to optimizing treatment
- Demonstrate a working knowledge of mammalian anatomy and the relationship between anatomical structure and function

- Exhibit a foundational knowledge of the physiologic mechanisms, functions and metabolism organ systems of domestic species
- Perform common clinical tests commiserate with the current standard of care of veterinary practice and explain the clinical significance of the tests and their results
- Demonstrate a fundamental knowledge of veterinary pharmacology and the ability to accurately perform dosage calculations

Animal Sciences Track Progression Criteria and Standards

1. Students must earn a minimum letter grade of B or better in all veterinary technology and natural science courses, ENGL 111, MATH 116 and MATH 201 to remain in the Animal Sciences track. If a grade of B is not met, the student can repeat the course as outlined below in #3 and #4.
2. Students must maintain a 3.2 cumulative index in all-natural science courses and veterinary technology courses in order to take VETC course work.
3. Students may not repeat a course required in the curriculum more than once. Two withdrawals from a course constitutes one completion of that course, resulting in only one more opportunity to successfully complete the course.
4. Any student who earns a B- or below in a course required in the curriculum must repeat the course the next semester it is offered at Mercy College in order to progress to any course for which it is a Prerequisite.
5. Any student who receives a B- or below in a course required in the curriculum more than once will no longer be eligible to take VETC course work.
6. For any veterinary technology lecture course that has a laboratory course as a corequisite, both the lecture and laboratory courses must be taken concurrently. If a student must withdraw from the lecture course, the student must also withdraw from the corequisite laboratory course. Students who wish to take the lecture or laboratory course alone will require authorization from the Program Director and may be required to participate in relevant labs or audit relevant lecture topics.

Additional Program Information

The Bachelor of Science degree in Biology provides students with a comprehensive foundation in the Biological sciences and other life sciences. Students in the Biology major achieve competencies in the life sciences through active learning modules designed to deepen critical thinking skills and strengthen quantitative reasoning.
Through inquiry-based laboratory projects and faculty-student authentic research collaborations in areas such as Neuroscience, Cell and Molecular Biology, and Microbiology, students will put classroom theory to practice by engaging in key aspects of the scientific process.

The Animal Sciences track is for students interested in applying to schools of veterinary medicine or graduate programs in animal sciences. The track offers a unique combination of natural sciences and veterinary technology courses that expose students to authentic veterinary practices and provide a foundation in animal medicine and Anatomy and Physiology.

Biology, Biology Education Track, B.S.

Renee E. Haskew-Layton, Ph.D., *Program Director*
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Bachelor of Science in Biology

Biology Education Track

General Education Requirements	60 credits
Major Concentration	
Major Core Courses	34 credits
Major Electives	6 credits
Open Electives	20 credits
Total	**120 credits**

Students who choose the Biology Education Track must complete all the required general education, required major, and major elective courses. For students interested in the BS/MS 4 + 1 program with School of Education, please see the following link Biology and Adolescence Education (Grades 7-12), B.S. and M.S.

Required Courses

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

- BIOL 105 - Pathways, Perspectives, and Ethics in Science **
  (waived for transfer students entering with at least 30 credits)
- BIOL 160 - General Biology I Lecture *
- BIOL 160A - General Biology I Laboratory
- BIOL 161 - General Biology II Lecture **
- BIOL 161A - General Biology II Laboratory **
- CHEM 160 - General Chemistry I Lecture **
- CHEM 160A - General Chemistry Laboratory **
- CHEM 161 - General Chemistry II Lecture **
- CHEM 161A - General Chemistry II Laboratory **
- MATH 201 - Precalculus ***

Required Courses Continued

- CHEM 260 - Organic Chemistry I Lecture
- CHEM 260A - Organic Chemistry I Laboratory
- PHYS 160 - Physics for the Life Sciences I

- BIOL 223 - Introduction to Science Teaching
- BIOL 226 - Elements of Biochemistry
- BIOL 244 - Ecology
- BIOL 275 - Cell Biology
- BIOL 355 - Molecular Biology of the Cell (cc)
- BIOL 360 - Genetics
- BIOL 455 - Capstone in Biology Education

Two of the Following Major Electives

must take either BIOL 370 or BIOL 366 as one of the electives

- BIOL 252 - Plant Biology
- BIOL 265 - Microbiology Lecture
- BIOL 265A - Microbiology Laboratory
- BIOL 224 - Microbiome of Urban Spaces
- BIOL 280 - Histology
- BIOL 295 - Special Topics in Biology
- BIOL 309 - Human Physiology (Formerly Human Physiology for the Biomedical Sciences)
- BIOL 310 - Immunology
- BIOL 317 - Principles of Neuroscience
- BIOL 366 - Developmental Biology
- BIOL 370 - Research in Biology I
- BIOL 380 - Workplace Experience in Biology I (Natural Science)
- BIOL 397 - Independent Study in Biology
- BIOL 424 - Neurobiology
- BIOL 430 - Seminar in Current Topics in Biology
- BIOL 440 - Advanced Research in Biology: Neurodegeneration
- CHEM 261 - Organic Chemistry II Lecture
- CHEM 261A - Organic Chemistry II Laboratory
- CHEM 295 - Special Topics in Chemistry
- CHEM 354 - Biochemistry
- CHEM 397 - Independent Study in Chemistry

Graduate Education Courses

Note: The list of courses below are for students who apply to and are accepted into the BS/MS 4 + 1 Science Secondary Education Program. These courses can be started the second semester of junior year. For students accepted into the 4 + 1 program, the courses below can be counted towards both undergraduate Open Elective credits and Graduation Education courses.

See Graduate Catalog for course descriptions:

- Education 500- Educational Perspectives from Diverse Perspectives
- Education 502- Foundations in Education for Students with Disabilities
- Education 505- Teaching English as a Second Language
- Education 507- Approaches to Literacy Instruction in Early Childhood through Adolescence

- Education 517- Educational Psychology and Adolescent Development

Note(s)

* Fulfills 3 credits of General Education Scientific Perspectives credits.

** Fulfills 15 credits of General Education Liberal Arts electives.

***Fulfills 3 credits of General Education Mathematics credits.

Note: students who do not meet the requirements to directly enter MATH 201 must first complete MATH 116.

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

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

Additional Program Information

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

The Biology Education Track includes introductory science teaching courses in addition to core science courses. This track prepares students for graduate training in Secondary Science Education or for careers in science community outreach or science education in informal education centers such as zoos, aquaria, or nature centers. Students who choose this track may wish to apply to the accelerated BS/MS dual degree in Secondary Science Education during their junior year. Students who plan to apply for the BS/MS dual degree Secondary Science education program should plan to use 15 credits of Open Electives toward Graduate Secondary Education courses, as listed below.

Progression Criteria

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

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

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

- Work as effective team members on collaborative projects

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

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

Biology, Biomedical Sciences Track, B.S.

Renee E. Haskew-Layton, Ph.D., *Program Director*
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Bachelor of Science in Biology

Biomedical Sciences Track

General Education Requirements	60 credits
Major Concentration	
Natural Science	49 credits
Major Elective	5 credits
Open Electives	6 credits
Total	**120 credits**

Students must have an average 3.0 GPA in the following science and math courses: BIOL 160 / BIOL 160A, BIOL 161 / BIOL 161A, CHEM 160 / CHEM 160A, CHEM 161 / CHEM 161A, MATH 116 (if applicable), and MATH 201, before declaring the Biomedical Sciences track as their major track.

The Biomedical Sciences Track

The B.S. Biology, Biomedical Sciences Track is for students with an interest in applying to schools of medicine or dentistry or graduate schools in physician assistant studies or biomedical sciences.

Requirements for entry into the Biomedical Sciences Track

Prior to enrolling in the Biomedical Sciences track, students should declare the General Track in Biology as their major. If a student is not accepted into the Biomedical Sciences Track, it is recommended that the student complete his/her degree in the General Track in Biology per the course requirements of that program (note the General Track in Biology does not have a 3.0 minimum GPA requirement, but follows the Mercy College-wide major GPA requirement of 2.0). Final approval into the Biomedical Sciences Track will be granted by the Program Director in Biology and any exceptions to this policy are at the discretion of the Program Director in Biology.

Students should declare their intent to enroll in the Biomedical Sciences track with their PACT mentor ideally during their Freshman year (or first year at Mercy College) so that they may receive guidance on medical or dental school preparation from the premedical advisor.

Once accepted into the Biomedical Sciences track, students must maintain an overall GPA and major GPA of 3.0. If GPA falls below 3.0, students will have one semester to increase overall and/or major GPA to 3.0 before being dismissed from the Biomedical Sciences Track. Any exceptions to this policy is at the discretion of the Program Director in Biology.

Transfer Students

Transfer students must have a minimum 3.0 GPA in courses deemed equivalent to those listed above from their prior institution. The Program Director in Biology will review a transfer student's transcript(s) to determine eligibility for the Biomedical Sciences Track.

General Education Requirements

Liberal Arts Core / Competency Skills

18 credits
CINQ 101 - Critical Inquiry
ENGL 111 - Written English and Literary Studies I
ENGL 112 - Written English and Literary Studies II
COMM 110 - Oral Communication
MATH 201 - Precalculus
JRSM 301 - Junior Seminar

Liberal Arts Disciplinary Groupings

42 Credits
PSYN 101 - Introduction to Psychology **Or**
HONR 195 - Honors Introduction to Psychology **Or**
PSYN 195 - Honors Introduction to Psychology
BIOL 160 - General Biology I Lecture
CISC 120 - Introduction to Computers and Application Software Or test out with Challenge Exam

And
Students choose a 3 credit GE approved course from each category below (15 credits total)
Literature and Communication (3 credits)
Recommended ENGL 242 Literature and Psychology
Language and Cultural Perspectives (3 credits)
Ethical Perspectives (3 credits)
The Arts (3 credits)
Historical and Global Perspectives (3 credits)

And
Required remaining additional 18 General Education credits from any combination of disciplinary groupings:
BIOL 105 - Pathways, Perspectives, and Ethics in Science (Waived for transfers with 30 credits or more)
BIOL 161 - General Biology II Lecture
BIOL 161A - General Biology II Laboratory
CHEM 160 - General Chemistry I Lecture
CHEM 160A - General Chemistry Laboratory
CHEM 161 - General Chemistry II Lecture
CHEM 161A - General Chemistry II Laboratory
Total General Education Requirements: 60

Required Major Core Courses

Total Core: 49 credits minimum
BIOL 160A - General Biology I Laboratory

BIOL 275 - Cell Biology
BIOL 309 - Human Physiology (Formerly Human Physiology for the Biomedical Sciences)
BIOL 355 - Molecular Biology of the Cell (cc) *
BIOL 360 - Genetics
BIOL 370 - Research in Biology I
BIOL 460 - Coordinating Seminar in Biology
CHEM 260 - Organic Chemistry I Lecture
CHEM 260A - Organic Chemistry I Laboratory
CHEM 261 - Organic Chemistry II Lecture
CHEM 261A - Organic Chemistry II Laboratory
CHEM 354 - Biochemistry
PHYS 180 - Physics for the Biological Sciences I
PHYS 181 - Physics for the Biological Sciences II
MATH 260 - Calculus I
MATH 261 - Calculus II **Or**
PSYN 370 - Statistics for the Social and Behavioral Sciences

*This is the Core Course for the B.S. Biology, Biomedical Sciences Track and must be taken at a registered campus.

Two major Electives required from:

Minimum major electives: 5 credits
BIOL 130 - Human Anatomy and Physiology I Lecture
BIOL 130A - Human Anatomy and Physiology I Laboratory
BIOL 131 - Human Anatomy and Physiology II Lecture
BIOL 131A - Human Anatomy and Physiology II Laboratory
BIOL 265 - Microbiology Lecture
BIOL 265A - Microbiology Laboratory
BIOL 280 - Histology
BIOL 295 - Special Topics in Biology
BIOL 310 - Immunology
BIOL 317 - Principles of Neuroscience
BIOL 366 - Developmental Biology
BIOL 380 - Workplace Experience in Biology I (Natural Science)
BIOL 397 - Independent Study in Biology
BIOL 424 - Neurobiology
BIOL 430 - Seminar in Current Topics in Biology
BIOL 440 - Advanced Research in Biology: Neurodegeneration
HLSC 201 - Medical Terminology
HLSC 303 - Human Anatomy with Cadaver Lecture
HLSC 303A - Human Anatomy with Cadaver Laboratory
HLSC 390 - Epidemiology
CHEM 295 - Special Topics in Chemistry
CHEM 397 - Independent Study in Chemistry

Total Major Credits (Core + Elective): 54

Open Electives

Choose 6 credits from the below:

Please note: students are not restricted to the list of courses above for their open electives. However, these courses are recommended to help students further prepare for the Psychological, Social, and Biological Foundations of Behavior components of the MCAT.

SOCL 101 - Introduction to Sociology
PSYN 230 - Cognitive Psychology
PSYN 232 - Health Psychology
PSYN 312 - Abnormal Psychology
PSYN 320 - Psychobiology
HLSC 215 - Cultural Competence in Health Care (cc)
HLSC 250 - Global Health
BIOL 222 - Pathophysiology
BIOL 244 - Ecology
BIOL 252 - Plant Biology

Additional Program Information:

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

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

Completing the B.S. in Biology - Biomedical Sciences Track does not guarantee admission to a Mercy College graduate professional program or medical school. Graduates of the B.S. in Biology - Biomedical Sciences Track must apply to chosen programs, meet specific requirements, and compete with all other applicants. The B.S. in Biology - Biomedical Sciences Track may or may not satisfy the course requirements for admission to graduate or medical programs. Courses can vary based on the college/university. Students have the responsibility to check entrance requirements for college/university to which they intend to apply.

Progression Criteria

Students enrolling in natural science courses and biology courses must earn at least a letter grade of C in all *Prerequisite* courses. Students in the biology major may not repeat a course required by the major more than twice. Once accepted into the Biomedical Sciences track, students must maintain an overall GPA and major GPA of 3.0. If GPA falls below 3.0, students will have one semester to increase overall and/or major GPA to 3.0 before being dismissed from the Biomedical Sciences Track. Exceptions to progression criteria require Program Director approval.

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

Synthesize core concepts to demonstrate a broad and in-depth knowledge of the biological sciences
Access and critically evaluate and interpret the scientific literature
Effectively communicate scientific concepts through oral and written modes

Apply the scientific method to formulate hypotheses, design and conduct experiments, and interpret experimental results

Exhibit proficiency in laboratory techniques in the biological sciences, troubleshoot experiments, and demonstrate safe laboratory practices

Critically evaluate experimental findings and scientific information using statistical and quantitative analyses

Exhibit ethical behavior in science and evaluate the implications of unethical scientific conduct

Critically examine basic, applied and societal problems in the biological sciences and, through the lens of life science professionals, propose problem solving strategies to address these problems

Work as effective team members on collaborative projects

Notes

BIOL 105, BIOL 161/BIOL 161A, CHEM 160/CHEM 160A, and CHEM 161/CHEM 161A fulfill 15 credits of General Education Liberal Arts electives
BIOL 160 fulfills 3 credits of General Education Scientific Perspectives credits
PSYN 101 or PSYN 195 fulfill 3 credits of General Education Social Perspectives
MATH 201 fulfills 3 credits of General Education Mathematics credits
Note: students who do not meet the requirements to directly enter MATH 201 must first complete MATH 116
For the Literature & Communication General Education Requirement, ENGL 242 is recommended for students interested in applying to medical school.

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

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

Biology, General Biology Track, B.S.

Renee E. Haskew-Layton, Ph.D., *Program Director*
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Bachelor of Science in Biology

General Education Requirements	60 credits
Major Concentration	
Major Core Courses	36 credits
Major Elective	6 credits
Open Electives	18 credits
Total	**120 credits**

Students who choose the major concentration in biology must complete all the required general education, required major, and major elective courses as listed below. This is a mix of GE and major required courses. GE courses are indicated with *, **, or * and explained below.**

Required Courses

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

- BIOL 105 - Pathways, Perspectives, and Ethics in Science **
  (waived for transfer students entering with at least 30 credits)
- BIOL 160 - General Biology I Lecture *
- BIOL 160A - General Biology I Laboratory
- BIOL 161 - General Biology II Lecture **
- BIOL 161A - General Biology II Laboratory **
- CHEM 160 - General Chemistry I Lecture **
- CHEM 160A - General Chemistry Laboratory **
- CHEM 161 - General Chemistry II Lecture **
- CHEM 161A - General Chemistry II Laboratory **
- MATH 201 - Precalculus ***

Required Courses Continued

- CHEM 260 - Organic Chemistry I Lecture
- CHEM 260A - Organic Chemistry I Laboratory
- CHEM 261 - Organic Chemistry II Lecture
- CHEM 261A - Organic Chemistry II Laboratory
- CHEM 354 - Biochemistry
- BIOL 244 - Ecology
- BIOL 275 - Cell Biology

- BIOL 355 - Molecular Biology of the Cell (cc)
- BIOL 360 - Genetics
- BIOL 366 - Developmental Biology
- BIOL 460 - Coordinating Seminar in Biology

Two of the Following Major Electives:

- BIOL 224 - Microbiome of Urban Spaces
- BIOL 252 - Plant Biology
- BIOL 265 - Microbiology Lecture **and**
- BIOL 265A - Microbiology Laboratory
- BIOL 280 - Histology
- BIOL 295 - Special Topics in Biology
- BIOL 309 - Human Physiology (Formerly Human Physiology for the Biomedical Sciences)
- BIOL 310 - Immunology
- BIOL 317 - Principles of Neuroscience
- BIOL 370 - Research in Biology I
- BIOL 380 - Workplace Experience in Biology I (Natural Science)
- BIOL 397 - Independent Study in Biology
- BIOL 424 - Neurobiology
- BIOL 430 - Seminar in Current Topics in Biology
- BIOL 440 - Advanced Research in Biology: Neurodegeneration
- CHEM 295 - Special Topics in Chemistry
- CHEM 397 - Independent Study in Chemistry

Note(s)

* Fulfills 3 credits of General Education Scientific Perspectives credits
** Fulfills 15 credits of General Education Liberal Arts electives
*** Fulfills 3 credits of General Education Mathematics credits

Note: students who do not meet the requirements to directly enter MATH 201 must first complete MATH 116

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

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

Additional Program Information

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

The **General Biology Track** prepares students for a variety of careers including research assistant/associate positions in academia or biotechnology firms or positions in a healthcare setting. This track also supports

preparation for graduate training in the biological/biomedical sciences or professional education in medicine/dentistry or related healthcare fields such as osteopathic medicine.

Students in the General Biology Track may wish to apply to the accelerated BS/MS dual degree in Secondary Science Education during their junior year. Students who plan to apply for the BS/MS dual degree Secondary Science education program should plan to use 15 credits of Open Electives toward Graduate Secondary Education courses (EDUC 500, EDUC 502, EDUC 505, EDUC 507, and EDUC 517). For more information please see Biology and Adolescence Education (Grades 7-12), B.S. and M.S..

Progression Criteria

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

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

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

Clinical Laboratory Science, B.S.

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

Bachelor of Science

General Liberal Arts and Sciences	
General Education Requirements*	60 credits
Major Concentration	
Natural Science	27 credits
Clinical Laboratory Science Requirements	42 credits
Total	**129 credits**

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

General Education Science and Mathematics Courses

- BIOL 160 - General Biology I Lecture **
- BIOL 160A - General Biology I Laboratory **
- BIOL 161 - General Biology II Lecture **
- BIOL 161A - General Biology II Laboratory **
- CHEM 160 - General Chemistry I Lecture **
- CHEM 160A - General Chemistry Laboratory **
- CHEM 161 - General Chemistry II Lecture **
- CHEM 161A - General Chemistry II Laboratory **
- MATH 122 - Statistics **
- CISC 120 - Introduction to Computers and Application Software **

Natural Science Courses

- CHEM 260 - Organic Chemistry I Lecture
- CHEM 260A - Organic Chemistry I Laboratory
- CHEM 261 - Organic Chemistry II Lecture
- CHEM 261A - Organic Chemistry II Laboratory
- CHEM 354 - Biochemistry
- BIOL 265 - Microbiology Lecture
- BIOL 265A - Microbiology Laboratory
- BIOL 309 - Human Physiology (Formerly Human Physiology for the Biomedical Sciences)
- BIOL 309A - Human Physiology Laboratory
- BIOL 310 - Immunology
- BIOL 355 - Molecular Biology of the Cell (cc)

Clinical Laboratory Science Major

- CLSC 402 - Laboratory Operations*
- CLSC 406 - Urinalysis I
- CLSC 407 - Urinalysis II
- CLSC 410 - Hematology I
- CLSC 410A - Hematology I Laboratory
- CLSC 411 - Hematology II/Hemostasis (Clinical Rotation)
- CLSC 412 - Hematology III (Clinical Rotation)
- CLSC 415 - Diagnostic Microbiology I
- CLSC 415A - Diagnostic Microbiology I Laboratory
- CLSC 416 - Diagnostic Microbiology II
- CLSC 417 - Diagnostic Microbiology III (Clinical Rotation)
- CLSC 420 - Clinical Chemistry I
- CLSC 420A - Clinical Chemistry I Laboratory
- CLSC 421 - Clinical Chemistry II
- CLSC 422 - Clinical Chemistry III (Clinical Rotation)
- CLSC 426 - Coagulation (Clinical Rotation)
- CLSC 430 - Immunohematology I
- CLSC 430A - Immunohematology I Laboratory
- CLSC 431 - Immunohematology II (Clinical Rotation)
- CLSC 435 - Clinical Immunology (Clinical Rotation)
- CLSC 440 - Professional Practice in CLS (cc)
  (cc)-Core Course for the Clinical Laboratory Science major. Course must be taken at the Dobbs Ferry campus.

Note(s)

***These courses fulfill 21 credits of the General Education requirements. To complete major concentration, corequisite lab courses must be taken.*
**Students must complete MATH 116, MATH 201, MATH 260, MATH 261, or HONR 193 as part of their General Education Requirements.*

There is a 15-credit residency requirement in the major concentration of clinical laboratory science that must be completed with courses numbered BIOL 230 and above and CLSC 402 and above. CHEM 354 may also be used to meet this requirement

Organization of the Program

The first three-year sequence of college-based courses prepares students for the clinical rotations. The fourth year of the CLS program consists of a combination of clinical courses on campus and full-day hospital based clinical rotations.

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

Internship Year Admission Criteria/Procedure

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

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

Deadlines for Applications into the Program

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

Admission Decisions

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

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

Progression Criteria

Students enrolling in natural science courses and clinical laboratory science courses must earn at least a letter grade of C in all Prerequisite courses. Students must complete ENGL 112 with a grade of 'C' or higher to enroll in Clinical Laboratory Science courses. Students in the clinical laboratory science major may not repeat a CLSC course more than once. Any student who receives less than the required minimum grade in a course required in the curriculum more than once will automatically be dismissed from the program. Students must receive a 'C' or higher in all required courses.

Students must have a minimum GPA of 2.5 overall and in the natural science major concentration to be eligible to enroll in courses with the prefix "CLSC" and in the clinical rotations. Students must have a grade of 'C' or higher in natural science courses.

Clinical Requirements

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

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

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

Program Accreditation Status

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

Program Outcomes

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

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

Program Dismissal Review

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

Exercise Science, Clinical Track, B.S.

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

Bachelor of Science

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

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

Exercise Science Major Core Courses

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

Clinical Track

General Education Natural Science and Mathematics Courses

** These courses fulfill General Education requirements.*

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

- BIOL 117 - Science of Nutrition *
- BIOL 130 - Human Anatomy and Physiology I Lecture *
- BIOL 130A - Human Anatomy and Physiology I Laboratory *
- BIOL 131 - Human Anatomy and Physiology II Lecture *
- BIOL 131A - Human Anatomy and Physiology II Laboratory *
- CHEM 160 - General Chemistry I Lecture *

- CHEM 160A - General Chemistry Laboratory *
- CHEM 161 - General Chemistry II Lecture *
- CHEM 161A - General Chemistry II Laboratory *
- MATH 201 - Precalculus *

Clinical Track Concentration Courses

- PHYS 160 - Physics for the Life Sciences I
- PHYS 161 - Physics for the Life Sciences II
- BIOL 160 - General Biology I Lecture
- BIOL 160A - General Biology I Laboratory
- PSYN 233 - Developmental Psychology Across the Lifespan:
- BHSC 370 - Statistics for the Social and Behavioral Sciences
- EXSC 250 - Research Methods in Exercise Science
- EXSC 492 - Exercise Prescription for Special Populations

Additional Program Information

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

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

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

Clinical Track – Focus on Graduate School Preparation

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

Students enrolling in natural science courses must earn at least a letter grade of C in all Prerequisite courses. Students must place at the ENGL 111 level to enroll in all natural science courses.

Students must earn a minimum letter grade of C or better in all exercise science courses. Students may not repeat a course required in the curriculum more than once or repeat more than two EXSC courses in the major. Students who do not achieve the program criteria of a letter grade of C or better in an EXSC major course will be reviewed by faculty to determine if the student will be dismissed from the program.

Any student who earns a grade less than the required minimum grade in a course within the curriculum must repeat the course the next semester it is offered at Mercy College in order to progress to any course for which it is a prerequisite.

For any exercise science lecture course that has a laboratory course as a corequisite, both the lecture and

laboratory courses must be taken concurrently. In the event that a student must withdraw from the lecture course, the student must also withdraw from the corequisite laboratory course. Students who wish to take the lecture or laboratory course alone will require Program Director authorization and may be required to participate in relevant labs or audit relevant lecture topics.

Program Dismissal Review

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

Exercise Science, Performance Track, B.S.

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

Bachelor of Science

General Liberal Arts and Sciences	
General Education Requirements*	60 credits
Major Concentration Performance Track	
Exercise Science	49 credits
Open Elective	11 credits
Total	**120 credit**

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

Exercise Science Major Core Courses

25 credits

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

Performance Track Concentration Courses

24 credits

- EXSC 105 - Introduction to Athletic Training
- EXSC 250 - Research Methods in Exercise Science
- EXSC 240 - Sports Nutrition
- EXSC 370 - Biomechanics
- EXSC 385 - Strength and Conditioning
- EXSC 492 - Exercise Prescription for Special Populations
- EXSC 496 - Exercise Science Internship
- EXSC 497 - Exercise Science Internship

General Education Natural Science and Mathematics Courses

**These courses fulfill General Education requirements.*

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

- MATH 116 - College Algebra
- BIOL 117 - Science of Nutrition *
- BIOL 130 - Human Anatomy and Physiology I Lecture *
- BIOL 130A - Human Anatomy and Physiology I Laboratory *
- BIOL 131 - Human Anatomy and Physiology II Lecture *
- BIOL 131A - Human Anatomy and Physiology II Laboratory *
- PHYS 120 - Physics of the Human Body *
- ECON 120 - The World of Business
- PSYN 235 - Psychology of Sports

Additional Program Information

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

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

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

Students must earn a minimum letter grade of C or better in all exercise science courses. Students may not repeat a course required in the curriculum more than once or repeat more than two EXSC courses in the major. Students who do not achieve the program criteria of a letter grade of C or better in an EXSC major course will be reviewed by faculty to determine if the student will be dismissed from the program.

Any student who earns a grade less than the required minimum grade in a course within the curriculum must repeat the course the next semester it is offered at Mercy College in order to progress to any course for which it is a prerequisite .

For any exercise science lecture course that has a laboratory course as a corequisite, both the lecture and laboratory courses must be taken concurrently. In the event that a student must withdraw from the lecture course, the student must also withdraw from the corequisite laboratory course. Students who wish to take the lecture or laboratory course alone will require Program Director authorization and may be required to participate in relevant labs or audit relevant lecture topics.

Performance Track – Focus on Fitness

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

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

Program Dismissal Review

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

Health Science, Health Promotion Concentration, B.S.

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fesser@mercy.edu

Bachelor of Science

General Education Requirements	60 credits
Major Concentration	55 credits
Open Electives	5 credits
Total	**120 credits**

Students who select the Health Science Health Promotion Concentration must successfully complete:

Students must earn a C or better in all Health Science courses as well as the required courses in the Natural Sciences, Social and Behavioral Sciences and Mathematics.

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

The following related courses in Natural Science and Social and Behavioral Science:

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

Any student who receives a grade below a C in a major course, which includes all Health Science courses as well as the required courses in the Natural Sciences, Social and Behavioral Sciences and Mathematics, will be required to retake the course. Major courses may be retaken once.

- BIOL 117 - Science of Nutrition
- BIOL 130 - Human Anatomy and Physiology I Lecture *
- BIOL 130A - Human Anatomy and Physiology I Laboratory
- BIOL 131 - Human Anatomy and Physiology II Lecture

- BIOL 131A - Human Anatomy and Physiology II Laboratory
- PHYS 120 - Physics of the Human Body
- PSYN 101 - Introduction to Psychology , respectively *
  Or
- PSYN 195 - Honors Introduction to Psychology , respectively *
- PSYN 233 - Developmental Psychology Across the Lifespan:
- PSYN 370 - Statistics for the Social and Behavioral Sciences

Recommended Open Electives:

5 credits

- BHSC 308 - Health Care Management
- BHSC 366 - Medical Ethics
- HLSC 225 - Introduction to Accessing and Reading Scholarly Literature
- HLSC 295 - Topics in Health Sciences
- HLSC 380 - Workplace Experience in Health Science I
- HLSC 381 - Workplace Experience in Health Science II
- HLSC 402 - Scientific Writing
- PSYN 232 - Health Psychology

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

Additional Program Information

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

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

Major Requirements

1. Any student who receives a grade below a C in a major course will be required to retake the course. Major courses may be retaken once.

2. Students who have selected the Health Promotion Health Science Concentration must adhere to the Mercy College policy regarding maintenance of a minimum cumulative and major GPA of 2.0.
3. Any exceptions to program guidelines require approval by the Program Director.

Program Outcomes

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

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

The Health Science Minor

15 Credits

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

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

1. HLSC 200 - Issues in Personal Health
2. HLSC 201 - Medical Terminology
3. HLSC 205 - Standard Safety Precautions for the Health Care Professional
4. HLSC 215 - Cultural Competence in Health Care (cc)
5. HLSC 350 - Health Communication
6. HLSC 390 - Epidemiology
7. HLSC 395 - Health Promotion and Program Intervention
8. HLSC 396 - Evaluating Health Promotion Programs

Health Science, Pre-Occupational Therapy Concentration, B.S.

Ferdinand Esser, D.C., *Program Director*
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Bachelor of Science

General Education Requirements	60 credits
Major Concentration	54 credits
Open Electives	6 credits
Total	120 credits

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

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

The following related courses in Natural Science and Social and Behavioral Science:

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

- BIOL 130 - Human Anatomy and Physiology I Lecture *
- BIOL 130A - Human Anatomy and Physiology I Laboratory
- BIOL 131 - Human Anatomy and Physiology II Lecture
- BIOL 131A - Human Anatomy and Physiology II Laboratory
- PHYS 120 - Physics of the Human Body
- PSYN 101 - Introduction to Psychology , respectively * **OR**
- PSYN 195 - Honors Introduction to Psychology , respectively *
- PSYN 233 - Developmental Psychology Across the Lifespan:
- PSYN 312 - Abnormal Psychology

- PSYN 370 - Statistics for the Social and Behavioral Sciences
- SOCL 101 - Introduction to Sociology *

Recommended Open Electives:

6 Credits

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

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

Additional Program Information

The baccalaureate degree in health science provides a comprehensive and innovative curriculum in the evidence-based factors that affect human health including human biology, personal behavior, social and environmental determinants of health as well as the structure of and access to health care. Students are broadly trained in the application of basic science to health, coupled with the development of the values, inter-personal and inter-professional skills required for success in professional practice and graduate study. The major builds on the 60-credit general education requirement and includes additional credits in the Basic Sciences, the Social Sciences and the Health Sciences. Students select a focused concentration of study that will prepare them for careers in health care and targeted graduate study. Students preparing to enter graduate programs in the Health Professions at Mercy College or elsewhere should coordinate their plan of study with their PACT advisor.

Pre-Occupational Therapy Concentration: The pre-occupational therapy concentration prepares students for graduate study in occupational therapy and includes all prerequisites for application to the Mercy College Master's Degree Program in Occupational Therapy.

The BS in Health Sciences does not provide eligibility for licensure to practice as an occupational therapist. The health science degree is awarded after completion of the 120-credits of coursework detailed in each concentration.

Completing the health science program does not guarantee admission to a Mercy College graduate program in occupational therapy. Graduates of the BS in Health Science must apply to those programs, meet specific requirements, and compete with all other applicants. Mercy College BS in Health Science graduates are offered an admission interview for the respective graduate program provided they meet the minimum criteria as outlined by the program.

The BS in Health Sciences pre-professional concentrations satisfy the course requirements for admission to the respective Mercy College Graduate Program.

The BS in Health Sciences pre-professional concentrations may or may not satisfy the course requirements for admission to other graduate programs within the specific professional. Courses can vary based on the college/university.

Students have the responsibility to check entrance requirements for college/university to which they intend to apply.

Students must earn a C or better in all Health Science courses as well as the required courses in the Natural Sciences, Social and Behavioral Sciences and Mathematics.

Major Requirements

1. Students who have selected a pre-occupational therapy professional concentration must maintain a minimum cumulative and major GPA of 3.0 to maintain matriculation within the pre-professional concentrations. If a student's cumulative and/or major GPA falls below a 3.0, they will be placed on pre-professional concentration probation and will have one semester to restore their matriculating concentration status by raising their cumulative and/or major GPA to a 3.0.
2. Pre-professional concentration students must achieve a grade of B or better in ENGL 112 or equivalent and MATH 116, MATH 201 or equivalent.
3. Any student who receives a grade below a C in a major course, which includes all Health Science courses as well as the required courses in the Natural Sciences, Social and Behavioral Sciences and Mathematics, will be required to retake the course. Major courses may be retaken once.
4. Any exceptions to program guidelines require approval by the Program Director.

Program Outcomes

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

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

Health Science, Pre-Physical Therapy Concentration, B.S.

Ferdinand Esser, D.C., *Program Director*
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Bachelor of Science

General Education Requirements	60 credits
Major Concentration	55 credits
Open Electives	5 credits
Total	**120 credits**

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

- HLSC 102 - Introduction to Health Professions
- HLSC 201 - Medical Terminology
- HLSC 215 - Cultural Competence in Health Care (cc)
- HLSC 250 - Global Health
- HLSC 302 - Pathology for Rehabilitation
- HLSC 350 - Health Communication

3 credits in one of the following:

- HLSC 380 - Workplace Experience in Health Science I
  or
- HLSC 400 - Health Sciences Capstone

The following related courses in Natural Science, Social and Behavioral Science and Mathematics:

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

Any student who receives a grade below a C in a major course, which includes all Health Science courses as well as the required courses in the Natural Sciences, Social and Behavioral Sciences and Mathematics, will be required to retake the course. Major courses may be retaken once.

- BIOL 130 - Human Anatomy and Physiology I Lecture *
- BIOL 130A - Human Anatomy and Physiology I Laboratory
- BIOL 131 - Human Anatomy and Physiology II Lecture
- BIOL 131A - Human Anatomy and Physiology II Laboratory
- BIOL 160 - General Biology I Lecture
- BIOL 160A - General Biology I Laboratory
- BIOL 161 - General Biology II Lecture
- BIOL 161A - General Biology II Laboratory
- CHEM 160 - General Chemistry I Lecture

- CHEM 160A - General Chemistry Laboratory
- CHEM 161 - General Chemistry II Lecture
- CHEM 161A - General Chemistry II Laboratory
- MATH 201 - Precalculus *
- PHYS 160 - Physics for the Life Sciences I
- PHYS 161 - Physics for the Life Sciences II
- PSYN 101 - Introduction to Psychology , respectively * **OR**
- PSYN 195 - Honors Introduction to Psychology , respectively *
- PSYN 233 - Developmental Psychology Across the Lifespan:
- PSYN 370 - Statistics for the Social and Behavioral Sciences

Recommended Open Electives

5 Credits

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

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

Additional Program Information

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

Pre-Physical Therapy Concentration: The pre-physical therapy concentration prepares students for graduate study in physical therapy and includes all pre-requisites for application to the Mercy College Doctoral Degree Program in Physical Therapy.

The BS in Health Sciences does not provide eligibility for licensure to practice as a physical therapist. The health science degree is awarded after completion of the 120-credits of coursework detailed in the concentration.

Completing the health science program does not guarantee admission to a Mercy College graduate program in physical therapy. Graduates of the BS in Health Science must apply to the program, meet specific requirements, and compete with all other applicants. Mercy College BS in Health Science graduates are offered an admission interview for the respective graduate program provided they meet the minimum criteria as outlined by the program.

The BS in Health Sciences pre-professional concentrations satisfy the course requirements for admission to the respective Mercy College Graduate Program.

The BS in Health Sciences pre-professional concentrations may or may not satisfy the course requirements for admission to other graduate programs within the specific professional. Courses can vary based on the college/university.

Students have the responsibility to check entrance requirements for college/university to which they intend to apply.

Students must earn a C or better in all Health Science courses as well as the required courses in the Natural Sciences, Social and Behavioral Sciences and Mathematics.

Major Requirements

1. Students who have selected the pre-physical therapy concentration must maintain a minimum cumulative and major GPA of 3.0 to maintain matriculation within the pre-professional concentrations. If a student's cumulative and/or major GPA falls below a 3.0, they will be placed on pre-professional concentration probation and will have one semester to restore their matriculating concentration status by raising their cumulative and/or major GPA to a 3.0.
2. Pre-professional concentration students must achieve a grade of B or better in ENGL 112 or equivalent and MATH 116, MATH 201 or equivalent.
3. Any student who receives a grade below a C in a major course will be required to retake the course. Major courses may be retaken once.
4. Any exceptions to program guidelines require approval by the Program Director.

Program Outcomes

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

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

Health Science, Pre-Physician Assistant Studies Concentration, B.S.

Ferdinand Esser, D.C., *Program Director*
914-674-7857
fesser@mercy.edu

Bachelor of Science

General Education Requirements	60 credits
Major Concentration	57 credits
Open Electives	3 credits
Total	**120 credits**

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

- HLSC 102 - Introduction to Health Professions
- HLSC 201 - Medical Terminology
- HLSC 215 - Cultural Competence in Health Care (cc)
- HLSC 250 - Global Health
- HLSC 302 - Pathology for Rehabilitation
- HLSC 350 - Health Communication

3 credits in one of the following:

- HLSC 380 - Workplace Experience in Health Science I
  or
- HLSC 400 - Health Sciences Capstone

The following related courses in Natural Science, Social and Behavioral Science and Mathematics:

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

Any student who receives a grade below a C in a major course, which includes all Health Science courses as well as the required courses in the Natural Sciences, Social and Behavioral Sciences and Mathematics, will be required to retake the course. Major courses may be retaken once.

- BIOL 130 - Human Anatomy and Physiology I Lecture *
- BIOL 130A - Human Anatomy and Physiology I Laboratory *
- BIOL 131 - Human Anatomy and Physiology II Lecture *
- BIOL 131A - Human Anatomy and Physiology II Laboratory *
- BIOL 160 - General Biology I Lecture *
- BIOL 160A - General Biology I Laboratory *
- CHEM 160 - General Chemistry I Lecture
- CHEM 160A - General Chemistry Laboratory
- CHEM 161 - General Chemistry II Lecture

- CHEM 161A - General Chemistry II Laboratory
- CHEM 260 - Organic Chemistry I Lecture
- CHEM 260A - Organic Chemistry I Laboratory
- CHEM 261 - Organic Chemistry II Lecture
- CHEM 261A - Organic Chemistry II Laboratory
- CHEM 354 - Biochemistry
- BIOL 161 - General Biology II Lecture
- BIOL 161A - General Biology II Laboratory
- BIOL 265 - Microbiology Lecture
- BIOL 265A - Microbiology Laboratory
- BIOL 309 - Human Physiology (Formerly Human Physiology for the Biomedical Sciences)
- MATH 201 - Precalculus *
- PSYN 101 - Introduction to Psychology **OR** , respectively *
- PSYN 195 - Honors Introduction to Psychology , respectively *
- PSYN 233 - Developmental Psychology Across the Lifespan:
- PSYN 370 - Statistics for the Social and Behavioral Sciences

Recommended Open Electives:

3 Credits

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

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

Additional Program Information

The baccalaureate degree in health science provides a comprehensive and innovative curriculum in the evidence-based factors that affect human health including human biology, personal behavior, social and environmental determinants of health as well as the structure of and access to health care. Students are broadly trained in the application of basic science to health, coupled with the development of the values, inter-personal and inter-professional skills required for success in professional practice and graduate study. The major builds on the 60-credit general education requirement and includes additional credits in the Basic Sciences, the Social Sciences and the Health Sciences. Students select a focused concentration of study that will prepare them for careers in health care and targeted graduate study. Students preparing to enter graduate

programs in the Health Professions at Mercy College or elsewhere should coordinate their plan of study with their PACT advisor. Exceptional students who are seeking graduate education in Physician Assistant may also elect to accelerate and condense their studies for application to Mercy College's Dual Degree Programs in Physician Assistant (B.S. in Health Science, M.S. in Physician Assistant), in consultation with the Program Director.

Pre-Physician Assistant Concentration: The pre-physician assistant concentration prepares students for graduate study in physician assistant and includes all prerequisites for application to the Mercy College Master's Degree Program in Physician Assistant.

The BS in Health Sciences does not provide eligibility for licensure to practice as a physician assistant. The health science degree is awarded after completion of the 120-credits of coursework detailed in the concentration.

Completing the health science program does not guarantee admission to a Mercy College graduate program in physician assistant studies. Graduates of the BS in Health Science must apply to the graduate program, meet specific requirements, and compete with all other applicants. Mercy College BS in Health Science graduates are offered an admission interview for the respective graduate program provided they meet the minimum criteria as outlined by the program.

The BS in Health Sciences pre-professional concentrations satisfy the course requirements for admission to the respective Mercy College Graduate Program.

The BS in Health Sciences pre-professional concentrations may or may not satisfy the course requirements for admission to other graduate programs within the specific professional. Courses can vary based on the college/university.

Students have the responsibility to check entrance requirements for college/university to which they intend to apply.

Students must earn a C or better in all Health Science courses as well as the required courses in the Natural Sciences, Social and Behavioral Sciences and Mathematics.

Major Requirements

1. Students who have selected a pre-physician assistant studies professional concentration must maintain a minimum cumulative and major GPA of 3.0 to maintain matriculation within the pre-professional concentrations. If a student's cumulative and/or major GPA falls below a 3.0, they will be placed on pre-professional concentration probation and will have one semester to restore their matriculating concentration status by raising their cumulative and/or major GPA to a 3.0.
2. Pre-professional concentration students must achieve a grade of B or better in ENGL 112 or equivalent and MATH 116, MATH 201 or equivalent.
3. Any student who receives a grade below a C in a major course will be required to retake the course. Major courses may be retaken once.
4. Any exceptions to program guidelines require approval by the Program Director.

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

Program Outcomes

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

1. Master the foundational core concepts and competencies necessary for preparation for the role of a health care professional.

2. Demonstrate professional behaviors that encompass strong interpersonal/interprofessional skills, cultural competence, ethical practice and a commitment to diversity.
3. Apply professional/scientific literature and materials to support professional decision making related to clinical practice and health care issues.
4. Acquire knowledge of the current health care system as well as challenges.

Health Science, B.S. / Doctor of Physical Therapy, DPT

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***Note:** This Program is in teach out and is no longer accepting new students. Program to be terminated as of May 31, 2023. Applicants interested in the Doctor of Physical Therapy (DPT) program should apply to the stand alone DPT program. Details can be found in the Mercy College graduate catalog.*

Bachelor of Science

Undergraduate General Education Requirements	60 credits
Health Science Major Concentration	23 credits
Minor Concentration (Open Electives)	15 credits
Physical Therapy Major Concentration *(counts towards B.S. and DPT degrees)*	22 credits
Total Bachelor of Science	**120 credits**

Doctor of Physical Therapy

Professional Courses (22 credits counted from B.S. degree)	83 credits
Clinical Education	13 credits
Total Doctor of Physical Therapy	**96 credits**
Total Combined B.S./DPT	**194 credits**

Curriculum

Required General Education Courses

- BIOL 130 - Human Anatomy and Physiology I Lecture
- BIOL 130A - Human Anatomy and Physiology I Laboratory
- BIOL 131 - Human Anatomy and Physiology II Lecture
- BIOL 131A - Human Anatomy and Physiology II Laboratory

- BIOL 160 - General Biology I Lecture
- BIOL 160A - General Biology I Laboratory
- BIOL 161 - General Biology II Lecture
- BIOL 161A - General Biology II Laboratory
- CHEM 160A - General Chemistry Laboratory
- MATH 201 - Precalculus
- PHYS 160 - Physics for the Life Sciences I
- PSYN 101 - Introduction to Psychology **Or**
- HONR 195 - Honors Introduction to Psychology
- JRSM 301 - Junior Seminar ***Required if a student does not have a B.S. Degree**

Health Science Concentration:

- HLSC 102 - Introduction to Health Professions
- HLSC 215 - Cultural Competence in Health Care (cc)
- CHEM 160 - General Chemistry I Lecture
- CHEM 161 - General Chemistry II Lecture
- CHEM 161A - General Chemistry II Laboratory
- PHYS 161 - Physics for the Life Sciences II
- PSYN 233 - Developmental Psychology Across the Lifespan
- PSYN 370 - Statistics for the Social and Behavioral Sciences

15 Credit Minor in Biology, Exercise Science, or Psychology (Open Electives)

Suggested Courses for Minor in Biology

- BIOL 265 - Microbiology Lecture
- BIOL 275 - Cell Biology
- BIOL 309 - Human Physiology (Formerly Human Physiology for the Biomedical Sciences)
- BIOL 355 - Molecular Biology of the Cell (cc)
- BIOL 360 - Genetics

Suggested Courses for Minor in Exercise Sciences

- EXSC 110 - Foundations of Exercise Science
- EXSC 230 - Applied Motor Learning
- EXSC 360 - Exercise Kinesiology
- EXSC 460 - Exercise Physiology (cc)
- EXSC 490 - Exercise Testing and Prescription

Suggested Courses for Minor in Psychology

- PSYN 213 - Psychology of Personality
- PSYN 232 - Health Psychology
- PSYN 239 - Adult Development and Aging

- PSYN 311 - Psychological Disorders of Childhood and Adolescence
- PSYN 312 - Abnormal Psychology

Physical Therapy Major Concentration

(Counts towards B.S. and DPT degrees)

- PHTR 500 - Introduction to Physical Therapy Measurement* - 2 crs.
- PHTR 506 - Kinesiology* - 4 crs.
- PHTR 507 - Human Gross Anatomy Laboratory* - 2crs.
- PHTR 508 - Applied Physiological Foundations of Exercise* - 1 cr.
- PHTR 509 - Physiology* - 3 crs.
- PHTR 511 - Rehabilitation Research I* - 2 crs.
- PHTR 512 - Neuroscience for Physical Therapy* - 4 crs.
- PHTR 513 - Human Gross Anatomy Lecture* - 3 crs.

Please see the 2020-2021 Graduate Catalog for course descriptions.

Physical Therapy Program Professional Courses

- PHTR 505- Pharmacology for Physical Therapy* - 1 cr.
- PHTR 516 Patient/Client Management I* - 3crs.
- PHTR 525 Pathology for Rehabilitation* - 3 crs.
- PHTR 520 Motor Learning and Control* - 1 cr.
- PHTR 531 Rehabilitation Research II* - 2 crs.
- PHTR 535 Childhood and Physical Therapy Practice* - 6 crs.
- PHTR 536 Childhood and Problem-Solving Application* - 1 cr.
- PHTR 541 Patient/Client Management II* - 3 crs.
- PHTR 545 Adolescence and Physical Therapy Practice* - 5 crs.
- PHTR 546 Adolescence and Problem-Solving Application* - 1 cr.
- PHTR 556 Physical Therapy: Ethics, Values and Practice* - 1 cr.
- PHTR 561 Patient/Client Management III* - 3 crs.
- PHTR 566 Introduction to Teaching and Learning* - 1 cr.
- PHTR 567 Teaching and Learning Applications in Physical Therapy* - 1 cr.
- PHTR 611 Rehabilitation Research III* - 2 crs.
- PHTR 616 Adulthood and Physical Therapy Practice* - 3 crs.
- PHTR 617 Adulthood and Physical Therapy Practice II* - 3 crs.
- PHTR 618 Adulthood and Problem-Solving Application* - 1 cr.
- PHTR 619 Medical Differential Diagnosis* - 2 crs.
- PHTR 620 Professional Management and Administration* - 3 crs.
- PHTR 621 Radiology for Physical Therapy* - 1 cr.
- PHTR 627 Maturity and Physical Therapy Practice I* - 3 crs.
- PHTR 628 Maturity and Physical Therapy Practice II* - 3 crs.
- PHTR 631 Maturity and Problem-Solving Application* - 1 cr.
- PHTR 630 Case Study Clinical Problem Solving* - 3 crs.
- PHTR 709 Research Externship I* - 2 crs.
- PHTR 710 Research Externship II Professional Practice Preparation* - 2 crs.

- PHTR 730 Professional Preparation Capstone - 1 cr.

Please see the 2020-2021 Graduate Catalog for course descriptions.

Physical Therapy Program Clinical Education Courses

- PHTR 605- Basic Clinical Education* - 3 crs.
- PHTR 701- Advanced Clinical Education I* - 5 crs.
- PHTR 702- Advanced Clinical Education II* - 5 crs.

Please see the 2020-2021 Graduate Catalog for course descriptions

Additional Program Information

The Dual Degree B.S. in Health Science/Doctor of Physical Therapy (DPT) at Mercy College is an accredited 3 year BS in Health Sciences plus 3.5-year Doctor of Physical Therapy program designed to prepare graduates to practice with entry-level proficiency and to obtain licensure in Physical Therapy.

The Accelerated Pre-Physical Therapy Track is a rigorous and condensed 98 credit course of study for exceptional students which prepares students for application to Mercy College's Dual Degree Program in Bachelors of Science in Health Science plus the Doctor of Physical Therapy. Students are required to complete 60 General Education credits, a minor concentration (15 credits of upper level coursework in a designated area), the Physical Therapy Prerequisites and the Physical Therapy curriculum (96 credits). Students who already hold a bachelor's degree are only required to complete the Prerequisite courses and the Physical Therapy curriculum.

After successful completion of the first year of the Physical Therapy Doctoral program, students are able to apply for a Bachelor of Science in Health Science degree. After successful completion of the final Physical Therapy Doctoral program coursework, students will be awarded a Doctor of Physical Therapy degree.

Program Requirements

Requirements for matriculation, admission, and progression in the combined B.S. in Health Sciences / D.P.T. in Physical Therapy:

Undergraduate Requirements:

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

Please note, successful completion of the Accelerated Track B.S. in Health Sciences does NOT guarantee acceptance into the Doctoral Degree in Physical Therapy Program.

Graduate Program Admission:

1. Students are required to complete a minimum of 90 undergraduate credits to be considered for acceptance to the physical therapy doctoral program. These credits must include the 60 credits of required general education courses, a minor concentration (15 credits of upper level coursework), and the Prerequisites for

Physical Therapy.
2. Students who have successfully completed at least eight Prerequisite health science concentration courses listed above with a minimum Prerequisite and cumulative undergraduate GPA of 3.0 are eligible to apply to the program. All Prerequisite courses must be successfully completed prior to entry into the Physical Therapy Doctoral Program. No more than one Prerequisite science courses can be taken during the summer before entering the program.
3. Volunteer or work-related experience in physical therapy is required. A maximum of thirty students will be accepted into each Physical Therapy Doctoral Program class.
4. 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 and complete the TOEFL (as per College policy).

Physical Therapy Doctoral Program Admission Requirements:

General information regarding eligibility for the Graduate Program in Physical Therapy may be obtained from the Physical Therapist Centralized Application Service (PTCAS) at www.ptcas.org. Information may also be obtained by contacting the Physical Therapy Program Office at 914-674-7828.

The following is required of all applicants (all documentation must be received by PTCAS no later than January 15th):

1. Completion of an application packet on PTCAS (www.ptcas.org). Candidates with GPA of 3.6 or higher can submit applications by October 15 for consideration for early decision.
   2. Have a minimum science Prerequisite GPA of 3.0, which includes the eight most recent science Prerequisite courses.
   3. Have a cumulative GPA of 3.0.
   4. Official Transcripts of all colleges attended sent to PTCAS (baccalaureate degree transcript if achieved).
   5. GRE scores sent to PTCAS. The Mercy College GRE Physical Therapy Code is 0656. This is different than Mercy College's general GRE code. Mercy's required minimum for the GRE analytical writing section is a 3.0.
   6. Volunteer/work experience forms demonstrating at least eighty hours of volunteer or work-related experience. The volunteer hours must be in a minimum of two different settings.
   7. Two references on the Mercy College Physical Therapy Recommendation Form (one letter should be from a registered physical therapist or a work supervisor and one letter should be from an instructor of a Prerequisite course). The recommendations should give evidence of academic and professional qualifications for graduate study, and should be no more than one-year-old.
   8. 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 and complete the TOEFL (as per college policy).
   9. On site Interview.

Please see the 2020-2021 Graduate Catalog for additional information on the Physical Therapy Doctoral Program policies, progression criteria, and academic regulations.

Health Science / Physician Assistant, B.S. and M.S.

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Bachelor of Science /Masters in Physician Assistant Studies

Undergraduate General Education Requirements	60 credits
Health Science Major Concentration (includes PA pre-requisites)	30 credits
Graduate PA Courses	60 credits
PA Clinical Internships	30 credits
Total Combined B.S./M.S	**180 credits**

Curriculum

Required General Education Courses

- BIOL 160 - General Biology I Lecture
- BIOL 160A - General Biology I Laboratory
- BIOL 161 - General Biology II Lecture
- BIOL 161A - General Biology II Laboratory
- BIOL 265 - Microbiology Lecture
- BIOL 265A - Microbiology Laboratory
- CHEM 160 - General Chemistry I Lecture
- CHEM 160A - General Chemistry Laboratory
- CHEM 161 - General Chemistry II Lecture
- CHEM 161A - General Chemistry II Laboratory
- MATH 201 - Precalculus
- PSYN 101 - Introduction to Psychology
- CHEM 260A - Organic Chemistry I Laboratory
- JRSM 301 - Junior Seminar
  (Required if a student does not have a Bachelor's Degree)

Health Science Concentration

includes PA Pre-Requisites

- HLSC 102 - Introduction to Health Professions
- HLSC 205 - Standard Safety Precautions for the Health Care Professional

- HLSC 215 - Cultural Competence in Health Care (cc)

Related courses in Natural Science, Social and Behavioral Science and Mathematics:

- BIOL 309 - Human Physiology (Formerly Human Physiology for the Biomedical Sciences)
- CHEM 260 - Organic Chemistry I Lecture
- CHEM 261 - Organic Chemistry II Lecture
- CHEM 261A - Organic Chemistry II Laboratory
- CHEM 354 - Biochemistry
- PSYN 233 - Developmental Psychology Across the Lifespan:
- PSYN 370 - Statistics for the Social and Behavioral Sciences

Physician Assistant Studies Program Professional Courses

- PHAS 500 - Human Gross Anatomy With Cadaver – Part I (cc)
- PHAS 500A - Human Gross Anatomy With Cadaver Lab
- PHAS 502 - Pathophysiology
- PHAS 503 - Fundamentals of Clinical Medicine I
- PHAS 504 - Fundamentals of Clinical Medicine II
- PHAS 505 - Fundamentals of Clinical Medicine III*
- PHAS 506 - Patient Interviewing
- PHAS 509 - Pharmacology I
- PHAS 510 - Pharmacology II*
- PHAS 512 - Preventive Medicine, Public Health, and Epidemiology*
- PHAS 513 - Physician Assistant Seminar
- PHAS 514 - Evidence-Based Medicine
- PHAS 518 - EKG and Radiology
- PHAS 528 - Communication in Medical Encounter*
- PHAS 529 - Clinical Decision Making and Problem Solving*
- PHAS 530 - Medical Spanish I
- PHAS 531 - Medical Spanish II*
- PHAS 532 - Physical Diagnosis I
- PHAS 533 - Physical Diagnosis II*
- PHAS 534 - Human Gross Anatomy With Cadaver – Part II
- PHAS 540 - Clinical Laboratory Procedures I
- PHAS 541 - Clinical Laboratory Procedures II*
- PHAS 700 - Seminar in Community Health Research*
- PHAS 701 - Epidemiological Methods*
- PHAS 702 - Master's Project Seminar*

Physician Assistant Studies Program Clinical Internship Courses

- PHAS 612 - Clinical Clerkship I*
- PHAS 613 - Clinical Clerkship II*
- PHAS 614 - Clinical Clerkship III*

- PHAS 615 - Clinical Clerkship IV*
- PHAS 616 - Clinical Clerkship V*
- PHAS 617 - Clinical Clerkship VI*
- PHAS 618 - Clinical Clerkship VII*
- PHAS 619 - Clinical Clerkship VIII*
- PHAS 620 - Clinical Clerkship IX*

*(*These are Graduate courses- please refer to the graduate catalog for course descriptions)*

Additional Program Information

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

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

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

B.S. in Health Sciences Program Requirements

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

Please note, successful completion of the Accelerated Track B.S. in Health Sciences does NOT guarantee acceptance into the Physician Assistant Studies M.S. Program.

Physician Assistant Studies Graduate Program Admission Requirements

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

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

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

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

Applicants who do not have a baccalaureate degree must have completed 90 credits, including all general education requirements and JRSM 390 - Honors Junior Seminar. Please note that no more than 75 credits can be from a two-year college. At least three of the following *Prerequisite* courses (human physiology, microbiology, biochemistry, advanced human biology course) MUST be completed at a four-year institution. See the Curriculum section below for the complete list of *Prerequisite* courses.

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

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

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

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

Occupational Therapy Assistant, A.A.S.

Cristina Dumitrescu, M.S. ,O.T.R./L., *Program Director*
914-674-7832
cdumitrescu@mercy.edu

Associate in Applied Science

General Education Requirements	26 credits
Health Science Requirements	3 credits
Occupational Therapy Requirements	39 credits
Total	**68 credits**

General Education:

- BIOL 130 - Human Anatomy and Physiology I Lecture
- BIOL 130A - Human Anatomy and Physiology I Laboratory
- BIOL 131 - Human Anatomy and Physiology II Lecture
- BIOL 131A - Human Anatomy and Physiology II Laboratory
- ENGL 110 - Elements of Exposition (if needed)
- ENGL 111 - Written English and Literary Studies I
- ENGL 112 - Written English and Literary Studies II
- MATH 116 - College Algebra
- PSYN 101 - Introduction to Psychology
- COMM 110 - Oral Communication
- SOCL 101 - Introduction to Sociology

Health Science Requirements

- HLSC 210 - Overview of Occupational Therapy Practice
- HLSC 205 - Standard Safety Precautions for the Health Care Professional
- HLSC 225 - Introduction to Accessing and Reading Scholarly Literature

Professional Curriculum:

- OCTR 201 - Occupational Therapy Practice for the Assistant: An Overview (cc)
- OCTR 203 - Occupational Therapy Practice for the Assistant: Therapeutic Modalities I
- OCTR 204 - Occupational Therapy Practice for the Assistant: Medical Conditions
- OCTR 206 - Occupational Therapy Practice for the Assistant: Therapeutic Modalities II
- OCTR 207 - Occupational Therapy Practice for the Assistant: Synopsis
- OCTR 209 - Occupational Therapy Practice for the Assistant: Advanced Clinical Education I
- OCTR 210 - Occupational Therapy Practice for the Assistant: Advanced Clinical Education II
- OCTR 211 - Professional Development Seminar

- OCTR 214 - Occupational Therapy Practice for the Assistant: Adulthood and Maturity
- OCTR 218 - Occupational Therapy Practice for the Assistant: Interaction Skills
- OCTR 260 - Occupational Therapy Practice for the Assistant: Childhood and Adolescence

Additional Program Information

The Occupational Therapy Assistant (OTA) Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). ACOTE contact information is: ACOTE, c/o Accreditation Department, American Occupational Therapy Association (AOTA), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. The phone number is 301-652-2862. ACOTE's website is www.acoteonline.org and email is accred@aota.org. Graduates of the program are eligible to sit for the national certification examination of the occupational therapy assistant administered by the National Board of Certification in Occupational Therapy (NBCOT).

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

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

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

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

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

Deadlines for applications into the Program:

a. March 31 for the fall semester.

b. October 31 for the spring semester.

Admission Decisions:

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

Exceptions:

- Students who are admitted to the program who have less than a cumulative GPA of 3.0 will be admitted on a **conditional** basis.
- Conditionally admitted students must have between a 2.75 and 3.0 grade point average within the major courses at the end of the first semester. Any student falling below a 2.75 GPA within the major, will receive a faculty review and must submit an educational plan that is reviewed and approved by the Program Director. Such educational plans must have clear objectives with deadlines for achievement.
- Transfer credit will be granted only for those prerequisite courses with a grade of C or higher.
- OTA courses from other colleges will only be accepted in transfer as approved by the Program Director and shall not have any fieldwork component included in the content
- Anatomy prerequisite courses must have been taken within the last five years.
- Admission to the Occupational Therapy Assistant Program at Mercy College (professional program) is extremely competitive; completion of the application requirements and formal interview does not guarantee admission to the program.

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

Essential Performance Standards

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

Each year, there will be a mandatory two day orientation in the beginning of August (dates will be communicated). Avoid any events or time off that would interfere with your attendance. OTA program strongly recommends that all students have a personal laptop computer, powerful enough to support the demanding video and computational requirements necessary for coursework, as well as adequate storage to accommodate new software releases. Chrome books do NOT support the fieldwork database or exam taking platforms.

Occupational Therapy Assistant Program Requirements and Progression Criteria:

1. Students are expected to attend all class sessions. No more than three absences are allowed without risk of failing a major course. Documentation may be requested by the Program Director for any absence/s. Absence on a weekend lab day counts as 3 class absences.
2. Professional behavior is expected at all times in both the classroom and the clinical placement settings. The Program Director and the faculty will address any demonstration of unprofessional behavior.
3. Students must earn a grade of C or better in all general education *Prerequisite* courses.

4. Any student who receives a grade of C- or below in any prerequisite general education course will be required to repeat the course.
5. Students must receive a B or better in all OTA core courses. Students who receive less than a grade of B, or if OTA core courses GPA fails below 2.75, students are required to repeat the course. OTA core courses may only be repeated once.
6. Any student who receives a grade below B in two or more OTA core courses or if the student's GPA, within the OTA major, fails below 2.75, the student may be dismissed from the program after a faculty review.
7. Students must take all courses in the sequence according to the curriculum design of the program.
8. If a student must repeat a course for any reason, they must wait to do so until the course is offered the following academic year. A grade of F in any occupational therapy assistant course may be grounds for dismissal. The faculty will discuss the situation and the Program Director will make the final decision regarding whether dismissal from the program is warranted. These situations will be reviewed on a case-by-case basis and would require appropriate documentation (medical, legal, etc.)
9. Students who receive a rating of "Unsatisfactory" in any category in any Fieldwork I Experience will have their records reviewed by the Program Director and Academic Fieldwork Coordinator. The student will then be discussed with the faculty who will decide if the student may repeat the experience, or if the student will be permitted to repeat the entire major module course. In either case, the student will receive an educational plan that is designed by the faculty that addresses the student's particular issues.
10. Students may not take any Fieldwork II experiences until they have successfully completed all Fieldwork I experiences.
11. Should a student fail a Fieldwork II experience, the faculty will discuss the reasons for the failure and a decision will be made as to whether the student will be given an opportunity to repeat the fieldwork experience. Reasons for the decision will be shared with the student during a face-to-face or telephone meeting with the Program Director and the Academic Fieldwork Coordinator. An "Educational Contract" for the repeated FW II assignment will be created by the Academic Fieldwork Coordinator and signed by the student and also by the Program Director prior to the student repeating the failed experience. Failure to uphold the specifications of the educational contract will result in failure of the repeated fieldwork placement and an automatic dismissal from the program. The student must register and pay tuition for any repeated Fieldwork course (OCTR 209 or OCTR 210).
12. Failure in any two Fieldwork experiences, Fieldwork I or II, may result in dismissal from the program.
13. During clinical fieldwork experiences, student work schedules may not interfere with the hours they spend at the fieldwork site.
14. National boards exam preparation: Students must attend all scheduled mandatory exam preparatory activities and class meetings during OCTR 209 Occupational Therapy Practice for the Assistant: Advanced Clinical Education I, OCTR 210 Occupational Therapy Practice for the Assistant: Advanced Clinical Education II and OCTR 214 Occupational Therapy Practice for the Assistant: Adulthood and Maturity. Students will review and practice certification exam style questions in preparation for their licensing exam with the National Board for Certification in Occupational Therapy, Inc. (NBCOT). FW Level II grades will be released only if students attend both mandatory sessions and any other preparatory events that are scheduled by the program.
15. All students will enroll in OCTR 211 course. The course will be offered in Term C during the last Fall semester and students will be expected to achieve a minimum of 80/100 on their final exam in order to pass the course.

Graduation requirement:

All students must have a cumulative GPA within the major courses of at least a 2.75 to graduate from the program. Students must apply for graduation according to the college guidelines listed in this catalog.

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 affected his/her academic performance in the program. The student must follow the SHNS Program Dismissal Review Policy detailed at the beginning of the School of Health and Natural Sciences section of this catalog.

Department of Health Professions

Communication Disorders, B.S.

Elizabeth Lanter, Ph.D., *Program Director*
914-674-7743
elanter@mercy.edu

Bachelor of Science

General Liberal Arts and Sciences	
General Education Requirements	60 credits
Major Concentration	
Communication Disorders	48 credits
Open Electives	12 credits
Total	**120 credits**

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

- BHSC 370 - Statistics for the Social and Behavioral Sciences
- CMDS 210 - Clinical Process I (cc)
- CMDS 215 - Clinical Process II
- CMDS 220 - Multicultural Issues in Communication Disorders
- CMDS 240 - Phonetics
- CMDS 256 - Anatomy and Physiology of Speech and Hearing Mechanisms
- CMDS 257 - Introduction to Audiology
- CMDS 258 - Introduction to Communication Disorders
- CMDS 264 - Normal Speech and Language Development
- CMDS 270 - Speech and Hearing Science
- CMDS 300 - Language Disorders
- CMDS 310 - Communication Disorders — Organic
- CMDS 340 - Aural Rehabilitation
- CMDS 355 - Introduction to Linguistics
- CMDS 450 - Diagnostic Methods and Case Studies for the Speech-Language Pathologist
- CMDS 498 - Clinical Process III
- CMDS 397 - Independent Study in Communication Disorders
- CMDS 295 - Special Topics in Communication Disorders

Note(s)
There is an 18-credit residency requirement in the major concentration of communication disorders.

Additional Program Information

Communication Disorders

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

Major Requirements

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

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

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

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

Accelerated Second Degree Nursing (ASDBS), B.S.

Deborah Hunt, Ph.D., RN, Associate Dean *of Nursing*
dhunt4@mercy.edu

Susan Wilson, ANP, RN., *Executive Director of Nursing*
swilson53@mercy.edu

Bachelor of Science- Second Degree Nursing

General Liberal Arts and Sciences	
General Education Requirements	51 credits
Nursing Prerequisites	
A&P II with Lab (BIOL 131/131A), Chemistry or Genetics, Human Development or Psychology, Microbiology (BIOL 265)	13 credits (in transfer)
Lower Division Nursing*	43 credits
Upper Division Nursing	15 credits
Total	**122 edits**

Admissions Requirements
1. BA or BS degree from an accredited college or university
2. GPA of 3.0 or above is required
3. Applicants with international education are required to have their earned credits evaluated by NACES to be comparable to United States standards.
4. Personal Statement (500 word essay)
5. One Personal Reference

Lower Division Nursing Courses

- NURS 198 - Health Assessment and Health Promotion
- NURS 198A - Health Assessment and Health Promotion Nursing Lab
- NURS 200 - Fundamentals of Nursing
- NURS 200A - Fundamentals of Nursing Lab
- NURS 200S - Fundamentals of Nursing Clinical Experience and Clinical Simulation
- NURS 220 - Pharmacology for Nurses
- NURS 220A - Pharmacology for Nurses Lab
- NURS 226- Parent-Child Nursing
- NURS 226S- Parent-Child Nursing Clinical Experience
- NURS 227-Pediatric Nursing
- NURS 227S- Pediatric Clinical Experience
- NURS 240 - Medical Surgical Nursing I Lecture
- NURS 240A - Medical Surgical I Nursing Lab

- NURS 240S - Medical Surgical Nursing I - Simulation Lab
- NURS 241 - Medical Surgical Nursing II
- NURS 241A - Medical Surgical Nursing II Lab
- NURS 241S - Medical Surgical Nursing II - Simulation
- NURS 250 - Psychiatric & Mental Health Nursing
- NURS 250S - Psychiatric and Mental Health Nursing - Clinical Experience and Clinical Simulation
- NURS 251 - Community Health Nursing: Advocacy for Population Health.
- NURS 251S - Community Health Nursing: Advocacy for Population Health - Clinical Experience and Clinical Simulation.
- NURS 367 - Pathophysiology and Clinical Reasoning for Nursing

Total: 43 Credits

Upper Division Nursing Courses

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

Total: 15 Credits

Total Major Credits: 58

Progression Criteria

Once accepted as a B.S. Nursing major, students are required to achieve a 'B-' or better in all clinical nursing courses and a grade of 'C' in prerequisite science courses and maintain an overall GPA as follows for non-nursing courses:

First Year	GPA 2.2 or above
Second Year	GPA 2.4 or above
Third Year	GPA 2.4 or above
Fourth Year	GPA 2.4 or above
Nursing Courses	GPA must be at 2.67 or higher

Students will not progress to the next level of the program if they do not meet the above criteria.

Nursing, RN to BS Completion Program, B.S.

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

Bachelor of Science

General Liberal Arts and Sciences	
General Education Requirements	60 credits
Lower Division Nursing*	30 credits
Major Concentration	
Upper Division Nursing	30 credits
Total	**120 credits**

*BIOL 117, BIOL 130 / BIOL 130A, BIOL 131 / BIOL 131A, BIOL 265 / BIOL 265A CHEM 160 / CHEM 160A, MATH 116, PSYN 101 & PSYN 233 and SOCL 101 *are Prerequisites for the major and must be used to fulfill general education requirements.*

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

Lower Division Nursing Courses

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

Lower division nursing requirements may be fulfilled as follows:

- Anatomy and Physiology II
  New York State Regents Examination (RCE)
- Chemistry
  Earned by credit only
- Microbiology
  College Level Examination Program (CLEP) or National League for Nursing Achievement Exam (NLN)
- Introduction to Psychology and Introduction to Sociology
  College Level Examination Program (CLEP)
- Matriculation in the nursing major is required to earn credit for the lower division nursing (30 credits).

Upper Division Nursing Courses

- NURS 361 - Contemporary Concepts in Professional Nursing
- NURS 362 - Transcultural Nursing
- NURS 363 - Nursing Research for Evidence-Based Professional Nursing
- NURS 364 - Nursing Informatics
- NURS 365 - Introduction to Health Policy
- NURS 366 - Leadership and Management (cc)
- NURS 368 - (RN-BS Completion and RN-BS-MS Programs): Health Assessment and Health Promotion
- NURS 371 - Statistics for Nurses
- NURS 401 - (RN-BS Completion and RN-BS-MS Programs): Community Health Nursing: Advocacy for Population Health

Additional Program Information

Undergraduate Nursing Program Goals
The nursing major is designed to prepare students to:

a) Be accountable for professional nursing care

b) Collaborate in leadership roles within the changing health care delivery system

c) Participate in the process of inquiry

d) Prepare for graduate study

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

Technology
Students will demonstrate proficiency with patient care technologies and information management systems to gather and manage data to communicate effectively with patients, families, health care professionals, and policy decision makers.

Students will demonstrate skills in using patient care technologies, information systems, and communication skills, based on a foundation of the arts, sciences and humanities, that support patient outcomes and nursing practice.

Research
Students will demonstrate a basic understanding of how evidence is developed including the research process, clinical judgment, inter-professional perspectives, and patient preferences as applied to practice.

Leadership
Students will apply leadership concepts, skills, and decision making to the provision of nursing care and nursing practice in collaboration with organizations and communities.

Students will demonstrate leadership and communication skills to participate in quality improvement initiatives with health care teams.

Quality

Students will appraise principles of quality improvement, health care policy, and cost effectiveness to assist in the achievement of safe and quality outcomes of care for diverse populations.

Admission Criteria

Students who choose the major concentration in nursing must have:

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

Eligibility for Admission to Nursing Courses NURS 361 and above

To be admitted to these nursing courses, the student must have passed the NCLEX exam and hold a valid license to practice as a registered nurse in the U.S. Students who are in their senior year of their Associates Degree program are permitted to take up to 6 credits (NURS 361, NURS 366, or NURS 371) in one semester before they graduate. These students will not be permitted to take anymore nursing courses until they pass the NCLEX-RN exam and have a valid RN license.

Progression Criteria

Once accepted as a B.S. Nursing major, students are required to achieve a 'B-' or better in all clinical nursing courses and a grade of 'C' in prerequisite science courses and maintain an overall GPA as follows for non-nursing courses:

First Year	GPA 2.2 or above
Second Year	GPA 2.4 or above
Third Year	GPA 2.4 or above
Fourth Year	GPA 2.4 or above
Nursing Courses	GPA must be at 2.67 or higher

Students will not progress to the next level of the program if they do not meet the above criteria.

Transfer Credit

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

Organization of the Program

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

Admissions Procedure

1. Obtain an application form and general information regarding your eligibility for the nursing program from the Admissions Office at the main campus, any of the branch campuses or online.
2. All applicants for the Nursing Program must submit the following to the Office of Admissions:
    a. An application for Admission, accompanied by the $40 application fee. (The application fee will be waived for students who are presently matriculated at Mercy College.)

b. An official transcript of record from each diploma school, college, or university previously attended.
c. Evidence of current licensure as a registered nurse.

3. Students applying for acceptance to the RN-BS Program are able to apply with the Mercy College Undergraduate Application or the Common Application.

Additional Nursing Science Requirements

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

Clinical Requirements for NURS 401 - (RN-BS Completion and RN-BS-MS Programs): Community Health Nursing: Advocacy for Population Health

Current RN License. Additionally, must have taken at least three of the following courses at Mercy College: NURS 361, NURS 362, NURS 363, NURS 364, NURS 365, NURS 366, NURS 367, NURS 368 and/or NURS 371.

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

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

Program Probation

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

RN-BS-MS

RNs with 3.0 GPAs from an associate degree program are eligible to apply for the accelerated R.N.-B.S.-M.S. program. In this program, up to nine graduate credits are substituted for undergraduate credits. After 120 credits, a student earns a bachelor's degree in nursing and is able to enter either the Masters in Nursing Education or Masters in Nursing Administration track.

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

1. Undergraduate GPA 3.0.
2. Completion of a minimum of 60 general education credits.
3. Undergraduate nursing courses NURS 366, NURS 363, NURS 371, and NURS 401.
4. Meet with faculty advisor in the undergraduate program to activate program plan.
5. Faculty advisor to notify the undergraduate coordinator for approval.

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

Substitution courses are as follows:

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

**(These are graduate courses- please see the graduate catalog for the course description)*

Admission requirements for the RN-BS-MS Program:

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

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

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

Program Dismissal Review

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

Nursing, Traditional Nursing Program, B.S.

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

Deborah Hunt, Ph.D., RN, *Associate Dean of Nursing*
dhunt4@mercy.edu

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

Bachelor of Science

General Liberal Arts and Sciences	
General Education Requirements	60 credits
Lower Division Nursing*	47 credits
Major Concentration	
Upper Division Nursing	15 credits
Total	**122 credits**

**BIOL 117, BIOL 130/BIOL 130A, BIOL 131/BIOL 131A, CHEM 160/CHEM 160A, MATH 117, PSYN 101 & PSYN 233 and SOCL 101 are Prerequisites for the major and must be used to fulfill general requirements.*

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

Lower Division Nursing Courses

- NURS 198 - Health Assessment and Health Promotion
- NURS 198A - Health Assessment and Health Promotion Nursing Lab
- BIOL 265 - Microbiology Lecture
- BIOL 265A - Microbiology Laboratory
- NURS 200 - Fundamentals of Nursing
- NURS 200A - Fundamentals of Nursing Lab
- NURS 200S - Fundamentals of Nursing Clinical Experience and Clinical Simulation
- NURS 220 - Pharmacology for Nurses
- NURS 220A - Pharmacology for Nurses Lab
- NURS 226- Parent-Child Nursing
- NURS 226S- Parent-Child Nursing Clinical Experience
- NURS 227-Pediatric Nursing
- NURS 227S- Pediatric Clinical Experience
- NURS 240 - Medical Surgical Nursing I Lecture
- NURS 240A - Medical Surgical I Nursing Lab
- NURS 240S - Medical Surgical Nursing I - Simulation Lab
- NURS 241 - Medical Surgical Nursing II

- NURS 241A - Medical Surgical Nursing II Lab
- NURS 241S - Medical Surgical Nursing II - Simulation
- NURS 250 - Psychiatric & Mental Health Nursing
- NURS 250S - Psychiatric and Mental Health Nursing - Clinical Experience and Clinical Simulation
- NURS 251 - Community Health Nursing: Advocacy for Population Health.
- NURS 251S - Community Health Nursing: Advocacy for Population Health - Clinical Experience and Clinical Simulation.
- NURS 367 - Pathophysiology and Clinical Reasoning for Nursing

Total Credits: 47

Upper Division Nursing Courses

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

Total Credits: 15

Total Program Credits: 62

Additional Program Information

Undergraduate Nursing Program Goals

The B.S. in nursing program is designed to prepare students to:

a) Be accountable for professional nursing care

b) Collaborate in leadership roles within the changing healthcare delivery system

c) Participate in the process of inquiry

d) Prepare for graduate study

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

Technology

- Students will demonstrate proficiency with patient care technologies and information management systems to gather and manage data to communicate effectively with patients, families, health care professionals, and policy decision makers.
- Students will demonstrate skills in using patient care technologies, information systems, and communication skills, based on a foundation of the arts, sciences and humanities, that support patient outcomes and nursing practice.

Research

- Students will demonstrate a basic understanding of how evidence is developed including the research process, clinical judgment, inter-professional perspectives, and patient preferences as applied to practice.

Leadership

- Student will apply leadership concepts, skills, and decision making to the provision of nursing care and nursing practice in collaboration with organizations and communities.
- Students will demonstrate leadership and communication skills to participate in quality improvement initiatives with health care teams.

Quality

- Students will appraise principles of quality improvement, health care policy, and cost effectiveness to assist in the achievement of safe and quality outcomes of care for diverse populations.

Admission Criteria

Acceptance into the Nursing Major requires the following:

- Minimum High School GPA of 85%
- High School Science and Math grades 'B' or higher
- High School Transcript
- Personal Statement (200-500 word statement about why you want to become a nurse)
- *SAT or ACT is test optional for the 2020-2021 academic year*

Progression Criteria

Once accepted as a B.S. Nursing major, students are required to achieve a 'B-' or better in all clinical nursing courses and a grade of 'C' in prerequisite science courses and maintain an overall GPA as follows for non-nursing courses:

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

Students will not progress to the next level of the program if they do not meet the above criteria.

Organization of the Program

This program has been designed for the full-time student. A variety of schedule patterns and teaching and learning community methods are utilized. All nursing and requisite science courses are offered at the Dobbs Ferry campus only.

Non-cohort general education requirements other than above, may be taken at the Bronx, Yorktown, and Manhattan campuses. Student will be allowed to take general education courses online if they meet the following requirements: 1) completion of first semester of first year, and 2) GPA of 3.0 or above.

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

Admission Procedures

1. Applications to the Traditional BS in Nursing program are accepted once a year to begin in the Fall semester. Applications for Fall Semester entry will be accepted up until February 1st of the year the student plans to starting nursing courses in September. Applications received after February 1st will be considered only if there is space.

2. Students applying for acceptance to the Traditional Nursing program (BS in Nursing; 4-year program) applicants are able to apply with the Mercy College Undergraduate Application or the Common Application.

Clinical Requirements

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

No one is allowed to begin clinical without the following:

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

Program Dismissal Review

In cases which a student has been dismissed from the Generic 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.

Veterinary Technology, B.S.

Lisa Schenkel, DVM, CCRT, CVMA, *Program Director*
914-674-7530
lschenkel@mercy.edu

Bachelor of Science

General Liberal Arts and Sciences	
General Education Requirements*	60 credits
Major Concentration	
Veterinary Technology	58 credits
Veterinary Technology Elective	2 credits
Total	**120 credits**

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

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

The following related courses in Natural Science and Mathematics:

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

- BIOL 160 - General Biology I Lecture
- BIOL 160A - General Biology I Laboratory

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

Recommended Electives

- VETC 295 - Special Topics in Veterinary Technology
- VETC 305 - Global Veterinary Experiences
- VETC 397 - Independent Study in Veterinary Technology
- VETC 380 - Workplace Experience in Veterinary Science I
- VETC 381 - Workplace Experience in Veterinary Science II

Note(s)

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

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

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

Additional Program Information

Students in the Veterinary Technology Program must earn a minimum letter grade of C or better in all veterinary technology and natural science courses (except BIOL 160 / BIOL 160A), and a minimum letter grade of B or better in ENGL 111 and in MATH 116 and a minimum grade of C+ IN BIOL 160 / BIOL 160A. Students must maintain a 2.75 cumulative index in veterinary technology courses for admittance into clinical courses VETC 340, VETC 341, VETC 350, VETC 350A, VETC 360, VETC 375, VETC 495, and VETC 496.

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

Students enrolled in the undecided – veterinary technology, or the veterinary technology major are fully responsible for compliance with all requirements, policies and procedures contained in the Veterinary Technology Program Student Handbook. A link to the Veterinary Technology Program Student Handbook can be found on the Program page on the Mercy College website https://www.mercy.edu/degrees-programs/bs-veterinary-technology.

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

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

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

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

Veterinary Technology Program Admission Criteria (Prior to Fall 2018)

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

Veterinary Technology Program Admission Criteria (As of Fall 2018)

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

Students that meet the high school assessment criteria will be admitted as undecided-veterinary technology (VTPR). Admittance is competitive; therefore, students accepted as undecided-veterinary technology majors (VTPR) are required to pay a non-refundable deposit of $200 to reserve their spot in the Veterinary Technology Program. This fee will be applied to tuition payment.

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

3. Application to Veterinary Technology Program
   Students that are admitted as undecided-veterinary technology (VTPR) and taking the VETC 101 - Introduction to Veterinary Science course must submit an application to the Veterinary Technology Program for admittance as a veterinary technology major (VTNS). The application must include short essays in response to the given prompts on the application. The application must also demonstrate that the student has met the following criteria:
    a. Overall minimum GPA of 2.75 for the first academic year at Mercy College.
    b. Satisfactory completion of ENGL 111 - Written English and Literary Studies I and MATH 116 - College Algebra with a grade of B or better, BIOL 160 - General Biology I Lecture/BIOL 160A - General Biology I Laboratory with a grade of C+ or better, and VETC 101 - Introduction to Veterinary Science with a C or better. A required course in the curriculum can only be repeated once.

c. Volunteer hours or shadowing experience in a veterinary practice is preferred.

The application deadline is February 15 for students admitted as undecided-veterinary technology (VTPR) in the fall semester.

Pending the final grade in VETC 101 - Introduction to Veterinary Science and the calculation of the overall GPA for the first academic year, students will be informed of a provisional acceptance no later than April 15. Students will be informed of full acceptance into the Veterinary Technology Program no later than two weeks after the end of the semester.

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

Veterinary Technology Major Concentration Standards

1. Students must earn a minimum letter grade of C or better in all veterinary technology courses, a grade of C+ or better in BIOL 160/BIOL 160A General Biology I Lecture/Laboratory, a minimum grade of C in all other natural science courses, and a minimum grade of B or better in ENGL 111 - Written English and Literary Studies I and MATH 116 - College Algebra.
2. Students must maintain a 2.75 cumulative index in veterinary technology courses in order to be admitted into clinical courses VETC 340, VETC 341, VETC 350, VETC 350A, VETC 360, VETC 375, VETC 495, and VETC 496. A minimum GPA of 2.75 is also required for graduation from the Veterinary Technology Program.
3. Students may not repeat a course required in the curriculum more than once. Two withdrawals from a course are equivalent to one full completion of that course.
4. Any student who earns a grade less than the required minimum grade in a course required in the curriculum must repeat the course the next semester it is offered at Mercy College in order to progress to any course for which it is a prerequisite .
5. Any student who receives less than the required minimum grade in a course required in the curriculum more than once will automatically be dismissed from the Program.
6. For any veterinary technology lecture course that has a laboratory course as a corequisite, both the lecture and laboratory courses must be taken concurrently. In the event that a student must withdraw from the lecture course, the student must also withdraw from the corequisite laboratory course. Students who wish to take the lecture or laboratory course alone will require Program Director authorization and may be required to participate in relevant labs or audit relevant lecture topics.
7. Other than VETC 375 Principles of Large Animal Medicine ,Veterinary Technology courses within the Veterinary Technology curriculum are not offered in the summer semester.
8. Students who receive an unsatisfactory evaluation in any category, including but not limited to professional and ethical behavior, or required skill in clinical courses VETC 340, VETC 341, VETC 350, VETC 350A, VETC 360, VETC 375, VETC 495, and VETC 496, or who are dismissed from any externship site, will receive an "F" in the course and will have their records reviewed by the Veterinary Technology Faculty. The faculty will determine if the student will be given the opportunity to repeat the experience in a future semester, and/or be placed on probation, or be dismissed by the Program.
9. If a student is dismissed from any externship site because of an inability to demonstrate content knowledge, the faculty may require the student to pass a competency exam and either retake or audit the course covering the content prior to reassignment to an externship site.
10. Any student that has been dismissed from the Veterinary Technology Program is not eligible to reapply to the Veterinary Technology Program.

Minimal Technical Standards

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

Essential Requirements

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

Veterinary Technology Student Essential Skills

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

Veterinary Technology Program Goals and Outcomes

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

Veterinary Technology Program Transfer Policy

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

    a. Transfer students must submit evidence of successful essential skills acquisition if relative to the course that is under consideration for acceptance of transfer credits.
4. Fifteen residency credits at Mercy College in the major is required.
5. VETC 101 - Introduction to Veterinary Science and VETC 320 - Pharmacology and Toxicology (cc) must be taken at Mercy College, Dobbs Ferry.
6. Transfer credits for VETC 300 - Physiology of Domestic Animals and VETC 306 - Clinical Laboratory Techniques and Analysis require program director approval and will be accepted if the following criteria are met:
    a. taken within the last two years at an AVMA-CVTEA accredited veterinary technology program
    b. the course content and credit hours are equivalent
    c. the final grade in the course is C or better
    d. the student has successfully passed a competency exam, administered by Mercy College Veterinary Technology Program faculty, with a 75 or better.
    e. the cost of each competency exam is $25.
7. Acceptance of transfer credits to satisfy prerequisite course requirements will only be considered if the course was taken within the last four years at an accredited college institution, the course content and credit hours are equivalent and the final grade in the course is 'B' or better for satisfaction of MATH 116 and ENGL 111 prerequisites, 'C+' or better for satisfaction of the BIOL 160/BIOL 160A prerequisite and C or better for all other prerequisite course requirements.
8. Graduates of AVMA-CVTEA accredited veterinary technology programs must submit their transcripts to the Program Director for review. Graduates of other veterinary technology programs are required to take VETC 101 and VETC 320 at Mercy College, Dobbs Ferry.
    a. Transfer students that are graduates of other accredited veterinary technology programs will be required to complete all of the requirements of the Mercy College Veterinary Technology Program courses that they take at Mercy College. This may include successful acquisition of essential skills as listed in the Mercy College Veterinary Technology Program Essential Skills List for that course.

Program Dismissal Review

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

Students Interested in Applying to Veterinary Medical School

Although the majority of veterinary medical schools do not require students to obtain a specific degree, students are more attractive candidates if, in addition to completing the required prerequisite courses, they complete a degree that includes courses in humanities and social sciences as well as animal sciences. The Veterinary Technology major uniquely prepares a student for veterinary medical school by offering many of the courses required to apply to veterinary medical school, including animal science courses. However, the student may be required to complete 28 credits in addition to the Veterinary Technology major courses to meet the veterinary medical school admission requirements (please refer to http://www.aavmc.org/data/files/vmcas/prereqchart.pdf for more information). Students may be able to take some or all of these courses along with their Veterinary Technology major courses at Mercy College if they meet the College criteria for taking a higher credit course load during any term. Enrolled students may also be able to complete some of these courses during the summer terms, however, financial aid may not cover the tuition for summer courses.

Courses typically required for Veterinary Medical School Application:

Courses offered as part of Mercy College's Veterinary Technology Major	Credits	Courses offered at Mercy College outside the Veterinary Technology Major	Credits
ENGL 111 Written English and Literary Studies I	3	MATH 201 Precalculus*	3
ENGL 112 Written English and Literary Studies II	3	MATH 122 Statistics*	3
MATH 116 College Algebra	3	BIOL 360 Genetics	4
BIOL 160 General Biology I Lecture / BIOL 160A General Biology I Laboratory	4	CHEM 161 General Chemistry II Lecture / CHEM 161A General Chemistry II Laboratory	4
BIOL 161 General Biology II Lecture / BIOL 161A General Biology II Laboratory	4	CHEM 260 Organic Chemistry I Lecture / CHEM 260A Organic Chemistry I Laboratory	4
BIOL 265 Microbiology Lecture / BIOL 265A Microbiology Laboratory	4	CHEM 261 Organic Chemistry II Lecture / CHEM 261A Organic Chemistry II Laboratory	4
CHEM 160 General Chemistry I Lecture / CHEM 160A General Chemistry Laboratory	4	CHEM 354 Biochemistry	4
VETC 101 Introduction to Veterinary Science	3	PHYS 160 Physics for the Life Sciences I	4
VETC 256 Anatomy of Domestic Animals / VETC 256A Anatomy of Domestic Animals Laboratory	4	PHYS 161 Physics for the Life Sciences II	4
VETC 300 Physiology of Domestic Animals	4		
Total Credits	**36**	**Total Credits**	**34**

* *may be taken to fulfill a general education elective*

The Veterinary Technology Program courses may provide students with an advantage when applying to veterinary medical school (see http://www.avma.org/public/careers/pages/vet-school-admission-101.aspx) by offering a total of 60 credit hours of veterinary based courses including two 360 hour externships (360 hours in a general small animal medicine and surgery hospital and 360 hours in a specialty or referral veterinary facility). In addition, the faculty of the Program provides the Program students with specific academic advisement as well as assistance in the veterinary medical school application process.

Students interested in applying for veterinary medical school, may also choose to pursue a Biology major which would include many of the required science courses for application to medical school. Those students who pursue the Biology major may be able to take a few veterinary technology courses as electives to fulfill their Biology degree and strengthen their veterinary medical school application.

Graduate of the Veterinary Technology Program earn a Bachelor of Science in Veterinary Technology and are eligible to take the Veterinary Technician National Examination (VTNE) for licensure as a Veterinary Technologist.

School of Liberal Arts

Peter West, Ph.D., *Dean*

Andrés Matías-Ortíz, Ph.D, *Associate Dean*

DEPARTMENT OF COMMUNICATION AND THE ARTS

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

- Communication Studies
    - Communication Studies with Specialization in Public Relations
- Media Studies
    - Film and Culture
    - Journalism
    - Radio and Television Production
- Design and Animation (Formerly Computer Arts and Design)
- Music Production and Recording Arts

DEPARTMENT OF HUMANITIES

Robert P. Murray, Ph.D., *Chair*

- History
- Philosophy
- Religion

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCES

David Wang, Ed.D., *Chair*

- Computer Information Systems*
- Computer Science*
- Cybersecurity*
- Information Technology
- Mathematics*

DEPARTMENT OF LITERATURE AND LANGUAGE

Kristen Keckler, Ph.D., *Chair*

- English
- Modern Foreign Languages

**Courses also offered online*

Dual Degree Education Programs

The Bachelor of Science/Master of Science Dual Degree Program is an academic program that allows students interested in the teaching profession as a career choice to earn both a bachelor's degree and a master's degree in an accelerated format. Through this special program, qualified students who major in English, history,

mathematics, or Spanish can receive teacher certification in Middle Childhood or Adolescence Education as well as Early Childhood or Childhood Education. A key feature of this program allows students to take up to 15 graduate education credits during their upper junior and senior years, and these can be used toward satisfying their bachelor's as well as their master's degree requirements.

Programs Include:

- BA in English with MS in Adolescent Education
- BA in History with MS in Adolescent Education
- BS in Mathematics with MS in Adolescent Education
- BA in Spanish with MS in Teaching English to Speakers of Other Languages (TESOL)

Please see the School of Education Section for program and course requirements.

The Philosophy Minor

15 credits required.

Students who choose the minor in the Philosophy concentration must complete **5 courses** in Philosophy with **at least 3 courses in the 200-level or higher.**

Courses can include: PHIL 205, PHIL 213, PHIL 294, PHIL 299, PHIL 303, PHIL 317 or PHIL 397.

Restrictions:

- Course credits used to fulfill the *Ethical Perspectives General Education Requirement* cannot be used towards the minor.
- Courses designated as being in the School of New Resources cannot be used toward the minor.

Department of Communication and the Arts

Communication Studies, B.S.

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

Bachelor of Science

General Liberal Arts and Sciences	
General Education Requirements	60 Credits
Major Concentration	
Communication Studies	42 Credits
Open Electives	18 Credits
Total	**120 Credits**

Students who major in Communication Studies must complete:

Foundation Courses

- MEDA 145 - Media in America
- COMM 200 - Interpersonal Communication
- COMM 220 - Intercultural Communication
- COMM 249 - Persuasion
- COMM 398 - Communication Research Methods

Communication Studies Requirements:

- COMM 370 - Effective Presentations
- COMM 399 - Internship in Communications Studies
- COMM 450 - Studio: Integrated Communication Strategies (cc) *

Communication Studies Elective:

Communication Studies majors select 6 additional courses from the following categories.
Other options include COMM 295 - Topics in Communication Studies, COMM 397 Independent Study and additional internships (at least one course per category):

Communication Theory

- MKTG 220 - Principles of Marketing
- COMM 219 - Group Behavior

- COMM 225 - Visual Communication
- COMM 231 – Propaganda
- COMM 260 – Workplace Communication Strategies and Career Planning
- COMM 330 - Communication Law and Ethics
- COMM 385 - The Media Revolution

Writing

- MEDA 130 - News Reporting
- MEDA 134 - The Feature Article I (cc)
- COMM 154 - Publicity Writing
- ENGL 202 - Business Writing
- ENGL 217 - Creative Writing: Fiction
- ENGL 265 - Introduction to Playwriting
- ENGL 304 - Modern English: Writing with Style
- COMM 345 - Writing for the Digital Media

Production and Technology

- MEDA 110 - Radio Production I
- MEDA 115 - Fundamentals of Television Production (cc)
- MEDA 215 - Video Editing Workshop
- CART 219 - Web Design I
- COMM 356 - Communication Technologies
- MEDA 132 - Copy Editing and Layout
- MEDA 201 - Interviewing Techniques for Today's Media
- COMM 255 - Creative Advertising

Theatre Arts

- MEDA 246 - Elements of Theatre
- ENGL 259 - Oral Performance of Literature
- MEDA 262 - Introduction to Acting
- MEDA 263 - Scene Performance
- MEDA 282 - Play Production (Formerly titled: Play Directing)

Note(s)

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

**Core Course for the Communication Studies program and must be taken at a registered campus. All Communication Studies majors must take this course. This course cannot be substituted.*

Communication Studies, Public Relations Specialization, B.S.

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

Bachelor of Science

General Liberal Arts and Sciences	
General Education Requirements	60 Credits
Major Concentration	
Communication Studies/Public Relations Specialization	42 Credits
Open Electives	18 Credits
Total	**120 Credits**

Students who choose the Communication Studies/specialization in Public Relations major must complete:

Foundation Courses

- COMM 200 - Interpersonal Communication
- COMM 220 - Intercultural Communication
- COMM 249 - Persuasion
- COMM 398 - Communication Research Methods

Specialization Requirements

- COMM 225 - Visual Communication
- COMM 370 - Effective Presentations
- COMM 450 - Studio: Integrated Communication Strategies (cc) *
- COMM 154 - Publicity Writing
- COMM 252 - The Practice of Public Relations
- COMM 399 - Internship in Communications Studies

Specialized Elective Categories
In addition, students who choose the Communication Studies/Specialization in Public Relations major must select four courses (twelve credits) in any combination from these four Specialized Elective Categories.

Other options include COMM 295 Topics in Communication Studies and COMM 397 Independent Study.

Communication Theory

- MEDA 145 - Media in America
- MKTG 220 - Principles of Marketing
- COMM 231 – Propaganda

- COMM 260 – Workplace Communication Strategies and Career Planning
- COMM 330 - Communication Law and Ethics
- COMM 385 - The Media Revolution

Production and Technology

- MEDA 110 - Radio Production I
- MEDA 115 - Fundamentals of Television Production (cc)
- MEDA 215 - Video Editing Workshop
- CART 219 - Web Design I
- COMM 356 - Communication Technologies
- MEDA 132 - Copy Editing and Layout
- MEDA 201 - Interviewing Techniques for Today's Media
- COMM 255 - Creative Advertising

Writing

- MEDA 130 - News Reporting
- MEDA 134 - The Feature Article I (cc)
- ENGL 202 - Business Writing
- ENGL 217 - Creative Writing: Fiction
- COMM 345 - Writing for the Digital Media
- ENGL 304 - Modern English: Writing with Style

Theatre Arts

- MEDA 246 - Elements of Theatre
- ENGL 259 - Oral Performance of Literature
- MEDA 262 - Introduction to Acting
- MEDA 263 - Scene Performance
- MEDA 282 - Play Production (Formerly titled: Play Directing)

Note(s)

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

*** This is the Core Course for the Communication Studies Program. All Communication Studies majors must take this course at a registered campus. This course cannot be substituted.**

Design and Animation, B.F.A.
(Formerly Computer Arts and Design)

Josh Gaetjen, M.F.A., *Program Director*
914-764-3015
JGaetjen@mercy.edu

Admission Requirements:

- In addition to applying for general admission to the College, applicants must apply separately to and be formally accepted by the Design and Animation Program.
- Admission procedures are available on the department website: www.artdesign.mercy.edu. Applicants are encouraged to contact the program director with any questions.

General Requirements:

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

Minimal Technical Standards

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

Essential Requirements

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

Bachelor of Fine Arts

General Education Requirements	36 credits
*Major Concentration**	
Design + Animation	78 credits

Open Electives	6 credits
Total	**120 credits**

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

General Education Courses

36 Credits

- CINQ 101 - Critical Inquiry
- ENGL 111 - Written English and Literary Studies I
- ENGL 112 - Written English and Literary Studies II
- COMM 110 - Oral Communication
- MATH 115 - Mathematics for the Liberal Arts **Or**
- MATH 116 - College Algebra Or
- MATH 117 – Introduction to Statistical Reasoning
- JRSM 390 - Honors Junior Seminar

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

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

Major Requirements

39 Credits

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

Major Electives

39 Credits

Select 13 courses from the following:

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

Open Electives

6 Credits

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

Media Studies, Film/Culture Concentration, B.S.

Louis Grasso, M.A., M.F.A., *Program Director*
914-674-7615
LGrasso@mercy.edu

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements	60 credits

Major Concentration

Media Studies	48 credits
Open Electives	12 credits
Total	**120 credits**

Students are allowed to take 12 credits of open electives.

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

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

Four Courses From the Following:

12 Credits

- ARTT 144 - Understanding Movies
- MEDA 145 - Media in America
- MEDA 212 - The Hollywood Western
- MEDA 213 - Studios and Stars in Hollywood's Golden Age, 1930–1950
- MEDA 233 - Film and Gender
- MEDA 235 - Screen Comedy and Clowns
- MEDA 251 - Sports Reporting
- MEDA 295 - Topics in Media Studies
- MEDA 397 - Independent Study in Media Studies

In addition, students are required to take three courses (nine credits) from the following courses:

- MEDA 258 - Fundamentals of Writing for Film and Television
- MEDA 359 - Advanced Writing for Film and Television
- MEDA 246 - Elements of Theatre
- MEDA 262 - Introduction to Acting
- MEDA 263 - Scene Performance
- MEDA 282 - Play Production (Formerly titled: Play Directing)
- *And three courses (nine credits) from English Literature 200 and above.*

Media Studies, Journalism Concentration, B.S.

Louis Grasso, M.A., M.F.A., *Program Director*
914-674-7615
LGrasso@mercy.edu

Bachelor of Science

General Liberal Arts and Sciences	
General Education Requirements	60 credits
Major Concentration	
Media Studies	48 credits
Open Electives	12 credits
Total	**120 credits**

Students who choose the major concentration in Media Studies with concentration in journalism must complete:

- MEDA 134 - The Feature Article I (cc)
- MEDA 145 - Media in America
- MEDA 399 - Internship in Media Studies

Concentration Requirements

- MEDA 130 - News Reporting
- MEDA 232 - Investigative Reporting
- MEDA 234 - The Feature Article II
- MEDA 222 - News Publication Practicum I
- MEDA 333 - News Publication Practicum II

Additional Requirements

Students in this major must complete 6 credits selected from the following:

- MEDA 132 - Copy Editing and Layout
- MEDA 154 - Publicity Writing
- MEDA 240 - Magazine Elements and Design
- MEDA 251 - Sports Reporting
- MEDA 252 - The Practice of Public Relations
- MEDA 255 - Creative Advertising

- MEDA 261 - Free Speech, Media and the Law
- MEDA 275 - Photojournalism
- MEDA 295 - Topics in Media Studies
- MEDA 230 - Entertainment Writing
- MEDA 345 - Writing for the Digital Media
- MEDA 387 - Challenges in American Journalism
- MEDA 397 - Independent Study in Media Studies
- **Plus Students in this major must complete 12 credits in a concentration of Media Studies offerings numbered from MEDA 110-499 chosen in conjunction with the program director and six credits in major electives (or major English courses numbered 200 or above)**

Note(s)

There is an 18-credit residency requirement in the major of Media Studies.

Media Studies, Radio and Television Production Concentration, B.S.

Louis Grasso, M.A., M.F.A., *Program Director*
914-674-7615
LGrasso@mercy.edu

Bachelor of Science

General Liberal Arts and Sciences	
General Education Requirements	60 credits
Major Concentration	
Media Studies	48 credits
Open Electives	12 credits
Total	**120 credits**

Students who choose the major concentration in Media Studies with a concentration in radio and television production must complete:

- MEDA 134 - The Feature Article I (cc)
- MEDA 145 - Media in America
- MEDA 399 - Internship in Media Studies

Concentration Requirements

- MEDA 115 - Fundamentals of Television Production (cc)
  And
- MEDA 110 - Radio Production I
  Or
- MEDA 120 - Television Studio Production

Additional Requirements

Students in this major must complete 15 credits selected from the following:

- MEDA 110 - Radio Production I
- MEDA 120 - Television Studio Production
- MEDA 200 - Television Performance
- MEDA 201 - Interviewing Techniques for Today's Media
- MEDA 210 - Advanced Radio Production
- MEDA 215 - Video Editing Workshop
- MEDA 220 - Advanced Television Production
- MEDA 295 - Topics in Media Studies

- MEDA 303 - Broadcast Journalism
- MEDA 311 - Radio Journalism
- MEDA 315 - Video Editing II
- MEDA 321 - Television Field Production
- COMM 230 - Speaking for Success
- *Plus Students in this major must complete 12 credits in a concentration of journalism and media in conjunction with the program director and six credits in major electives (or major English courses numbered 200 or above)*

Note(s)

There is an 18-credit residency requirement in the major of Media Studies.

Music Production and Recording Arts, B.S.

(formerly Music Industry and Technology)

Stephen B. Ward, M.Mus., *Program Director*
914-674-7432
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The Music Production and Recording Arts Program is offered in a dedicated recording studio complex exclusively at the Dobbs Ferry campus.

The program is designed to prepare students for careers in the music professions and related media industries with an emphasis on music production, recording engineering, electronic music synthesis and music composition and sound design for visual media. Additional courses in music performance, concert sound and audio system design and installation are offered as electives.

Students are encouraged to take courses in related fields such as game development, animation and video production to expand career possibilities and better understand the industries that employ audio and music specialists.

Admission Requirements

In addition to applying for general admission to the College, applicants must:

1. Apply separately to and be formally accepted by the Music Production and Recording Arts Program.
2. Complete a separate program application and submit a musical instrument audition video. Admission procedures are available at the department website www.mercy.edu/liberal-arts/communication-and-arts.

General Requirements

1. Upon admission, students must demonstrate a fundamental understanding of music notation, OR complete MUSI 101 - Elements of Music before enrolling in the required MUSI 103 - Theory & Musicianship I their first semester.
2. Students must achieve a minimum grade of C in any major course for it to apply towards the degree.
3. Students must maintain an overall GPA of 2.5 in all attempted and completed major courses. If the GPA in the major is less than 2.5, the student will be subject to a formal assessment of his/her aptitude for the subject matter and standing in the program and may be dismissed from the major.
4. Students may be required to repeat or take additional courses to achieve the required GPA.
5. There is a 24-credit residency requirement for the concentration in Music Production and Recording Arts.
6. Students should enroll in MUSI 101, MTEC 101 and MTEC 110, their first fall semester.
7. Students may substitute a Major Requirement with an approved advanced Major elective with department approval.

Students pursuing the Bachelors of Science in Music Production and Recording Arts must be able to meet the following requirements to successfully complete the degree.

1. Possess sufficient dexterity and fine motor skills to effectively connect and operate audio and music technology equipment and associated computer peripherals.

2. Possess sufficient dexterity and fine motor skills to play chords and scales on a piano keyboard.
3. Possess sufficient binaural hearing capabilities for critical listening, editing and mixing.
4. Possess sufficient vision to set-up and operate audio equipment found in a recording studio environment.

Bachelor of Science

General Education Requirements	60 credits
Major Concentration	60 credits
Total	**120 credits**

Students must complete the following:

Music

9 credits

- MUSI 103 - Theory & Musicianship I (or waiver exam)
- MUSI 104 - Theory & Musicianship II (or waiver exam)
- MUSI 201 - Theory & Musicianship III

Music Production and Recording Arts

36 Credits

- MTEC 100 - Music Business I
- MTEC 200 - Music Business II
- MTEC 101 - Audio Production I
- MTEC 201 - Audio Production II
- MTEC 301 - Audio Production III
- MTEC 302 - Audio Production IV
- MTEC 220 - Recording Studio Workshop I
- MTEC 110 - Electronic Music I
- MTEC 210 - Electronic Music II
- MTEC 310 - Electronic Music III
- MTEC 335 - Survey of Music Production Styles
- MTEC 401 - Senior Project (cc)

Major Electives

15 credits

Courses in related disciplines may be substituted under advisement by the program.

Choose five courses from below:

- MUSI 203 - Theory & Musicianship IV

- MUSI 295 - Topics in Music
- MTEC 225 - Sound Reinforcement
- MTEC 230 - Audio System Design and Installation
- MTEC 295 - Topics in Music Technology
- MTEC 315 - Electronic Music IV
- MTEC 318 - Electronic Music Performance
- MTEC 320 - Recording Studio Workshop II
- MTEC 325 - Audio for Video
- MTEC 330 - Recording Studio Production Techniques
- MTEC 340 - Techniques of Underscoring
- MTEC 350 - Advanced Mixing and Editing
- MTEC 397 - Independent Study in Music Technology
- MTEC 399 - Internship in the Music Industry

Department of Humanities

History, B.A.

Maureen MacLeod, Ph.D., *Program Director*
914-674-7312
mmacleod@mercy.edu

Bachelor of Arts

General Liberal Arts and Science	
General Education Requirements	60 credits
Major Concentration	
History	39 credits
Open Electives	21 credits
Total	**120 credits**

Major Concentration in History:

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

In addition to the 10 fields of study courses, History majors are required to take 3 courses on historical methodology.

1. The first, HIST 220 - Methods in the Madness: An Introduction to Research Methods, requires successful completion of ENGL 111 as a prerequisite.
2. The second, HIST 320 - Historiography and Historical Method (cc), may only be taken after the successful completion of 18 credits in history.
3. The final course, HIST 495 - Senior Seminar in History, may only be taken after successful completion of HIST 320.

It is recommended that majors should not take more than one additional history course in the same semester as HIST 320 and HIST 495 because these courses require students to create produce original research. HIST 320 and HIST 495 may not be taken in the same semester.

Introductory Fields

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

- HIST 101 - European History to 1500

- HIST 102 - European History Since 1500
- HIST 105 - American History through 1877
- HIST 106 - American History Since 1877
- HIST 117 - Introduction to Asian History
- HIST 118 - Introduction to African History
- HIST 119 - Introduction to Latin American History

Fields of Study

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

American History

- HIST 239 - American Studies I
- HIST 252 - African American History to Reconstruction
- HIST 253 - African American History since Reconstruction
- HIST 254 - Latinos/as in the U.S.
- HIST 266 - US - Latin American Relations
- HIST 317 - World War II in America
- HIST 321 - America in the Gilded Age and the Progressive Era: 1877–1920
- HIST 322 - The American Revolution
- HIST 324 - History of the United States Since 1941
- HIST 342 - The Early American Republic
- HIST 344 - Slavery and the Civil War
- HIST 365 - The American Presidency
- POLS 365 - The American Presidency
- HIST 367 - American Foreign Policy
- HIST 379 - History of the Family in America
- HIST 295 - Topics in History (as applicable)
- HIST 395 - Advanced Special Topics in History (as applicable)

European History

- HIST 232 - Early Modern Europe
- HIST 301 - The World of Antiquity
- HIST 303 - The Enlightenment
- HIST 304 - Medieval Culture and Society
- HIST 308 - History of 19th Century Europe
- HIST 309 - History of 20th Century Europe
- HIST 310 - The History of Central Europe
- HIST 311 - World War II in Europe
- HIST 314 - Tudor and Stuart England
- HIST 327 - 20th Century Russia
- HIST 318 - The French Revolution and Napoleon

- HIST 395 - Advanced Special Topics in History (as applicable)
- HIST 295 - Topics in History (as applicable)

Asia

- HIST 233 - History of the Middle East
- HIST 243 - History of Modern Japan
- HIST 244 - Popular Culture in East Asia
- HIST 332 - China in History: From Antiquity to the Present
- HIST 333 - Asia in Revolution
- HIST 337 - World War II in Asia
- HIST 295 - Topics in History (as applicable)
- HIST 395 - Advanced Special Topics in History

Atlantic World

- HIST 260 - History of Puerto Rico
- HIST 263 - The Black Atlantic: Literature/History
- HIST 266 - US - Latin American Relations
- HIST 336 - Africa: Colonialism and Independence
- HIST 295 - Topics in History (as applicable)
- HIST 395 - Advanced Special Topics in History (as applicable)

Ideas, Theories, and Practices

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

Topics Courses

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

- HIST 295 - Topics in History
- HIST 395 - Advanced Special Topics in History
- HIST 397 - Independent Study in History
- HIST 399 - Internship in History

Required

- HIST 220 - Methods in the Madness: An Introduction to Research Methods
- HIST 320 - Historiography and Historical Method (cc)
- HIST 495 - Senior Seminar in History

Note(s)

The major concentration in history has a 21-credit residency requirement.

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

100-level courses

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

200-level courses

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

300-level courses

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

400-level courses

Capstone course taken during senior year.

The History Minor

15 Credits

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

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

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

The Four-Plus-One Program

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

Department of Literature and Language

English, B.A.

Christopher Loots, Ph.D., *Program Director*
914-674-7563
cloots@mercy.edu

Bachelor of Arts

General Liberal Arts and Sciences	
General Education Requirements	60 credits
Major Concentration	
English	36 credits
Open Electives	24 credits
Total	**120 credits**

Students who choose the major concentration in English must complete:

- ENGL 200 - Poetics: Introduction to Literary Texts
- ENGL 205 - Survey of English Literature I
- ENGL 206 - Survey of English Literature II
- ENGL 400 - Seminar in Literary Research and Writing (cc) (this is the core course for students entering the major in Fall 2020).

Majors must take at least one course from each of the following four categories:

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

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

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

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

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

Classical Texts

- ENGL 225 - Classical Literature
- ENGL 230 - The Bible as Literature
- ENGL 305 - Chaucer
- ENGL 315 - Shakespeare
- ENGL 316 - Shakespeare's Tragedies
- ENGL 385 - Masterpieces of European Literature

Social and Cultural Contexts

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

Literary Genres

- ENGL 212 - Science Fiction
- ENGL 214 - Cyberpunk / Techno culture
- ENGL 220 - The Short Story
- ENGL 240 - From Literature to Film
- ENGL 249 - American Gothic
- ENGL 271 - Modern British Novel: 1900 to Present
- ENGL 280 - History of Drama
- ENGL 281 - Modern Drama
- ENGL 285 - Modern Poetry
- ENGL 301 - Dystopian Literature

Historical Periods

- ENGL 207 - American Lit Survey I: Beginnings to 1865
- ENGL 208 - American Lit Survey II – 1865 to the Present
- ENGL 268 - The Harlem Renaissance
- ENGL 275 - Modern American Fiction
- ENGL 276 - Contemporary American Literature
- ENGL 300 - Magic, Romance, and Science in Medieval Literature

- ENGL 310 - Renaissance Poetry and Prose
- ENGL 325 - The Seventeenth Century: Poetry and Prose
- ENGL 330 - The Eighteenth Century
- ENGL 335 - The Major English Romantics
- ENGL 340 - The Major Victorians
- ENGL 365 - American Romanticism
- ENGL 370 - American Realism

Language and Writing

Choose any four (4) for the Language and Writing Option

- ENGL 202 - Business Writing
- ENGL 216 - Introduction to Poetry Writing
- ENGL 217 - Creative Writing: Fiction
- ENGL 218 - Creative Writing: Poetry
- ENGL 219 - Creative Writing: Nonfiction
- ENGL 319 - Advanced Creative Writing
- ENGL 259 - Oral Performance of Literature **Or**
- ENGL 265 - Introduction to Playwriting **Or**
- ENGL 304 - Modern English: Writing with Style (formerly known as Applied English Grammar)
- ENGL 306 - The Secret Life of Words and Sentences (formerly known as ENGL 404 Structure and Form of English)
- MEDA 134 - The Feature Article I (cc) *
- MEDA 154 - Publicity Writing *

Spanish, B.A.

Alan G. Hartman, D.M.L., *Program Director*
914-674-7229
AHartman@mercy.edu

Bachelor of Arts

General Liberal Arts and Sciences	
General Education Requirements	60 credits
Major Concentration	
Spanish Language and Literature	30 credits
Open Electives	30 credits
Total	**120 credits**

The program recommends that students in the Spanish major also complete courses in French or Italian to maximize career opportunities. Those seeking certification as foreign language teachers should contact the School of Education for certification requirements.

Students who choose the major concentration in Spanish must complete:

- SPAN 216 - Intermediate Spanish II (recommended for non-native or non-heritage speakers of Spanish)
  OR
- SPAN 230 - La Gramática Española (recommended for native or heritage speakers of Spanish)
- FORL 233 - Comparative Romance Literatures
- SPAN 238 - Introduction to Literary Criticism for Hispanic Studies
- SPAN 495 - Spanish Capstone (cc)
- **And six major Spanish courses numbered 220 and above which must include three major courses designated as Broad and three major courses designed as Focus. The courses listed as Broad are more comprehensive topically than the Focus courses, which emphasize greater depth within a specific topic**

Broad

- SPAN 220 - Latin America Through Film
- SPAN 235 - Spanish Culture
- SPAN 236 - Latin American Cultures
- SPAN 237 - "Preceptiva Literaria" for Hispanic Studies
- SPAN 256 - Spain Today
- SPAN 258 - Latin America Today
- SPAN 265 - Reading and Composition
- SPAN 301 - Masterworks in the Spanish Language*

- SPAN 311 - Main Currents in Spanish Civilization I
- SPAN 312 - Main Currents in Spanish Civilization II
- SPAN 349 - Contemporary Spanish Literature
- SPAN 351 - Main Currents in Latin American Civilizations I
- SPAN 352 - Main Currents in Latin American Civilizations II
- SPAN 372 - Spanish Conversation

Focus

- SPAN 240 - Aspects of Caribbean Culture
- SPAN 241 - Main Currents in Puerto Rican Civilization
- SPAN 295 - Special Topics in Literature and Linguistics
- SPAN 305 - Cervantes and His World
- SPAN 325 - The Spanish Golden Age
- SPAN 344 - Nineteenth-Century Spanish Literature
- SPAN 346 - "Modernismo" in Spain and Latin America
- SPAN 347 - The Generation of 1898
- SPAN 348 - The Generations of Ortega y Gasset and García Lorca
- SPAN 359 - Afro-Hispanic Literature
- SPAN 397 - Independent Study in Spanish

Minor Concentration in Spanish

15 Credits

Students may minor in Spanish to complement any major. To complete the Spanish minor students must take five courses in Spanish at the 120 level or above.

Department of Mathematics and Computer Sciences

Computer Information Systems, B.S.

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

(Note: Courses also offered online)

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements*	60 credits

Major Concentration

Computer Information Systems & Related Courses	45 credits
Open Electives	15 credits
Total	**120 credits**

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

Foundation Courses

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

- CISC 131 - Foundations of Computing I *
- CISC 231 - Foundations of Computing II *
- CISC 238 - Graphical User Interface Application Development
- MATH 122 - Statistics *
- MATH 244 - Discrete Structures
- ACCT 120 - Introduction to Financial Accounting *

Major Courses

- CISC 301 - Information Systems within Organizations
- CISC 311 - Data Structures
- CISC 335 - Computer Networks
- CISC 337 - Database Management Systems
- CISC 339 - Artificial Intelligence
- CISC 359 - Website Administration and Security
- CISC 370 - Systems Analysis and Design

- CISC 421 - Operating Systems
- CISC 470 - Information Systems Development and Implementation (cc)

Major Electives

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

- CISC 341 - Computer Architecture
- CISC 352 - Mathematical Methods in Data Science
- CISC 380 - Workplace Experience in CS/CIS I
- CISC 381 - Workplace Experience in CS/CIS II
- CISC 385 - Cryptography and Computer Security
- CISC 395 - Special Topics in Computer Sciences
- CISC 397 - Independent Study in Computer Sciences
- CISC 411 - Analysis of Algorithms
- CISC 430 - Healthcare Analytics and Apps
- IASP 221 - LINUX Administration
- IASP 230 - Introduction to Cybersecurity
- IASP 330 - Disaster Recovery / Business Continuity
- IASP 420 - Network Security
- IASP 430 - Digital Forensics

Note(s)

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

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

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

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

Computer Science, B.S.

Sisi Li, Ph.D., *Program Director*
914-674-7525
sli8@mercy.edu

(Note: Courses also offered online)

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements*	60 credits
Major Concentration	
Computer Information Systems and Related Courses	47 credits
Open Electives	13 credits
Total	**120 credits**

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

Foundation Courses

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

- CISC 131 - Foundations of Computing I *
- CISC 231 - Foundations of Computing II *
- MATH 244 - Discrete Structures
- MATH 260 - Calculus I
- MATH 261 - Calculus II

Major Courses

- CISC 311 - Data Structures
- CISC 335 - Computer Networks
- CISC 339 - Artificial Intelligence
- CISC 341 - Computer Architecture
- CISC 371 - Software Engineering I: Principles
- CISC 411 - Analysis of Algorithms
- CISC 421 - Operating Systems
- CISC 471 - Software Engineering II: Senior Capstone Project (cc)
- MATH 350 - Probability: Theory and Applications

Major Electives

And three courses (Major Electives) from the following:

- CISC 301 - Information Systems within Organizations
- CISC 337 - Database Management Systems
- CISC 352 - Mathematical Methods in Data Science
- CISC 359 - Website Administration and Security
- CISC 380 - Workplace Experience in CS/CIS I
- CISC 381 - Workplace Experience in CS/CIS II
- CISC 385 - Cryptography and Computer Security
- CISC 395 - Special Topics in Computer Sciences
- CISC 397 - Independent Study in Computer Sciences
- CISC 430 - Healthcare Analytics and Apps
- IASP 221 - LINUX Administration
- IASP 230 - Introduction to Cybersecurity
- IASP 330 - Disaster Recovery / Business Continuity
- IASP 420 - Network Security
- IASP 430 - Digital Forensics
- MATH 307 - Number Theory
- MATH 315 - Linear Algebra
- MATH 329 - Numerical Analysis
- MATH 350 - Probability: Theory and Applications
- MATH 351 - Statistics: Theory and Applications
- MATH 362 - Differential Equations
- MATH 365 - Algebraic Structures
- MATH 395 - Special Topics in Mathematics

Note(s)

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

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

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

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

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

Cybersecurity, B.S.

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

Program also offered fully online

Bachelor of Science

General Liberal Arts and Science

General Education Requirements	60 credits

Major Concentration

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

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

Students who choose the major concentration in cybersecurity must complete:

Foundation Courses

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

- MATH 244 - Discrete Structures
- IASP 221 - LINUX Administration
- IASP 230 - Introduction to Cybersecurity **

Major Courses

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

Major Electives

and three courses from the following:

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

Open Electives

- Any four courses

Program Outcomes

By the end of this program, students should 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 cybercrimes from personal computers, smartphones, infrastructure hosts, wired and wireless networks

The Cybersecurity Minor

Students can choose to have a minor in Cybersecurity.

15 credits required.

1. CSEC curriculum uses both IASP and CISC course codes. Check its curriculum for courses allowed in CSEC Minor.
2. Students need to use Gen Ed elective and/or open elective to fulfill the 15 credits requirements.

3. Recommended five courses for CSEC minor are among CISC 131, IASP 221, IASP 230,IASP 330, IASP 340, CISC 359.

   Note, any course being used to fulfill students' major requirements cannot be used for towards the minor. For example, IASP 230 cannot be used for some majors due to the fact that their majors have required it as one of their major courses already.

Note(s)

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

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

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

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

Cybersecurity, B.S. and M.S.

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

Bachelor of Science

General Liberal Arts and Science	
General Education Requirements*	60 credits
Major Concentration	
Cybersecurity Foundation and Major	
(Undergraduate Courses)	39 credits
Major Electives	9 credits
Open Electives*	12 credits
Total	**120 credits**

Master of Science

Course work completed during B.S. degree†	12 credits
Course work completed during M.S. degree	18 credits
Total combined B.S./M.S.	**138 credits**

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

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

Undergraduate Courses Foundation Courses

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

- MATH 244 - Discrete Structures
- IASP 221 - LINUX Administration
- IASP 230 - Introduction to Cybersecurity **

Major Courses

- IASP 330 - Disaster Recovery / Business Continuity
- CISC 335 - Computer Networks

- CISC 337 - Database Management Systems
- IASP 355 - Penetration Testing and Ethical Hacking
- CISC 385 - Cryptography and Computer Security
- IASP 340 - Security Policy and Procedures
- IASP 420 - Network Security
- IASP 430 - Digital Forensics
- IASP 455 - Secure and Intelligent Programming
- IASP 470 - Capstone: System Security (cc)

Major Electives

and three courses from the following:

- CISC 311 - Data Structures
- CISC 339 - Artificial Intelligence
- CISC 341 - Computer Architecture
- IASP 455 - Secure and Intelligent Programming
- IASP 460 - Wireless Network and Security
- CISC 411 - Analysis of Algorithms
- CISC 421 - Operating Systems
- CISC 430 - Healthcare Analytics and Apps
- CISC 359 - Website Administration and Security
- IASP 380 - Internship: Cybersecurity Workplace Experience I
- IASP 381 - Internship: Cybersecurity Workplace Experience II
- CISC 370 - Systems Analysis and Design
- IASP 395 - Special Topics in Cybersecurity
- IASP 397 - Independent Study in Cybersecurity

Open Elective

- Any four graduate courses

Graduate Courses

Students should not take any graduate level courses until they have completed 60 credits and maintained a cumulative GPA of at least 3.0 each semester at Mercy College. Students are encouraged to discuss with their academic advisors or program heads about suitable graduate course selection. Please refer to the graduate catalog for course descriptions.

Any six of the following at most

- IASP 500 - Topics in Information Security
- IASP 505 - Foundations of Cybersecurity Sciences
- IASP 510 - Social Implications of Information Security
- IASP 520 - Data Mining and Knowledge Discovery
- IASP 525 - Database Security
- IASP 530 - Forensic Computing
- IASP 540 - Information Assurance and Management

- IASP 550 - Intrusion Detection and Prevention
- IASP 555 - Mobile Technologies and Wireless Sensor Services
- IASP 560 - Wireless Network and Security
- IASP 565 - Internet Social Media and Security
- IASP 580 - IT Security Audit and Compliance
- IASP 585 - Applied Cryptography

Note(s)

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

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

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

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

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

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

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

Mathematics, B.S.

Charles Li, Ph.D., *Program Director*
914-674-7585
CLi2@mercy.edu

(Note: Courses also offered online)

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements*	60 credits

Major Concentration

Mathematics	45 credits
Open Electives	15 credits
Total	**120 credits**

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

Foundation Courses

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

- MATH 131 - Foundations of Computing I *
- MATH 231 - Foundations of Computing II
- MATH 244 - Discrete Structures
- MATH 260 - Calculus I
- MATH 261 - Calculus II

Major Courses

- MATH 307 - Number Theory
- MATH 315 - Linear Algebra
- MATH 350 - Probability: Theory and Applications
- MATH 351 - Statistics: Theory and Applications
- MATH 360 - Calculus III
- MATH 365 - Algebraic Structures
- MATH 417 - Mathematical Modeling (cc)

Three courses in mathematics selected from the following:

- MATH 329 - Numerical Analysis

- MATH 352 - Mathematical Methods in Data Science
- MATH 362 - Differential Equations
- MATH 370 - Complex Variables
- MATH 395 - Special Topics in Mathematics
- MATH 460 - Advanced Calculus I
- MATH 461 - Advanced Calculus II
- IASP 585 - Applied Cryptography*

Note(s)

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

> *Mathematics majors who have not had their mathematics core requirement waived should complete MATH 116 and MATH 201 (rather than MATH 115) as part of their General Education requirements.*
>
> *MATH 201 is a Prerequisite for the major and must be used to fulfill general education requirements.*
>
> *MATH 120 may be waived with division approval.*

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

**(This is a graduate course- please refer to the graduate catalog for course description)*

School of Social and Behavioral Sciences

Stuart Sidle, Ph.D., *Dean*

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

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

DEPARTMENT OF PSYCHOLOGY AND SOCIAL WORK

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

- Psychology*
- Social Work**

DEPARTMENT OF SOCIAL SCIENCES

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

- Behavioral Science*
- Behavioral Science with Specializations in:
    - Community Health, Gerontology, Health Services Management*
- Corporate and Homeland Security, B.S.*
- Criminal Justice*
    - Criminal Justice with Specialization in Forensics
- International Relations and Diplomacy
- Legal Studies
    - Legal Studies with Specialization in Paralegal Studies*** and Political Science
- Political Science
- Sociology

CENTER FOR NEW RESOURCES- ADULT EDUCATION

- Liberal Arts and Sciences

***Courses also offered online**

**The Social Work major is accredited by the Council on Social Work Education

***American Bar Association approved program

Mercy College is a member of the American Association for Paralegal Education. The legal studies major with a specialization in paralegal studies is approved by the standing Committee on Paralegals of the American Bar Association.

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

The Bachelor of Science/Master of Science Dual Degree Program is an academic program that allows students interested in the teaching profession as a career choice to earn both a bachelor's degree and a master's degree in an accelerated format. Through this special program, qualified students who major in Behavioral Sciences or Psychology can receive teacher certification in Early Childhood or Childhood Education. A key feature of this program allows students to take up to 15 graduate education credits during their senior years. These can be used toward satisfying their bachelor's as well as their master's degree requirements.

Please see the School of Education Section for program and course details.

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

The Bachelor of Science/Master of Science Dual Degree Program is an academic program that allows students interested in the teaching profession as a career choice to earn both a bachelor's degree and a master's degree in an accelerated format. Through this special program, qualified students who major in Behavioral Sciences or Psychology can receive teacher certification in Early Childhood or Childhood Education. A key feature of this program allows students to take up to 15 graduate education credits during their senior years. These can be used toward satisfying their bachelor's as well as their master's degree requirements.

Please see the School of Education Section for program and course details.

Department of Psychology and Social Work

Psychology, B.S.

Ellen F. Sperber, Ph.D., *Program Director*
914-674-7338
ESperber@mercy.edu

(Note: Courses also offered online)

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements	60 credits

Major Concentration

Psychology	36 credits
Open Electives	24 credits
Total	**120 credits**

All students majoring in Psychology must complete the following 4 Required Courses:

- PSYN 320 - Psychobiology
- PSYN 370 - Statistics for the Social and Behavioral Sciences
- PSYN 372 - Experimental Psychology I: Methodology
- PSYN 374 - Experimental Psychology II: Applications

Credits: 12

Students must select 1 course from each of the 5 categories below:

Historical Perspective

- PSYN 316 - Modern Psychology in Historical Perspective
  Or
- PSYN 426 - Classics in the Social and Behavioral Sciences

Developmental Perspective

- PSYN 233 - Developmental Psychology Across the Lifespan:

Or

- PSYN 254 - Child Psychology
  Or
- PSYN 263 - Psychology of Adolescence

Cognitive/Behavioral Perspective

- PSYN 207 - Psychology of Learning
  Or
- PSYN 230 - Cognitive Psychology

Social Perspective

- PSYN 213 - Psychology of Personality
  Or
- PSYN 244 - Social Psychology

Clinical Perspective

- PSYN 311 - Psychological Disorders of Childhood and Adolescence
  Or
- PSYN 312 - Abnormal Psychology

Total Credits: 15

Students must complete 9 Psychology elective credits

These credits may be an additional course in any of the five categories above or any other Psychology elective course offered. PSYN 101 Introduction to Psychology Introduction to Psychology, is a prerequisite for all major courses in Psychology and fulfills part of the General Education Requirements and Curriculum. Psychology majors may complete the Mathematics General Education requirement by taking MATH 115, MATH 116, or MATH 117.

Total Credits: 9

Total Major Credits: 36

Dual Degree in Psychology and Education Program
(B.S. in Psychology + M.S. in Education)

The Bachelor of Science/Master of Science Dual Degree Program is an academic program that allows students interested in the teaching profession as a career choice to earn both a bachelor's degree and a master's degree in an accelerated format. Through this special program, qualified students who major in psychology can receive teacher certification in Early Childhood or Childhood Education. A key feature of this program allows students to take up to 15 graduate education credits during their senior year. These can be used toward satisfying their bachelor's as well as their master's degree requirements.

Requirements for the Dual Degree

Psychology students planning to complete the Dual Degree and receive the teaching certification in Early Childhood and Childhood Education must complete the 36 credits required for the undergraduate psychology major as described above, including PSYN 254 Child Psychology. They may take 3 graduate education credits in their upper junior semester and an additional 12 credits in their senior year. In addition, they must maintain at least a 3.0 GPA. Students may apply in their senior year for admissions to the M.S. Graduate Education Program. Please see the School of Education for program and course details.

Four Plus One Program

(B.S. in Psychology + M.S. in Psychology)

Qualified undergraduate psychology students have an opportunity to complete the M.S. Psychology degree in one year. Students can complete the 36-credit degree by taking three graduate credits each semester of their senior year (for a total of six credits), which will apply toward the undergraduate and graduate degree. Once the B.S. degree is completed, they can complete the M.S. degree within a single academic year.

Requirements for the Four Plus One Program

Students must meet the admissions criteria for the M.S. degree in Psychology including: at least a 3.0 GPA, a grade of B or higher in PSYN 370 Statistics for the Social and Behavioral Sciences and a completion of 90 undergraduate credits. Students may apply in their junior year to the M.S. Psychology Program. See the Graduate Catalog for specific requirements for the M.S. Psychology degree and Four-Plus-One degree.

Suggested Courses for Dual Degree

It is further suggested that students complete several elective courses from the following list:

- PSYN 207 - Psychology of Learning
- PSYN 230 - Cognitive Psychology
- PSYN 243 - Psychological Tests and Measurements
- PSYN 257 - Psychology of the Exceptional Child
- PSYN 311 - Psychological Disorders of Childhood and Adolescence

Suggested Courses for Students Planning to Attend Graduate School

- PSYN 207 - Psychology of Learning
- PSYN 213 - Psychology of Personality
- PSYN 230 - Cognitive Psychology
- PSYN 232 - Health Psychology
- PSYN 243 - Psychological Tests and Measurements
- PSYN 244 - Social Psychology

- PSYN 254 - Child Psychology
- PSYN 312 - Abnormal Psychology

Suggested Courses for Students Planning on a Career in Research

- PSYN 349 - Directed Research in Psychology
- PSYN 497 - Independent Study in Psychology

Suggested Courses for students Planning a Career in Health Professions

- PSYN 232 - Health Psychology
- PSYN 262 - Alcohol, Drugs, and Behavior
- PSYN 340 - Psychology of Crisis

Suggested Courses for Students Planning a Career in Education as a School Psychologist, School Counselor, Teaching Aid, or Teaching Assistant

- PSYN 207 - Psychology of Learning
- PSYN 230 - Cognitive Psychology
- PSYN 243 - Psychological Tests and Measurements
- PSYN 257 - Psychology of the Exceptional Child
- PSYN 311 - Psychological Disorders of Childhood and Adolescence

CASAC -T Credentialed Alcoholism and Substance Abuse Counselor

Students may also participate in the CASAC-T Credentialed Alcoholism and Substance Abuse Counselor Standardized 350-Hour Education and Training Program.

CASAC 350-Hour Certificate Program-Standardized Certificate

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

Each course represents 45.0 CASAC clock hours with the exception of the internship which must be taken as a 6 credit course and represents 90.0 CASAC clock hours.

Interested students may contact Director of the Psychology Internship Program.

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

- PSYN 262 - Alcohol, Drugs, and Behavior
- CRJU 206 - Deviation and Therapy

- BHSC 202 - Ethics and the Family
- BHSC 366 - Medical Ethics
- PSYN 232 - Health Psychology
- BHSC 399 - Internship in the Social and Behavioral Sciences
- PSYN 101 - Introduction to Psychology
- PSYN 244 - Social Psychology
- BHSC 269 - Strategies for Alcohol/Substance Abuse Providers

Note(s)

Once psychology is declared as the major, it is recommended that a Psychology Advisor be contacted to be sure that all graduation requirements are met.

There is an 18-credit residency requirement in the major concentration of psychology.
PSYN 101 is a Prerequisite for the major courses in psychology and fulfills part of the General Education requirements.

Minor in Psychology

Students with a major other than psychology may complete a minor in psychology. To complete a minor in psychology, students must take 15 psychology credits (5 courses) numbered 120 or above. These credits may not fulfill other requirements.

Social Work, B.S.W.

Carolyn Hanesworth, *Interim Program Director*
914-674-7684
chanesworth@mercy.edu

Bachelor of Social Work (BSW)

General Liberal Arts and Sciences

General Education Requirements	60 credits

Major Concentration

Social Work	42 credits
Open Electives	18 credits
Total	**120 credits**

Students majoring in social work should consult with their social work advisor regarding the proper sequencing of courses and the selection of electives to meet major requirements. Students must maintain a 2.8 GPA in major courses and achieve a grade of B- or better in the Field Practicum in order to continue in the social work major.

There is a 24-credit residency requirement in the major concentration of social work.

Admission to the Major

A student who would like to major in social work must apply for admission to the social work program. The purpose of the admissions process is to help students to consider and assess their understanding and interest in social work as well as their readiness and capacity to assume the expectations of the program. Program faculty will similarly assess student readiness and ability to meet the requirements of the Major.

Criteria for Admission to the Social Work Program

Students applying to the social work major should:

1. Have completed at least 45 credits.
2. Have achieved, at least, a cumulative grade point average of 2.60 (on a 4.0 scale)
3. Have an interest in or demonstrated capacity to provide help to people.
4. Demonstrate the aptitude for and/or motivation to enhance skills in clear oral and written expression and the ability to think conceptually and analytically.
5. Meet for an individual interview with the Social Work Program Director, or designate.

During the interview, the student and Program Director will explore the student's interests, experience skills and goals and discuss the requirements of the social work major. This meeting includes acknowledgment on behalf of the student of the demands and time requirements of the senior-year field practicum.

In its review, the Program Admissions Committee will take into account all aspects of the student's application and presentation. The Committee has the authority to make any exceptions to its admissions policy in accepting an applicant and makes the final decision on an applicants' suitability.

After completing the application process, the admissions committee will determine if the student:

- is admitted to the social work program
- offered provisional admission, indicating the specific criteria the student must meet for full admission.
- or denied admission.

The student will receive a formal letter from the Program Director informing him/her of the Committee's decision.

Students must apply for admission to the social work major by the end of their sophomore year. They should contact the director of the Social Work Program for information and application procedures for admission to the major.

Transfer students are encouraged to contact the Social Work Program for application materials at the same time they are applying for admission to the College. Freshmen and sophomores intending to apply for admission to the Social Work Program should declare Pre-Social Work as their major and contact the Social Work Program Office for an interview in the Spring semester of their sophomore year. Students usually enter the Social Work Program at the beginning of their junior year, in the fall semester, following completion of the application process and acceptance for admission to the program.

Students who are accepted into the major concentration in social work must complete:

- SOWK 311 - Human Behavior and the Social Environment I
- SOWK 312 - Human Behavior and the Social Environment II
- SOWK 314 - Issues of Diversity in Social Work Practice
- SOWK 322 - Social Work Practice I
- SOWK 332 - Social Work Research
- SOWK 342 - Social Welfare Policy and Services I
- SOWK 423 - Social Work Practice II
- SOWK 424 - Social Work Practice III (cc)
- SOWK 426 - Social Welfare Policy II: Influencing Communities, Organizations and Social Policy
- SOWK 431 - Field Practicum I
- SOWK 432 - Field Practicum II
- SOWK 435 - Social Work with Children and Adolescents
  or
- SOWK 436 - Social Work in Health and Mental Health Services

The following general education courses should be completed:

- PSYN 101 - Introduction to Psychology
- SOCL 101 - Introduction to Sociology
- CISC 120 - Introduction to Computers and Application Software
- SOWK 201 - Introduction to Social Work
- BIOL 110 - Introduction to Human Biology

Additional Information

Accreditation

Mercy College offers a B.S.W. degree in social work that is approved by the New York State Education

Department.
The Social Work Program has been accredited by the Council on Social Work Education.

Termination/Appeals Procedure

In order to remain in the Social Work Program, a student

1. Must maintain a 2.8 grade point in social work major courses.
2. Must receive a passing grade of at least a C in the field practicum
3. Must maintain appropriate professional conduct.
4. Should demonstrate competency or satisfactory progress towards achieving in written and verbal communication to function satisfactorily in the field

Professional conduct includes, but is not limited to:

1. Engaging in social work practice under the influence of drugs or alcohol.
2. Behavior that interferes with the student's academic or professional functioning.
3. Behavior that jeopardizes the welfare of clients.
4. Behavior that is disruptive to the learning of other students or co-workers.
5. Exploitation of a professional relationship for personal gain, etc.
6. Participating or condoning dishonesty, fraud, misrepresentation or deception in the context of one's educational experience or professional role.
7. Breach of professional confidentiality.
8. Engaging in any form of discrimination.

Students will be notified in writing by their faculty advisor, faculty field liaison, or course instructor if they are at-risk for failing to meet these requirements, and a collateral meeting will usually follow with either the Program Director or Field Coordinator regarding the situation.

The Educational Review Committee

The Educational Review Committee (ERC) functions as a consultative and decision-making committee on students at risk in meeting expected standards in the class or in the field, on students who fail to meet expected standards for continuance in the Social Work Program, and on the suitability of the student's educational experience for learning.

Composition: The Educational Review Committee is composed of 3-4 Social Work faculty members, including the Program Director who serves as Chair; and a student who attends if the student under review wishes him/her to be present. If three faculty members cannot attend, the Chair will appoint a member of the Program Advisory Board (or other person e.g. Division faculty or a field instructor) to serve on the Committee. If a faculty member is presenting a student's situation to the Committee, s/he will not serve on the Committee and another member shall serve in his/her place. As the chair, the Program Director will attend all Educational Review Committee meetings and cannot be a designated advisor to a student going up for review. The Field Coordinator cannot be the advisor of a student going up for review due to Field related issues. For specific information regarding resolving Field issues and the Educational Review Committee, please refer to the Field Educational Manual.

The current social work majors will elect a student representative. An alternate student member shall be similarly designated and serve in the absence of the regular student member. Both students must be in good standing and able to assume this important, impartial educational role.

Function: **The primary functions of the Educational Review Committee are:**

1. To provide consultation to the faculty advisor or faculty field liaison and student on questions related to the student's academic and fieldwork performance and the quality and appropriateness of the field placement experience.
2. To make depositionary judgments and offer alternative recommendations if the student fails to meet academic or field practicum requirements in the major, violates educational or professional standards of conduct, or the student requests review of an educational issue in which the advisor and student did not agree or which may require an exception to policy.

Decisions may include a change of field placement, an extension of the semester, or in the case of failure, repetition of the semester in field work, probation, intermittence or termination from the social work major.

Procedures of referral and review: A faculty member or student may initiate a request for Committee review. If the student's academic or field performance is at risk or at a failing level, the following steps should be followed.

1. Emphasis should be on early identification of problems with the focus on exploration and problem identification including any variables in the academic course situation or field placement that may be adversely influencing the student's capacity to learn and meet performance expectations. In the case of a field issue, every effort should be made to address the problems at this level and will usually include meetings between the student, field instructor, and faculty member (field liaison). In the event that the issue cannot be resolved at this level, the Field Education Coordinator will play a more active role in determining the best course of action. This includes the decision to request a Committee review.
2. If a student is at risk or fails to meet the Program's academic requirements, the student should be presented for review by the Committee. Those standards are identified on page 14 of the Social Work Student Handbook.
3. The faculty advisor and/or faculty field liaison (depending on where the problems are located must send a written detailed summary (the Guideline is available in the Social Work Program Office). In preparing the report, the faculty member may wish to contact the student's current classroom instructors to request a brief review of the student's current class performance. A student initiating a consultation with the ERC should prepare a statement, identifying the issue, question, or request and offer supporting data.

Please note:
The Field Education Coordinator cannot serve as a student's advisor in matters relating to field work.
The Report should be sent to the Committee Chair at least 4 days prior to the meeting.
The faculty member or student who initiates the request for Committee review contacts the Chair, who will arrange a meeting time and ensures that copies of the Report are sent to the student and committee members at least 4 days prior to the meeting.

Students may bring a student advocate, who is a social work major, and should notify the Chair in advance. Students should also indicate if they want the student member present during the meeting. Field Instructors will not routinely attend meetings of the ERC, but may be invited at the discretion of the Chair. Faculty and students should direct any requests for attendance by the field instructor a week prior to the meeting.

4. The Chair will notify the student indicating any decisions that were made. A copy of the Report and a summary of the meeting will be kept in the student's program file.

APPEAL: Students may appeal a Committee decision by contacting the SSBS Dean within two weeks after receipt of the recommendations from the ERC. The SSBS Dean or Associate Dean will review all of the relevant documentation. A written decision shall be sent to both the student and Academic Unit Head/or Program Director within one week after the meeting. The decision rendered by the SSBS Dean is final; no additional appeals will be permitted.

Department of Social Sciences

Behavioral Science, B.S.

Yi-Hsuan Chelsea Kuo, Ph.D., *Program Director*
914-674-7649
CKuo@mercy.edu

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements	60 Credits

Major Concentration

Behavioral Science	36 credits
Open Electives	24 credits
Total	**120 credits**

Students who choose the major concentration in Behavioral Science must complete:

- BHSC 244 - Social Psychology
- BHSC 226 - Computers for the Social and Behavioral Sciences
- BHSC 348 - Methodology for the Social and Behavioral Sciences
- BHSC 426 - Classics in the Social and Behavioral Sciences
- **Plus Eight elective courses selected under advisement from the major offerings in psychology and/or sociology numbered 200 or above.**

Note(s)
At least two major courses in psychology and two major courses in sociology must be completed in residence at Mercy College. BHSC 370 - Statistics for the Social and Behavioral Sciences is recommended for students planning to attend graduate school. BHSC 399/PSYN 399/SOCL 399 Internship is recommended.

There is an 18-credit residency requirement in the major concentration of behavioral science.

PSYN 101 and SOCL 101 are Prerequisites for the major courses in psychology and sociology and fulfill part of the General Education requirements.

Behavioral Science, Community Health Specialization, B.S.

Yi-Hsuan Chelsea Kuo, Ph.D., *Program Director*
914-674-7649
CKuo@mercy.edu

(Note: Courses also offered online)

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements	60 credits

Major Concentration

Behavioral Science	36 credits
Open Electives	24 credits
Total	**120 credits**

Students who choose the major concentration in Behavioral Science with a specialization in Community Health must complete:

- BHSC 244 - Social Psychology
- BHSC 226 - Computers for the Social and Behavioral Sciences
- BHSC 271 - Medical Sociology: Health Care in the Modern Society
- BHSC 348 - Methodology for the Social and Behavioral Sciences
- BHSC 426 - Classics in the Social and Behavioral Sciences
- PSYN 232 - Health Psychology
- SOCL 308 - Health Care Management
- SOCL 366 - Medical Ethics
- **Plus any four elective courses selected under advisement from the major offerings in psychology and/or Sociology numbered 200 and above**

Note(s)

At least two major courses in psychology and two major courses in sociology must be completed in residence at Mercy College. BHSC 370 - Statistics for the Social and Behavioral Sciences is recommended for students planning to attend graduate school. BHSC 399 - Internship in the Social and Behavioral Sciences/PSYN 399 - Internship in the Social and Behavioral Sciences/SOCL 399 - Internship in the Social and Behavioral Sciences is recommended.

There is an 18-credit residency requirement in the major concentration of behavioral science.
PSYN 101 and SOCL 101 are Prerequisites for the major courses in psychology and sociology and fulfill part of the General Education requirements.

Behavioral Science, Gerontology Specialization, B.S.

Yi-Hsuan Chelsea Kuo, Ph.D., *Program Director*
914-674-7649
CKuo@mercy.edu

(Note: Courses also offered online)

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements	60 credits

Major Concentration

Behavioral Science	36 credits
Open Electives	24 credits
Total	**120 credits**

Students who choose the major concentration in Behavioral Science with a specialization in Gerontology must complete:

- BHSC 244 - Social Psychology
- BHSC 226 - Computers for the Social and Behavioral Sciences
- BHSC 282 - Perspectives on Aging
- BHSC 348 - Methodology for the Social and Behavioral Sciences
- BHSC 399 - Internship in the Social and Behavioral Sciences
- BHSC 426 - Classics in the Social and Behavioral Sciences
- PSYN 232 - Health Psychology
- PSYN 315 - Aging and Mental Health **Or**
- PSYN 239 - Adult Development and Aging
- SOCL 271 - Medical Sociology Health Care in the Modern Society
- Plus three elective courses selected under advisement from the major offerings in psychology and/or sociology numbered 200 and above.

Note(s)
At least two major courses in psychology and two major courses in sociology must be completed in residence at Mercy College.

BHSC 370 - Statistics for the Social and Behavioral Sciences is recommended for students planning to attend graduate school.

There is an 18-credit residency requirement in the major concentration of behavioral science.

PSYN 101 and SOCL 101 are Prerequisites for the major courses in psychology and sociology and fulfill part of the General Education requirements.

Behavioral Science, Health Services Management Specialization, B.S.

Yi-Hsuan Chelsea Kuo, Ph.D., *Program Director*
914-674-7649
ckuo@mercy.edu

(Note: Courses also offered online)

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements	60 credits

Major Concentration

Behavioral Science	36 credits
Open Electives	24 credits
Total	**120 credits**

Students who choose the major concentration in Behavioral Science with a specialization in Health Services Management must complete:

- BHSC 244 - Social Psychology
- BHSC 226 - Computers for the Social and Behavioral Sciences
- BHSC 348 - Methodology for the Social and Behavioral Sciences
- BHSC 426 - Classics in the Social and Behavioral Sciences
- SOCL 271 - Medical Sociology Health Care in the Modern Society
- SOCL 308 - Health Care Management
- SOCL 366 - Medical Ethics

Any Two of the Following:

- ACCT 120 - Introduction to Financial Accounting
- ACCT 121 - Introduction to Management Accounting
- BHSC 370 - Statistics for the Social and Behavioral Sciences
- PSYN 345 - Industrial Psychology
- PSYN 255 - Managing Human Conflict I
- **Plus three elective courses selected under advisement from the major courses in psychology and/or sociology numbered 200 or above**

Note(s)

BHSC 370 - Statistics for the Social and Behavioral Sciences for the Social and Behavioral Sciences is recommended for students planning to attend graduate school.

BHSC 399 - Internship in the Social and Behavioral Sciences/PSYN 399 - Internship in the Social and Behavioral Sciences/SOCL 399 - Internship in the Social and Behavioral Sciences is recommended.

There is an 18-credit residency requirement in the major concentration of behavioral science.
PSYN 101 and SOCL 101 are Prerequisites for the major courses in psychology and sociology and fulfill part of the General Education requirements.

Criminal Justice, B.S.

Mary Cuadrado, Ph.D., *Program Director*
914-674-7454
mcuadrado1@mercy.edu

Program also offered fully online

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements	60 credits

Major Concentration

Criminal Justice	36 credits
Open Electives	24 credits
Total	**120 credits**

Students who choose the major concentration in Criminal Justice must complete:

- CRJU 102 - Introduction to the Criminal Justice System
- CRJU 204 - Introduction to Corrections
- CRJU 212 - Criminology
- CRJU 236 - Criminal Court Process
- CRJU 253 - Policing
- CRJU 396 - Research Methods in Criminal Justice
- CRJU 401 - Senior Seminar in Criminal Justice (cc)

Total Credits: 21

In addition, students must select any five courses in total from criminal justice numbered 200 or above or from the following approved electives:

- LAWS 203 - Law of Evidence
- LAWS 255 - Managing Human Conflict I
- LAWS 256 - Managing Human Conflict II
- PSYN 209 - Introduction to Forensic Psychology
- PSYN 244 - Social Psychology
- PSYN 312 - Abnormal Psychology
- PSYN 340 - Psychology of Crisis
- SOCL 236 - Social Deviance

- SOCL 315 - Terrorism
- SOCL 370 - Statistics for the Social and Behavioral Sciences
- CRJU 399 - Internship in Criminal Justice *
  ** It is strongly recommended that students who have no experience in the criminal justice field enroll in CRJU 399.*

Total Credits: 15

Total Major Credits: 36

Note(s)

There is an 18-credit residency requirement in the major concentration of criminal justice.
PSYN 101 is a Prerequisite for all PSYN courses numbered 120 and above. SOCL 101 is a Prerequisite for all SOCL courses numbered 120 and above. PSYN 101 and SOCL 101 fulfill part of the General Education requirements. All the courses in this category fulfill Liberal Arts requirements.

Students may also participate in the CASAC-T Credentialed Alcoholism and Substance Abuse Counselor Standardized 350-Hour Education and Training Program.

Criminal Justice, Forensics Specialization, B.S.

Mary Cuadrado, Ph.D., *Program Director*
914-674-7454
mcuadrado1@mercy.edu

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements	60 credits

Major Concentration

Criminal Justice	39 credits
Open Electives	21 credits
Total	**120 credits**

Students who choose the major concentration in criminal justice with a specialization in forensics must complete all of the following courses:

- CRJU 102 - Introduction to the Criminal Justice System
- CRJU 204 - Introduction to Corrections
- CRJU 212 - Criminology
- CRJU 236 - Criminal Court Process
- CRJU 253 - Policing
- CRJU 255 - Crime Scene Investigation
- CRJU 256 - Criminal Investigation
- CRJU 396 - Research Methods in Criminal Justice
- CRJU 401 - Senior Seminar in Criminal Justice (cc)
- LAWS 203 - Law of Evidence
- PSYN 209 - Introduction to Forensic Psychology
- SINC 161 - Forensic Science I
- SINC 162 - Forensic Science II

Total Major Credits: 39

Note(s)

There is a 21-credit residency requirement in the major concentration of Criminal Justice with specialization in Forensics.

PSYN 101 is a Prerequisite for all PSYN courses numbered 120 and above. SOCL 101 is a Prerequisite for all SOCL

courses numbered 120 and above. PSYN 101 and SOCL 101 fulfill part of the General Education requirements. All the courses in this category fulfill Liberal Arts requirements.

Criminal Justice, Homeland Security Specialization, B.S.

Mary Cuadrado, Ph.D., *Program Director*
914-674-7454
mcuadrado1@mercy.edu

Bachelor of Science

General Liberal Arts and Sciences	
General Education Requirements	60 credits
Major Concentration	
Major Requirements / Specialization	39 credits
Open Electives	21 credits
Total	**120 credits**

Students who choose the major concentration in Criminal Justice with a specialization in Homeland Security must complete:

CRJU 102 - Introduction to the Criminal Justice System
CRJU 204 - Introduction to Corrections
CRJU 212 - Criminology
CRJU 236 - Criminal Court Process
CRJU 253 - Policing
CRJU 396 - Research Methods in Criminal Justice
CRJU 401 - Senior Seminar in Criminal Justice (cc) *
CHSC 120 - Investigative Techniques and Reporting
CHSC 140 - Introduction to Homeland Security, Public Safety and Terrorism (cc)
CHSC 235 - Foundations of Risk Management
CHSC 315 - Terrorism
CHSC 350 - Security Crisis Management
CHSC 445 - Homeland Defense Structures: The National Incident Management System

*This is the core course for the Criminal Justice, Homeland Security Specialization and must be taken and a registered campus.

Criminal Justice Certificate

Certificate Requirements

Optional internships are available in appropriate subject areas as indicated.

- CRJU 102 - Introduction to the Criminal Justice System
- CRJU 204 - Introduction to Corrections
- CRJU 301 - Constitutional Law and Criminal Justice
- **Plus two CRJU courses numbered 120 or above.**

Total Credits: 15

International Relations and Diplomacy, B.S.

Eduardo Zachary Albrecht, Ph.D., *Program Director*
914-674-3025
ealbrecht@mercy.edu

Bachelor of Science

General Education Requirements	60 credits
Major Requirements	27 credits
Language Requirements	6 credits
Major Electives	9 credits
Open Electives	18 credits
Total	**120 credits**

Students who choose the major concentration must complete:

Major Requirements

Nine courses (27 credits) listed below.

- IRDP 110 - World Cultures
- IRDP 252 - Globalization
- IRDP 372 - International Organizations: Fundamentals
- IRDP 373 - International Organizations: Model UN
- IRDP 370 - International Relations
- IRDP 356 - International Negotiation and Diplomacy
- IRDP 420 - International Security, Threats, and Conflicts (cc)
- IRDP 471 - Capstone Project 1
- IRDP 472 - Capstone Project 2

Language Requirements

- Two courses (6 credits). This requirement may be waived by taking two language courses (6 credits) at another institution, or by demonstrating competency in a foreign language. Please note: this requirement is in addition to the two language courses (6 credits) that are part of the General Education Requirements.

Major Electives

Three courses (9 credits) designated as IRDP major electives may be chosen from this list (other courses may be so designated by permission of the program director):

- COMM 250 - Psychology of Communication

- ENGL 257 - Latin American Literature
- ENGL 263 - The Black Atlantic World: Literature/History
- HIST 309 - History of 20th Century Europe
- HIST 332 - China in History: From Antiquity to the Present
- HIST 333 - Asia in Revolution
- HIST 336 - Africa: Colonialism and Independence
- HIST 367 - American Foreign Policy
- IRDP 295 - Contemporary Issues in International Relations and Diplomacy
- INBU 250 - International Business
- IRDP 441 - Model UN 2
- IRDP 442 - Model UN 3
- IRDP 431 - Study Abroad 1
- IRDP 432 - Study Abroad 2
- IRDP 461 - Internship 1
- IRDP 462 - Internship 2
- SOCL 249 - Race, Culture, and Ethnicity

Note(s)

There is an 18-credit residency requirement in the major concentration of international relations and diplomacy.

Legal Studies, B.S.

Donna Drumm, *Program Director*
914-674-7441
ddrumm@mercy.edu

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements	60 credits

Major Concentration

Legal Studies*	36 credits
Open Electives	24 credits
Total	**120 credits**

**Note: No more than 12 credits of Paralegal Studies courses may be taken for the Legal Studies major.*

Students who choose the major concentration in Legal Studies must complete:

- LAWS 130 - Introduction to Legal Studies
- LAWS 255 - Managing Human Conflict I
- LAWS 310 - Introduction to the Law School Experience **OR**
- LAWS 220 - The Art of Legal Reasoning
- LAWS 361 - Constitutional Law and Policy (cc)
- **Plus five additional courses in Legal Studies numbered 203 or above OR Paralegal Studies courses numbered 201 or above.**

Students must also choose Three Courses from the Following:

- LAWS 203 - Law of Evidence
- LAWS 220 - The Art of Legal Reasoning
- LAWS 235 - Argumentation, Debate and the Court Room
- LAWS 210 - Exploring the Courts of New York
- LAWS 256 - Managing Human Conflict II
- LAWS 295 - Contemporary Issues in Legal Studies
- LAWS 310 - Introduction to the Law School Experience
- LAWS 380 - Workplace Experience in Laws I
- LAWS 381 - Workplace Experience in Laws II
- ENGL 304 - Modern English: Writing with Style
- Any Political Science course numbered 300 or above.

Note(s)

There is an 18-credit residency requirement in the major concentration in Legal Studies.

Legal Studies, Paralegal Studies Specialization, B.S.

Donna Drumm, *Program Director*
914-674-7441
ddrumm@mercy.edu

Bachelor Of Science
General Liberal Arts and Sciences

General Education Requirements	60 credits

Major Concentration

Legal Studies	36 credits
Open Electives	24 credits
Total	**120 credits**

Students who choose the major concentration in Legal Studies: Specialization in Paralegal Studies must complete:

- LAWS 130 - Introduction to Legal Studies
- LAWS 255 - Managing Human Conflict I
- LAWS 361 - Constitutional Law and Policy (cc)
- PARA 260 - Legal Research and Writing I
- PARA 300 - Legal Research and Writing II
- PARA 206 - Substantive Law and Document Drafting
- PARA 302 - Litigation
- PARA 410 - Advanced Seminar in Paralegal Studies
- **Plus two courses in Paralegal Studies numbered PARA 201 through PARA 303**
- **Plus two additional courses from Paralegal Studies numbered 201 or above, or LAWS numbered 203 or above**

Note(s)
There is an 18-credit residency requirement in the major concentration in Paralegal Studies.
Mercy College is a member of the American Association for Paralegal Education. The Paralegal Studies major is approved by the Standing Committee on Paralegals of the American Bar Association.
PARALEGALS ARE NOT LICENSED TO PRACTICE LAW.
Paralegals work under the direct supervision of an attorney who is responsible for the work product of the paralegal.

Legal Studies, Political Science Specialization, B.S.

Donna Drumm, *Program Director*
914-674-7441
ddrumm@mercy.edu

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements	60 credits

Major Concentration

Legal Studies	36 credits
Open Electives	24 credits
Total	120 credits

Students who choose the major concentration in Legal Studies with a Specialization in Political Science must complete:

- LAWS 130 - Introduction to Legal Studies
- LAWS 255 - Managing Human Conflict I
- LAWS 361 - Constitutional Law and Policy (cc)
- PARA 260 - Legal Research and Writing I **OR**
- LAWS 220 - The Art of Legal Reasoning
- LAWS 364 - Community, State and Regional Politics
- **Plus any four courses in Political Science numbered 282 or above**
- **Plus any three Legal Studies courses numbered 203 or above or any two Legal Studies courses numbered 203 or above and ENGL 304 Modern English: Writing with Style**

Note(s)

There is an 18-credit residency requirement in the major concentration in Legal Studies with a Specialization in Political Science

Sociology, B.S.

Dorothy Cali Balancio, Ph.D., *Program Director*
914-674-7665
DBalancio@mercy.edu

Bachelor of Science

General Liberal Arts and Sciences

General Education Requirements	60 credits

Major Concentration

Sociology	36 credits
Open Electives	24 credits
Total	**120 credits**

Students who choose the major concentration in sociology must complete:

- SOCL 226 - Computers for the Social and Behavioral Sciences
- SOCL 255 - Managing Human Conflict I
- SOCL 249 - Race, Culture, and Ethnicity
- SOCL 348 - Methodology for the Social and Behavioral Sciences
- SOCL 370 - Statistics for the Social and Behavioral Sciences
- SOCL 426 - Classics in the Social and Behavioral Sciences
- **Plus six major elective courses in sociology numbered 200 and above selected under advisement.**

Note(s)

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

SOCL 101 is a Prerequisite for the major courses in Sociology and fulfills part of the General Education requirement.

SOCL 399 Internship in the Social and Behavioral Sciences is recommended.

Students may also participate in the CASAC-T Credentialed Alcoholism and Substance Abuse Counselor Standardized 350-Hour Education and Training Program.

Child Care Certificate

Certificate Requirements

- PSYN 101 - Introduction to Psychology
- SOCL 101 - Introduction to Sociology
- PSYN 254 - Child Psychology

- BHSC 244 - Social Psychology **Or**
- PSYN 244 - Social Psychology **Or**
- SOCL 244 - Social Psychology

- PSYN 234 - Perspectives on Parenting **Or**
- SOCL 234 - Perspectives on Parenting

- SOCL 202 - Ethics and the Family
- PSYN 257 - Psychology of the Exceptional Child

- PSYN 267 - Strategies for Child Care Providers **Or**
- BHSC 267 - Strategies for Child Care Providers

One of the Following Six Credit Field Experiences:

- BHSC 399 - Internship in the Social and Behavioral Sciences **Or**
- PSYN 399 - Internship in the Social and Behavioral Sciences **Or**
- SOCL 399 - Internship in the Social and Behavioral Sciences
- PSYN 380 - Workplace Experience in Psychology I **and**
- PSYN 381 - Workplace Experience in Psychology II
- SOCL 380 - Workplace Experience in Sociology I **and**
- SOCL 381 - Workplace Experience in Sociology II
- BHSC 380 - Workplace Experience in Behavioral Science I **and**
- BHSC 381 - Workplace Experience in Behavioral Science II

Total Credits: 30

Health Services Management Certificate

Certificate Requirements

- PSYN 101 - Introduction to Psychology
- SOCL 101 - Introduction to Sociology

- BHSC 244 - Social Psychology **or**
- SOCL 244 - Social Psychology **or**
- PSYN 244 - Social Psychology

- BHSC 226 - Computers for the Social and Behavioral Sciences **or**
- SOCL 226 - Computers for the Social and Behavioral Sciences **or**
- PSYN 226 - Computers for the Social and Behavioral Sciences

- BHSC 366 - Medical Ethics **or**
- SOCL 366 - Medical Ethics

- BHSC 271 - Medical Sociology: Health Care in the Modern Society **or**
- SOCL 271 - Medical Sociology Health Care in the Modern Society

- BHSC 308 - Health Care Management **or**
- SOCL 308 - Health Care Management

- PSYN 345 - Industrial Psychology

Credits: 24

Two of the Following:

- ACCT 120 - Introduction to Financial Accounting
- ACCT 121 - Introduction to Management Accounting

- BHSC 295 - Contemporary Issues **or**
- PSYN 295 - Contemporary Issues **or**
- SOCL 295 - Contemporary Issues **or**
- SOWK 295 - Contemporary Issues

- BHSC 370 - Statistics for the Social and Behavioral Sciences **or**
- PSYN 370 - Statistics for the Social and Behavioral Sciences **or**
- SOCL 370 - Statistics for the Social and Behavioral Sciences

- BHSC 262 - Alcohol, Drugs, and Behavior **or**
- PSYN 262 - Alcohol, Drugs, and Behavior **or**
- SOCL 262 - Alcohol, Drugs and Behavior

- PSYN 317 - Perspectives on Death **or**
- PHIL 317 - Perspectives on Death

- PSYN 219 - Group Behavior **or**
- COMM 219 - Group Behavior

- PSYN 340 - Psychology of Crisis

- COMM 250 - Psychology of Communication

- MGMT 225 - Principles of Management
- MKTG 220 - Principles of Marketing
- FINC 235 - Financial Management
- MGMT 340 - Organizational Behavior
- MGMT 446 - Human Resource Management

Credits: 6

Internship

- BHSC 399 - Internship in the Social and Behavioral Sciences **Or**
- PSYN 399 - Internship in the Social and Behavioral Sciences **Or**
- SOCL 399 - Internship in the Social and Behavioral Sciences

Credits: 6

Total Credits: 36

Liberal Arts & Sciences, A.A.

Students who choose the Associate in Arts must complete:

English (6 crs.)

ENGL 110 is a Co-requisite for ENGL 111, if required due to English placement.

**ENGL 191 and/or ENGL 192 Honors English I & II fulfill this requirement.*

- ENGL 111 - Written English and Literary Studies I *
- ENGL 112 - Written English and Literary Studies II *

Ethical Perspectives (3 crs.)

Choose from

- PHIL 110 - Introduction to Philosophy
- PHIL 112 - Logical Thinking
- RELG 109 - Introduction to World Religions
- RELG 111 - Judaism, Christianity, Islam
- RELG 112 - Far Eastern Religions

Communication (3 crs.)

- COMM 110 - Oral Communication

Historical and Global Perspectives (3 crs.)

Choose from

- POLS 101 - Political Power in America
- HIST 101 - European History to 1500
- HIST 102 - European History Since 1500
- HIST 105 - American History through 1877
- HIST 106 - American History Since 1877
- HIST 117 - Introduction to Asian History
- HIST 118 - Introduction to African History
- HIST 119 - Introduction to Latin American History

Math (3 crs.)

Depending on major requirements and math placement

- MATH 115 - Mathematics for the Liberal Arts
- **or**

- MATH 116 - College Algebra
- **or**
- MATH 201 - Precalculus

Mathematics and Information Technology (3 crs)

- CISC 120 - Introduction to Computers and Application Software
- **or**
- MATH 120 - Introduction to Computers and Application Software

Critical Inquiry (3 crs.)

Waived for transfer students with 30+ credits

Must substitute an additional General Education course

- CINQ 101 - Critical Inquiry

Scientific Perspectives (3 crs.)

Choose from

- BIOL 110–161
- HLSC 201 - Medical Terminology
- CHEM 110–161
- PHYS 110–161
- SINC 110 - The Principals of Science I

Social Perspectives (3 crs.)

Choose from

- PSYN 101 - Introduction to Psychology
- SOCL 101 - Introduction to Sociology
- ECON 115 - The Economy, Jobs, and You
- ECON 120 - The World of Business
- *or other approved course*

Literature and Communication (3 crs.)

Choose one course from any 200 level English course except ENGL 202

The Arts (3 crs.)

Choose

- ARTT 107 - Art and Culture

- MUSI 107 - Music Appreciation
- MUSI 103 - Theory & Musicianship I
- MUSI 104 - Theory & Musicianship II
- MUSI 218 - History of Jazz
- MUSI 260 - American Popular Music
- ARTT 144- Understanding Movies
- MEDA 209 - Film and Culture (cc)
- MEDA 211 - The Language of Film

Language and Cultural Perspectives (3 crs.)

Choose one intermediate-level language course

- SPAN 116 - Communicating in Spanish
- SPAN 121 - Spanish for Heritage Speakers
- FREN 116 - Communicating in French
- ITAL 116 - Communicating in Italian
- AMSL 116 - Intermediate American Sign Language
- any other foreign language or (American Sign Language)
- SPAN 225 - Spanish for Community Services
- SPAN 275 - Beginning Spanish for Business

Additional Liberal Arts (21 crs.)

Under advisements choose additional General Education courses from any of the areas above to complete the 60-credit Liberal Arts core.

Total Credits: 60

Liberal Arts & Sciences, A.S.

Students who choose the Associate in Science must complete:

English (6 crs.)

ENGL 110 is a Co-requisite for ENGL 111, if required due to English placement.

**ENGL 191 and/or ENGL 192 Honors English I & II fulfill this requirement.*

- ENGL 111 - Written English and Literary Studies I *
- ENGL 112 - Written English and Literary Studies II *

Ethical Perspectives (3 crs.)

Choose from

- PHIL 110 - Introduction to Philosophy
- PHIL 112 - Logical Thinking
- RELG 109 - Introduction to World Religions
- RELG 111 - Judaism, Christianity, Islam
- RELG 112 - Far Eastern Religions

Communication (3 crs.)

- COMM 110 - Oral Communication

Historical and Global Perspectives (3 crs.)

Choose from

- POLS 101 - Political Power in America
- HIST 101 - European History to 1500
- HIST 102 - European History Since 1500
- HIST 105 - American History through 1877
- HIST 106 - American History Since 1877
- HIST 117 - Introduction to Asian History
- HIST 118 - Introduction to African History
- HIST 119 - Introduction to Latin American History

Math (3 crs.)

Depending on major requirements and math placement

- MATH 115 - Mathematics for the Liberal Arts
- **or**

- MATH 116 - College Algebra

- **or**
- MATH 201 - Precalculus

Mathematics and Information Technology (3 crs.)

- CISC 120 - Introduction to Computers and Application Software
- **or**
- MATH 120 - Introduction to Computers and Application Software

Critical Inquiry (3 crs.)

CINQ 190/HONR 190 waived for transfer students with 30+ credits

Must substitute an additional General Education course

- CINQ 101 - Critical Inquiry

Scientific Perspectives (3 crs)

Choose from

- HLSC 201 - Medical Terminology
- BIOL 110–161
- CHEM 110–161
- PHYS 110–161
- SINC 110 - The Principals of Science I

Social Perspectives (3 crs.)

Choose from

- PSYN 101 - Introduction to Psychology
- SOCL 101 - Introduction to Sociology
- ECON 115 - The Economy, Jobs, and You
- ECON 120 - The World of Business
- *or other approved course*

Literature and Communication (3 crs.)

Choose one course from any 200 level English course except ENGL 202

The Arts (3 crs.)

Choose

- ARTT 107 - Art and Culture
- MUSI 107 - Music Appreciation

- MUSI 103 - Theory & Musicianship I
- MUSI 104 - Theory & Musicianship II
- MUSI 218 - History of Jazz
- MUSI 260 - American Popular Music
- ARTT 144 - Understanding Movies
- MEDA 209 - Film and Culture (cc)
- MEDA 211 - The Language of Film

Language and Cultural Perspectives (3 crs.)

Choose one intermediate level language course

- SPAN 116 - Communicating in Spanish
- SPAN 121 - Spanish for Heritage Speakers
- FREN 116 - Communicating in French
- *or any other foreign language*
- ITAL 116 - Communicating in Italian
- AMSL 116 - Intermediate American Sign Language *(American Sign Language)*
- SPAN 225 - Spanish for Community Services
- SPAN 275 - Beginning Spanish for Business

Additional Liberal Arts (9 crs.)

Under advisement choose additional General Education courses from any of the areas above.

Additional Open Electives (12 crs)

Choose 12 credits of open electives

Total Credits: 60

Certificate Programs

Admission

Certificate Programs are designed to meet the career needs of self-directed, mature students who are interested in acquiring knowledge and skills that will promote their professional objectives. They are open to all qualified applicants whose academic preparation and/or appropriate work experience indicate potential for successful completion of the program.

Applicants seeking admission to Certificate Programs must have a high school diploma.

Applicants seeking admission to Certificate Programs should contact the Office of Admissions. Matriculated students need only submit a formal application. A student who has completed the requirements for a Certificate may not apply for that Certificate after graduation.

Registration

Upon admission to the program, applicants for Certificate Programs may register for courses on a part-time basis at any of the College's campuses.

Requirements for the Certificate Program

All students, both matriculated and non-matriculated, must apply for admission into the Certificate Program. All students are required to maintain a minimum GPA of 2.0 in the Certificate Program being pursued. Upon successful completion of the specific curriculum requirements for a given program, students must apply for the actual certificate.

All credits earned in a Certificate Program are applicable toward the associate and bachelor's degrees. A maximum of six credits in transfer will be allowed toward a certificate. Ordinarily students pursuing a degree program in a related area will not be allowed to use the courses taken in such a program to satisfy the requirements for a certificate.

Certificate Program Fees

Application Fee (Non-Matriculated students only)	$10
Certificate Completion Fee (per Certificate) *Certificates are issued in February, May and August.*	$16

Certificate Programs Offered

All certificate programs are offered at the main campus in Dobbs Ferry (DF). In addition, certain certificates are offered at the branch campuses in Yorktown Heights (YH), the Bronx (BX) and Manhattan (MT).

Effective July 1, 2011, the United States Department of Education requires colleges and universities to disclose information about their Gainful Employment programs. Gainful Employment programs include any Title IV financial aid eligible certificate program that "prepares students for gainful employment in a recognized occupation." Mercy College's Gainful Employment programs include only the certificate programs: Management Accounting, Public Accounting, Child Care, General Business Administration, Gerontology,

Health Services Management, Management, Marketing and Substance Abuse Counseling. Information about the Gainful Employment programs offered at Mercy College can be found at https://www.mercy.edu/academics/degrees-and-programs/certificate-programs/.

- Child Care Certificate
- Corporate and Homeland Security Certificate
- Criminal Justice Certificate
- General Accounting I Certificate
- General Accounting II Certificate
- General Business Administration Certificate
- Health Services Management Certificate
- Management Accounting Certificate
- Public Accounting Certificate

College of New Rochelle Academic Programs, Teach Out

Important Note to College of New Rochelle Teach Out Students:

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 dates 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.

Program Name	Program Location	Program To Be Terminated Date (for teach out registration)
Accelerated Second Degree Nursing, B.S. (ASDBS)	Bronx Campus	9/1/2021
Traditional Nursing, B.S.	Bronx Campus	6/2023
B.A. Liberal Arts and Sciences (Formerly B.A. School of New Resources)	Bronx and Manhattan Campuses	5/30/2021
CASAC (Substance Abuse Counseling) Certificate	Bronx and Manhattan Campuses	5/30/2021

Transcripts

Mercy College is the repository for student transcripts. College of New Rochelle Alumni/ae may obtain their transcript(s) through Mercy College. Please visit https://www.mercy.edu/office-student-services/transcript-requests for further details.

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 Accelerated Second Degree Nursing Program, B.S

Deborah Hunt, Ph.D., RN, *Associate Dean of Nursing, Bronx*
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 and the teach out of this program will be terminated as of September 1, 2021.

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.

Bachelor of Science in Accelerated Second Degree Nursing

Prerequisite Courses (A&P I,/Lab, A&P II/ Lab, Gen Chem/Lab, Psych, Stats, Micro/Lab, Developmental Psych, Nutrition)	25 credits
General Education	36 credits
Nursing Program	64 credits
Total	**125 credits**

Required Nursing Program Courses

- NURS 101 - Holistic Self Care
- NURS 106 - Cultural Issues in Healthcare
- NURS 190 - Physical Assessment
- NURS 190A - Physical Assessment Lab
- NURS 260 - Foundations
- NURS 260S - Foundations Synthesis
- NURS 264 - Nursing Pharmacology
- NURS 264A - Dosage Calculations
- NURS 219 - Human Experience
- NURS 240 - Medical Surgical Nursing I Lecture
- NURS 240A - Medical Surgical I Nursing Lab
- NURS 240S - Medical Surgical Nursing I - Simulation Lab
- NURS 241 - Medical Surgical Nursing II
- NURS 241S - Medical Surgical Nursing II - Simulation
- NURS 328 - Nursing Care of Women Life Cycle
- NURS 262S - Nursing Care of Women Synthesis
- NURS 319 - Nurse as a Healer

- NURS 413 - Mental Health Nursing
- NURS 413S - Mental Health Nursing Synthesis
- NURS 363 - Nursing Research for Evidence-Based Professional Nursing
- NURS 280 - Medical Surgical Nursing 3
- NURS 280S - Medical Surgical Nursing 3 Synthesis
- NURS 416 - Nursing Care of Children
- NURS 416S - Care of Children Synthesis
- NURS 424 - Senior Integrative Seminar I
- NURS 426 - Nursing and the Community
- NURS 426S - Nursing and Community Synthesis
- NURS 426A - Comm Aggregate Fieldwork
- NURS 366 - Leadership and Management (cc) **Core course does not apply to CNR teach-out programs.*
- NURS 382 - Leadership and Management Synthesis
- NURS 434 - Senior Integrative Seminar II
- Any 2 credit Nursing elective

Total Nursing Program Credits: 64

Progression Criteria

Once accepted as a B.S. Nursing major, students are required to achieve a 'B-' or better in all clinical nursing courses and a grade of 'C' in prerequisite science courses and maintain an overall GPA as follows for non-nursing courses:

First Year	GPA 2.2 or above
Second Year	GPA 2.4 or above
Third Year	GPA 2.4 or above
Fourth Year	GPA 2.4 or above
Nursing Courses	GPA must be at a 2.67 or higher

Students will not progress to the next level of the program if they do not meet the above criteria.

CNR Teach Out Traditional Nursing Program, B.S.

Deborah Hunt, Ph.D., RN, *Associate Dean of Nursing, Bronx*
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 the teach out of this program will be terminated as of June 1, 2022.

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.

Bachelor of Science, Traditional Nursing

General Liberal Arts and Sciences

General Education Requirements	58 credits
Nursing Requirements	67 credits
Total	**125 credits**

Required Nursing Major Courses

- NURS 101 - Holistic Self Care
- NURS 106 - Cultural Issues in Healthcare
- NURS 190 - Physical Assessment
- NURS 190A - Physical Assessment Lab
- NURS 219 - Human Experience
- NURS 240 - Medical Surgical Nursing I Lecture
- NURS 240A - Medical Surgical I Nursing Lab
- NURS 240S - Medical Surgical Nursing I - Simulation Lab
- NURS 241 - Medical Surgical Nursing II
- NURS 241S - Medical Surgical Nursing II - Simulation
- NURS 260 - Foundations
- NURS 260S - Foundations Synthesis
- NURS 261 - Ethics in Healthcare
- NURS 328 - Nursing Care of Women Life Cycle
- NURS 262S - Nursing Care of Women Synthesis
- NURS 264 - Nursing Pharmacology
- NURS 264A - Dosage Calculations
- NURS 280 - Medical Surgical Nursing 3
- NURS 280S - Medical Surgical Nursing 3 Synthesis

- NURS 319 - Nurse as a Healer
- NURS 363 - Nursing Research for Evidence-Based Professional Nursing
- NURS 413 - Mental Health Nursing
- NURS 413S - Mental Health Nursing Synthesis
- NURS 416 - Nursing Care of Children
- NURS 416S - Care of Children Synthesis
- NURS 424 - Senior Integrative Seminar I
- NURS 426 - Nursing and the Community
- NURS 426S - Nursing and Community Synthesis
- NURS 426A - Comm Aggregate Fieldwork
- NURS 366 - Leadership and Management (cc) **Core course does not apply to CNR teach-out programs.*
- NURS 382 - Leadership and Management Synthesis
- NURS 434 - Senior Integrative Seminar II
- Any 2 credit Nursing elective

Total Nursing Major Credits: 67

Progression Criteria

Once accepted as a B.S. Nursing major, students are required to achieve a 'B-' or better in all clinical nursing courses and a grade of 'C' in prerequisite science courses and maintain an overall GPA as follows for non-nursing courses:

First Year	GPA 2.2 or above
Second Year	GPA 2.4 or above
Third Year	GPA 2.4 or above
Fourth Year	GPA 2.4 or above
Nursing Courses	GPA must be at a 2.67 or higher

Students will not progress to the next level of the program if they do not meet the above criteria.

CNR Teach Out Liberal Arts and Sciences, B.A.

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 May 30, 2021.

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.

Students must follow the curriculum for the Liberal Arts and Sciences, B.A. depending on their program start date; Spring 2019 or Prior to Spring 2019. Students also choose an Area of Interest in *Communications, Letters, Psychology, or Social Sciences.*

1. Curriculum for Students who began the program in Spring 2019

Seminar Courses

- NRLA 100 - Experience, Learning and Identity
- HUMM 100 - American Experience
- BHSC 125 - Urban Community
- SINC 120 - Science and Human Values
- BIOL 100 - Human Body
- NRLA 400 - Ways of Knowing in the Liberal Arts (cc)

Milestone Courses

- NRLA 150 - First Year Orientation
- NRLA 220 - Milestone I: Learning Inside and Outside the Classroom
- NRLA 250 - Milestone II: Liberal Arts Tapestry

English Courses

- ENGL 201 - Research and Information Literacy
- ENGL 100 - Writing as Communication * based on writing placement
- ENGL 106 - Translating Experience into Essay *based on writing placement
- ENGL 286 - Language, Thought, and Critical Analysis *based on writing placement
- ENGL 287 - Modes of Analysis

Mathematics Courses

- MATH 112 - Fundamentals of Algebra
- MATH 155 - Quantitative Reasoning
- MATH 200 - College Algebra
- MATH 127 - Statistics

Credits: 51-60 (based on writing placement)

Communications Area of Interest Courses

The following courses are required for students who choose the Area of Interest in Communications

- COMM 100 - Introduction to Communications
- COMM 120 - Introduction to Mass Media
- COMM 110 - Oral Communications
- COMM 300 - Mass Communication and Society
- POLS 270 - The Role of Media in Politics
- COMM 310 - Cross Cultural Communication
- COMM 320 - Communication Law
- COMM 400 - The Telecommunications Revolution
- COMM 401 - Organizational Communication
- COMM 420 - Advanced Topics in Mass Media

Letters Area of Interest Courses

The following courses are required for students who choose the Area of Interest in Letters

- PHIL 102 - Introduction to Philosophy
- PHIL 115 - Philosophy of Ethics
- RELG 125 - Old Testament Survey
- RELG 126 - New Testament Survey
- RELG 210 - Religious Traditions
- RELG 250 - Sociology of Religion
- RELG 251 - Parables of Jesus in the Synoptic Gospels
- RELG 253 - Black Church History and Theology
- RELG 254 - Psychology of Religion
- RELG 300 - Religion and International Relations

Psychology Area of Interest Courses

The following courses are required for students who choose the Area of Interest in Psychology

- PSYN 106 - Introduction to Psychology
- PSYN 258 - Infant and Child Psychology
- PSYN 278 - Adolescent Psychology
- PSYN 405 - Psychology of Family Systems
- PSYN 403 - Traumatic Stress
- PSYN 292 - Theories of Personality
- PSYN 304 - Abnormal Psychology
- PSYN 400 - Theories and Techniques of Counseling
- PSYN 460 - Experimental Psychology
- PSYN 404 - Social Psychology

Social Sciences Area of Interest Courses

The following courses are required for students who choose the Area of Interest in Social Sciences

- SOCL 102 - Introduction to Sociology
- BHSC 127 - The Criminal Justice System
- POLS 100 - Introduction to Political Science
- BHSC 200 - Crime and Deviance
- SOCL 220 - Contemporary Social Problems
- BHSC 216 - Juvenile Justice System in the U.S.
- BHSC 217 - Parole and Probation System in the U.S.
- BHSC 400 - Social Science Research
- SOCL 260 - Criminal Violence and The Courts
- SOCL 350 - Social Theories of Race and Class

Credits: 30

Elective Courses

Students will take between 30 and 39 elective credits based on their writing placement.

Credits: 30-39

Total Program Credits: 120

2. Curriculum for Students who began the program Prior to Spring 2019

Seminar Courses

- NRLA 100 - Experience, Learning and Identity
- BHSC 125 - Urban Community
- BIOL 100 - Human Body
- PSYN 103 - Human Body
- NRLA 400 - Ways of Knowing in the Liberal Arts (cc)
- NRLA 200 - Career Interest Review
- NRLA 275 - Designing the Future

English Courses

- ENGL 201 - Research and Information Literacy
- ENGL 106 - Translating Experience into Essay *based on writing placement
- ENGL 286 - Language, Thought, and Critical Analysis *based on writing placement
- ENGL 287 - Modes of Analysis

Mathematics Courses

- CISC 115 - Digital Literacy
- MATH 108 - Introduction to Math Concepts *based on placement
- MATH 112 - Fundamentals of Algebra *based on placement
- MATH 155 - Quantitative Reasoning
- MATH 200 - College Algebra
- MATH 127 - Statistics

Credits: 46-60 (based on placement)

Communications Area of Interest Courses

The following courses are required for students who choose the Area of Interest in Communications

- COMM 100 - Introduction to Communications
- COMM 120 - Introduction to Mass Media
- COMM 401 - Organizational Communication
- COMM 300 - Mass Communication and Society
- COMM 420 - Advanced Topics in Mass Media
- MEDA 250 - The Art and Film of Television

Letters Area of Interest Courses

The following courses are required for students who choose the Area of Interest in Letters

- PHIL 102 - Introduction to Philosophy
- RELG 125 - Old Testament Survey
- RELG 126 - New Testament Survey
- RELG 257 - Comparative Religious Traditions
- RELG 252 - Apocalyptic Religion
- RELG 256 - The Black Church in the Urban Community
- HIST 200 - The Black Church in the Urban Community

Psychology Area of Interest Courses

The following courses are required for students who choose the Area of Interest in Psychology

- PSYN 106 - Introduction to Psychology
- PSYN 304 - Abnormal Psychology
- PSYN 305 - Developmental Psychology
- PSYN 292 - Theories of Personality
- PSYN 460 - Experimental Psychology
- PSYN 402 - Family Therapy and Counseling

Social Sciences Area of Interest Courses

The following courses are required for students who choose the Area of Interest in Social Sciences

- SOCL 102 - Introduction to Sociology
- BHSC 127 - The Criminal Justice System
- POLS 271 - The Law and American Society
- BHSC 200 - Crime and Deviance
- SOCL 253 - Sociology of Delinquency
- BHSC 400 - Social Science Research

Credits: 36

Elective Courses

Students will take between 24 and 38 elective credits based on their writing placement.

Credits: 24-38

Total Program Credits: 120

CNR Credentialed Alcoholism and Substance Abuse Counselor (CASAC) Certificate

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 May 30, 2021.

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.

Students who were enrolled in the Credentialed Alcoholism and Substance Abuse Counselor (CASAC) program and are continuing in the Teach-Out are eligible for this certificate. Students who are matriculated in the B.A. Liberal Arts and Sciences degree (formerly the B.A. School of New Resources) utilize electives in the degree program to take the CASAC curriculum. Upon completion of the coursework, students will be awarded the B.A. Liberal Arts and Sciences and the CASAC certificate.

The CASAC Certificate curriculum consists of the following nine courses:

- CASC 150 - Drugs and Alcohol: Use and Abuse
- CASC 160 - Psychology of Compulsion and Addiction
- CASC 240 - Counseling the Substance Abuser
- CASC 250 - Effects of Addiction on Families and Society
- CASC 260 - Group Dynamics in Chemical Dependency Counseling
- CASC 270 - Counseling in a Multicultural Context
- CASC 350 - Evidence-Based Assessment and Treatment for Addiction
- CASC 360 - Case Management for Substance Use Disorders
- CASC 450 - Ethical and Professional Issues in Counseling

Total Credits: 27

Global Honors Program

Irina Ellison, Ph.D., and K. Patrick Fazioli, Ph.D., Co-Directors
honors@mercy.edu

Mission Statement

The mission of the Mercy College Global Honors Program is to transform highly motivated and intellectually curious students into critical and reflective future leaders in a global society through an integrated curricular and co-curricular program that emphasizes interdisciplinary, collaborative, and experiential pedagogy. The Global Honors Program promotes the core mission and values of the college in its commitment to fostering diversity, social responsibility, and lifelong learning.

Program Advantages

Advantages of participating in the Global Honors Program include, but are not limited to:

- Enrollment in small, engaging seminar-style classes that allow for close interaction with hand-picked Honors faculty as well as other highly motivated students;
- Priority registration;
- Opportunity to participate in unique learning experiences and established High Impact Practices, including Living Learning Communities, Study Abroad and Alternative Spring Break, common reads, community-based learning, self-directed research, and attendance or presentation at undergraduate conferences;
- Opportunities to participate in a variety of special extracurricular activities and events, including receptions, invited speakers, and trips to local cultural and historical attractions;
- Mentorship from students and faculty in the honors program;
- Official recognition at Commencement.

Admission to the Mercy College Global Honors Program

Admission to the Mercy College Global Honors Program is through application only and is highly competitive. Students are evaluated holistically on their application as well as their history of academic success, rigorous curriculum and commitment to service and engaged leadership.

In order to be eligible to apply for admission to the Global Honors Program, students must be full-time and be registered for a majority of their classes at a physical on-campus location (fully Distance Learning students are currently not eligible for admission to the Global Honors Program).

Freshmen: Students applying to the program after High School must have a minimum High School GPA of 86.

Transfer Students: Student applying to the program after completion of credits at another undergraduate institution must have a minimum GPA of 3.2 and must be transferring 12-75 credits towards their Mercy College degree completion. Students transferring more than 75 credits towards their Mercy College degree are not eligible for application. Students transferring fewer than 12 credits will be evaluated on their High School GPA.

Continuing Students: Continuing students at Mercy College may apply for admission to the Program after a minimum of 12 credits and up to a maximum of 75 credits, have been completed at Mercy College. Students must have a minimum GPA of 3.2. Students must submit two letters of recommendation, at least one of which

is from Mercy College faculty.

Maintaining Satisfactory Progress

Global Honors Program students must make adequate progress in achieving program expectations to remain in the Mercy College Global Honors Program. Satisfactory progress is defined as:

- Maintaining a cumulative GPA of 3.2 or above
- Maintaining an Honors course GPA of 3.2 or above
- Registered as a full-time student and registered for a majority of their classes at a physical on-campus location
- Completing a minimum of twenty hours of community service per academic year
- Attending a minimum of four Global Honors Program-approved Mercy College academic events per academic year
- Demonstrating the academic and behavioral standards of Mercy College students
- Completing approximately one Honors course per semester

If adequate progress is not maintained, a student will be placed on Honors Program probation for one semester. If satisfactory progress is not resumed, the student may be dismissed from the Honors Program thereafter.

Successful Completion of the Global Honors Program

In order for students to be recognized at graduation as successfully completing the Mercy College Global Honors Program they must:

- Complete their degree with a cumulative GPA of 3.2 of above
- Complete their Global Honors Program curriculum with a GPA of 3.2 or above
- Earn a grade of C or above in all Global Honors Program courses
- Complete all service and engagement requirements of the program
- Complete an Honors Capstone project
-

Students who entered the program as Freshmen must additionally:

- Complete a minimum of 27 credits of Honors courses (no more than 6 credits can be completed as Honors contracts)

Students who entered the program as Transfers or Continuing students must additionally:

- Complete a minimum of 15 credits of Honors courses (no more than 6 credits can be completed as Honors contracts)

Honors Courses

Honors Courses foster a unique learning environment where students are given focused opportunities to deepen their learning and develop skills in collaboration and self-directed learning. Honors courses are reserved for students admitted to the Global Honors Program. All Honors Courses will share a common set of learning outcomes (in addition to the other course student learning outcomes) that are included on the course outline and that are assessed in these courses.

Students who complete Honors Courses should be able to:

1. Examine an issue or theme related to course material through two or more distinct disciplinary lenses (Interdisciplinarity)
2. Demonstrate effective collaboration with peers in pursuit of a shared goal (Collaboration)
3. Reflect upon how experiential learning has deepened their understanding of course material (Experiential Learning) Honors courses are generally reserved for students admitted to the Global Honors Program and by virtue of their priority scheduling get first admission to the courses. However, students who have completed at least 15 credits at the College and who have a Mercy GPA of 3.2 or higher may enroll in Honors courses, if space is available.

- HONR 190 Honors Critical Inquiry
- HONR 191 Honors English I
- HONR 192 Honors English II
- HONR 193 Honors Math
- HONR 194 Honors Oral Communication
- HONR 195 Honors Introduction to Psychology
- HONR 196 Honors Spanish I
- HONR 290 Honors Topics in History
- HONR 291 Honors Topics in Religion
- HONR 292 Honors Topics in Art History
- HONR 293 Honors Topics in Music
- HONR 295 Special Topics in Honors
- HONR 296 Honors Spanish II
- HONR 298 Honors Topics in Economics
- HONR 299 Honors Topics in Philosophy
- HONR 390 Honors Junior Seminar Honors Junior Seminar
- HONR 490 Honors Capstone

* N.B. The Honors Program has undergone a major revision. Students who entered the program prior to Fall 2018 are strongly encouraged to consult the catalog in the year in which they entered and/or reach out to the program Co-Directors for further guidance.

Interdisciplinary Studies, B.A.

General Education	60 credits
Major Concentration*	36 credits
Open Electives	24 credits
Total	**120 credits**

**must be Liberal Arts and Science courses*

Requirements for an interdisciplinary studies major with an Individually Approved Program Students must file a proposal for an interdisciplinary studies major in conformity with the following conditions:

1. The student must state the objectives of the proposed program of studies and the reason why these objectives cannot be met through existing programs.
2. The proposed major must be made up of a coherent program of studies of at least 36 credits involving course work in at least two different departments.
3. The major must include no more than nine credits of independent study, a major portion of which should be of an integrated nature, i.e., contribute to the interrelationships of the disciplines studied. Off-campus experience undertaken as part of the program and with supervision from members of the faculty is encouraged.

Procedure to be followed by students wishing to pursue an interdisciplinary studies major:

1. Complete at least 30 credits of college work and not more than 75 credits.
2. Develop a proposal conforming to the requirements above.
3. Secure the approval of at least two faculty members from different departments offering courses included in the proposal, one of whom agrees to act as the student's major advisor.
4. Submit the signed proposal to the Office of the Provost and Vice President for Academic Affairs for review and referral to the Interdisciplinary Studies Committee for approval.
5. Upon completion of the proposed major, submit to the same committee the following:
    a. A request that the student be approved for the degree.
    b. Either a portfolio of work prepared during the course of studies (included in major); such a portfolio might include examinations, papers, and other projects, which will manifest the development of the central theme of the major.
    or
    c. Major paper or project, which represents a culminating experience and an effort to synthesize in an interdisciplinary manner various aspects of the theme which have been pursued. Three credits can be assigned to this project. Such credits are considered independent study.

OR

Student may consult one of the existing models formulated between various departments such as American Studies, Women's Studies, Ethnic Studies and Third-World Studies.

Changes in Program: Changes that do not substantially alter the nature of the program may be approved by the Faculty Advisor. Substantial changes, i.e., those changes that alter the direction or theme of the major, must be approved by the Interdisciplinary Studies Committee.

Interdisciplinary Studies, B.S.

General Education	60 credits
Major Concentration	36 credits
Open Electives	24 credits
Total	**120 credits**

Requirements for an interdisciplinary studies major with an Individually Approved Program

Students must file a proposal for an interdisciplinary studies major in conformity with the following conditions:

1. The student must state the objectives of the proposed program of studies and the reason why these objectives cannot be met through existing programs.
2. The proposed major must be made up of a coherent program of studies of at least 36 credits involving course work in at least two different departments.
3. The major must include no more than nine credits of independent study, a major portion of which should be of an integrated nature, i.e., contribute to the interrelationships of the disciplines studied. Off-campus experience undertaken as part of the program and with supervision from members of the faculty is encouraged.

Procedure to be followed by students wishing to pursue an interdisciplinary studies major:

1. Complete at least 30 credits of college work and not more than 75 credits.
2. Develop a proposal conforming to the requirements above.
3. Secure the approval of at least two faculty members from different departments offering courses included in the proposal, one of whom agrees to act as the student's major advisor.
4. Submit the signed proposal to the Office of the Provost and Vice President for Academic Affairs for review and referral to the Interdisciplinary Studies Committee for approval.
5. Upon completion of the proposed major, submit to the same committee the following:
    a. A request that the student be approved for the degree.
    b. Either a portfolio of work prepared during the course of studies (included in major); such a portfolio might include examinations, papers, and other projects, which will manifest the development of the central theme of the major.
    or
    c. Major paper or project, which represents a culminating experience and an effort to synthesize in an interdisciplinary manner various aspects of the theme which have been pursued. Three credits can be assigned to this project. Such credits are considered independent study.

OR

Student may consult one of the existing models formulated between various departments such as American Studies, Women's Studies, Ethnic Studies and Third-World Studies.

Changes in Program: Changes that do not substantially alter the nature of the program may be approved by the Faculty Advisor. Substantial changes, i.e., those changes that alter the direction or theme of the major, must be approved by the Interdisciplinary Studies Committee.

College Opportunity Programs

The mission of the College Opportunity Programs is to provide academic, social, and personal support to historically underrepresented students in a nurturing and academically focused environment. The goal is to empower motivated students and our engaged colleagues to achieve their highest level of success.

Several federal and state funded programs fall under the umbrella of College Opportunity Programs (COP). In support of our nation's commitment to provide educational opportunity for all persons, the United States Congress established a series of programs to assist eligible individuals to enter college and successfully graduate. These federal TRiO programs include Student Support Services and the McNair Program (listed separately, under Undergraduate Research Opportunities).

TRIO Programs

Student Support Services Project

The Student Support Services Project (SSSP) provides opportunities for academic development and assists students with basic college requirements and serves to motivate students towards the successful completion of their post-secondary education. The goal of SSSP is to increase the College retention and graduation rates of its participants. Student must meet the federal eligibility guidelines that include first generation, low- income and have academic need for acceptance into the program. SSSP also invites applications from transfer students who were enrolled in SSSP at a previous college or university. Applications for SSSP are made available through the College Opportunity Program Office. For more details on SSSP, contact the Director of Student Support Services Project, Mercy College, 555 Broadway, Dobbs Ferry, NY 10522, 914-674-7239.

New York State Education Department Programs

STEP, CSTEP, and HEOP share a common overall purpose, namely, to expand the educational opportunities available to various historically disadvantaged populations.

Science and Technology Entry Program (STEP)

STEP is designed to increase the number of historically under-represented and economically disadvantaged students in mathematics, science, technology, health-related, and licensed professions.. The program provides academic enrichment for students in grades seven through twelve from northern Westchester communities. STEP offers students a more intensive exploration of math, science and technology during its Summer Academic Camp. For more details on the Science and Technology Entry Program, contact the Director of STEP, CSTEP, and HEOP, Mercy College, 555 Broadway, Dobbs Ferry, NY 10522, 914-674-7204.

Collegiate Science and Technology Entry Program (CSTEP)

CSTEP is funded by the New York State Education Department to provide academic enrichment, internships and research experiences for students who are economically disadvantaged and historically under-represented in scientific, technical, health-relation or licensed professions. The CSTEP student must demonstrate an interest in, and potential for, a CSTEP targeted profession. CSTEP students must be enrolled full-time and be in good academic standing in an approved scientific, technical, health-related, pre-professional or professional undergraduate or graduate program of study. For more details on the Collegiate Science and Technology Entry Program, contact the Director of STEP, CSTEP, and HEOP, Mercy College, 555 Broadway, Dobbs Ferry, NY 10522, 914-674-7204.

Higher Education Opportunity Program (HEOP)

HEOP is funded by the New York State Education Department to provide supportive services and supplemental financial aid to eligible New York State residents. Students are eligible for this program if they

are both economically disadvantaged and academically under-prepared. High school graduates may be eligible if they were not in a college preparatory program in high school. Individuals may also be eligible if they possess a General Equivalency Diploma (GED) or if they have neither a high school diploma nor a GED and they are 18 years of age or older. A transfer student enrolled in a NYS-Opportunity program (HEOP, EOP, SEEK, or College Discovery) may be eligible if there is availability of space within the program before entering the College. There is no wait-list for HEOP transfer admissions. Application for HEOP is made available through the College Opportunity Program Office. For more details on the Higher Education Opportunity Program, contact the Director of STEP, CSTEP, and HEOP, Mercy College, 555 Broadway, Dobbs Ferry, NY 10522, 914-674-7204.

Undergraduate Research Opportunities

The Ronald E. McNair Post-Baccalaureate Achievement Program

The purpose of the McNair Program is to provide enriching experiences that prepare eligible students for doctoral study. The program was established by the U.S. Department of Education in 1989 and named for astronaut and Challenger crew member physicist, Dr. Ronald E. McNair. The McNair Program at Mercy College targets low-income, first-generation students, and those from groups under- represented in graduate education.

One of the most exciting aspects of the McNair Program is the opportunity for undergraduate students at the junior and senior levels to participate in research experiences. Program participants receive a stipend to conduct research and engage in other scholarly activities with faculty mentors from the areas in which they hope to pursue graduate study. McNair Scholars also attend professional conferences with their mentors, go to graduate school fairs, prepare for graduate school entrance exams, receive guidance for the graduate school application process, and obtain information on securing fellowships, graduate assistantships, and loans. Participants learn about graduate school life, advanced library skills, and effective ways to present their work.

At the completion of the research projects, McNair scholars make formal presentations of their research to faculty and peers at local and national conferences and submit papers summarizing their work, for publication in the Mercy McNair Program journal, "The Challenger." For more details on the McNair Scholars Program, please contact the McNair Program Office, Mercy College, 555 Broadway, Dobbs Ferry, NY 10522, 914-674-7766 or mcnair@mercy.edu.

The Robert Noyce Teacher Scholarship Program - Mercy College Intensive STEM Teacher Initiative (MISTI)

Mercy students in math and science can pursue a rewarding career path as a math or science teacher in K-12 schools through the MISTI Program. Under this program, sponsored by the National Science Foundation's Robert Noyce Teacher Scholarship Program, MISTI Scholars earn significant scholarships and stipends during their five years of participation. Each participating undergraduate student studies math and science and completes the steps to become an effective math or science teacher, earn a bachelors and Master's degree, and complete New York State Teaching Certification.

MISTI Scholars enter the program as college juniors, continue their math or science studies, begin observations in K-12 schools, and participate in a pedagogical seminar with other MISTI Scholars. These activities continue during their senior year, along with hands-on teaching experiences. Following their senior year, Scholars participate in a summer engineering experience for teachers, developing integrated STEM lessons. During their Master's year, MISTI Scholars engage in a yearlong clinical residency in a local K-12 school, supported extensively by master teachers and Mercy College faculty. In their first two years of teaching, they receive continued support from Mercy College faculty and their community of peers from the cohort. For details on the MISTI Program, please contact Professor Meghan Marrero at mmarrero3@mercy.edu

The Robert Noyce Teacher Scholarship Program - Mathematics Education Intensive Residency Program

(MEIRPro), for Veterans of the United States Military

Mercy undergraduate students graduating in May 2017, or in May 2018, who are veterans of the United States Armed Forces can pursue a rewarding career path as a mathematics teacher in secondary schools (Grades 7-12) through the MEIRPro Program. Under this program, sponsored by the National Science Foundation's Robert Noyce Teacher Scholarship Program, MEIRPro Scholars earn significant scholarships and stipends towards participation in a clinically rich master's degree program in secondary mathematics education.

Through a partnership between school practitioners and college faculty, the program provides prospective teacher candidates—recruited from among US Armed Forces veterans with strong mathematics backgrounds—with content and methodology necessary to work effectively in math classrooms. The program provides sequenced courses requiring increasing levels of knowledge for application to the clinical teaching residency and emphasizes authentic classroom teaching under the mentorship of well-qualified mathematics teachers and guidance from visiting Mercy College clinical faculty. Following this 14-month (36 graduate credit) master's degree program, candidates will be eligible for New York State Teaching Certification and employment. For details on the MEIRPro Program, please contact Professor William Farber at wfarber@mercy.edu.

Workplace Experience

When hiring, employers often look for relevant work or internship experience. The Workplace Experience program is an educational program designed to provide students with an opportunity to earn up to six academic credits while gaining practical workplace experience. Participants in the program gain valuable career insight through their workplace experience, and receive guidance from a faculty advisor and a site supervisor to maximize their learning experience. Students interested in this program should meet with their PACT/HEOP/COP advisor to confirm course requirements, and meet with Career and Professional Development for help finding an internship for credit and to register. For more information about this program, please email CPD@mercy.edu.

Study Abroad

Mercy College encourages students to enrich their educational experience by studying abroad in approved programs. Study abroad affords students opportunities to learn in a foreign country while earning credits towards their Mercy College degree. While living and studying in another country, Mercy students experience first-hand new cultures, people, and places. In the study abroad experience—whether inside or outside the classroom— students discover what it means to be a global citizen; develop global perspectives on academic subjects and real-world issues; gain deep exposure to a foreign language; grow personally; and develop vital career skills, such as independence, critical thinking, expanded worldview, communication, self-confidence, and the ability to learn in unfamiliar settings.

Study abroad is open to any student at Mercy College who has successfully completed at least twenty-four (24) credit hours at Mercy College (the equivalent of two full-time semesters) and has a minimum GPA of 2.5 at Mercy College. Academic credit is given for a program of foreign study that is planned prior to departure, approved by Mercy College, and is successfully completed (with a grade of C or better). Grades earned abroad are not calculated into a student's Mercy College GPA. In addition to the semester-abroad model, short-term study abroad experiences of two to eight weeks and short-term, faculty-led programs are also are available.

Mercy College has exchange partnerships with numerous foreign universities. These agreements facilitate study abroad through reciprocal acceptance of credits among foreign university partners and Mercy College. For the Academic Year 2020-2021, these universities include:

Americas

Universidad La Salle México – Mexico City, Mexico
NB Program only offered in Spanish, for native speakers

Australia

University of New South Wales – Sydney, Australia

Europe

University of Graz (Karl-Franzens-Universität Graz) – Graz, Austria
University of Vienna (Universität Wien) – Vienna, Austria
University College of Teacher Education, Lower Austria – Baden, Austria
FH Campus Wien University of Applied Sciences – Vienna, Austria
American Business School of Paris – Paris, France
Université de Paris-Est Créteil (UPEC) – Paris, France
Beuth University of Applied Science (Beuth Hochschule für Technik Berlin) – Berlin, Germany
Katholische Universität Eichstätt-Ingolstadt – Bavaria, Germany
Deree, The American College of Greece – Athens, Greece
Griffith College - Dublin, Ireland
Università Europea di Roma – Rome, Italy
Università Cattolica del Sacro Cuore – Milan, Italy
Universiteti i Prishtinës – Pristina, Kosovo
Inholland University of Applied Sciences – Alkmaar/Amsterdam/Delft/Haarlem/Rotterdam, The Netherlands
Universitat Autònoma de Barcelona – Barcelona, Spain
Universitat d'Alacant - Alicante, Spain
Universidad Pontificia Comillas - Madrid, Spain

Bournemouth University – Bournemouth, England (United Kingdom)
University of South Wales – Glamorgan and Cardiff, Wales (United Kingdom)
University of Roehampton – London, England (United Kingdom)
University of South Wales – Glamorgan and Cardiff, Wales (United Kingdom)

Middle East and Near East

İstanbul Aydın Üniversitesi – Istanbul, Turkey

Asia

Shanghai Jian Qiao University - Shanghai, China
Korea University – Sejong, South Korea
Yonsei University – Wonju, South Korea
Rikkyo University – Tokyo, Japan
Seinan Gakuin University - Fukuoka, Japan

Information and assistance in planning a program of foreign study may be obtained by contacting International Student Services at studyabroad@mercy.edu.

Accounting

ACCT 120 - Introduction to Financial Accounting
Credit(s): 3
Prerequisite(s): Placement at MATH 116 or higher.
Introduces the nature and purpose of Financial Accounting. Covers basic accounting concepts, the accounting information system and principles underlying the preparation of financial statements. Highlights the operations and recording of transactions for service and merchandising businesses.
This is the Core Course for the General Business Certificate. Please see the Academic Regulations and Procedures and Student Policies page for more information.

ACCT 121 - Introduction to Management Accounting
Credit(s): 3
Prerequisite(s): ACCT 120.
Focuses on the development and use of financial information by managers for planning, control and decision making. Discusses cost accounting concepts and systems. Other topics include cost volume profit analysis, incremental and relevant cost information, budgeting, responsibility accounting, standard costs, and cash flow.

ACCT 240 - Intermediate Accounting I
Credit(s): 3
Prerequisite(s): ACCT 120
Reviews the fundamentals of financial accounting and accounting standards, conceptual framework underlying financial accounting, and the accounting information system; explores the theory, accounting, and disclosure requirements for the statements of income and retained earnings, the balance sheet and statement of cash flows through the study of the time value of money, cash and receivables, valuation of inventories, acquisition and disposition of property, plant, and equipment, depreciation, impairments and depletion, intangible assets, and current liabilities and contingencies.

ACCT 241 - Intermediate Accounting II
Credit(s): 3
Prerequisite(s): ACCT 240.
Explores the theory, accounting, and disclosure requirements for long-term liabilities; stockholders' equity: contributed capital, and retained earnings; dilutive securities and earnings per share calculations; investments; revenue recognition; accounting changes and error analysis; and the statement of cash flows.
This is the Core Course for the General Accounting II Certificate.

ACCT 250 - Cost Accounting
Credit(s): 3
Prerequisite(s): ACCT 121.
Reviews the fundamentals of management accounting, cost accounting terms and uses; new topics include cost-volume profit (CVP) analysis, job-order and process costing systems; activity based costing (ABC);

flexible budgets and variance analysis; allocation of costs related to department and factory overhead; joint products and by-products; use of accounting information to value inventories and determine net income; and use of cost information in decision making.
This is the Core Course for the Management Accounting I Certificate. Academic Regulations and Procedures and Student Policies page for more information.

ACCT 261 - Computer Applications for Accountants
Credit(s): 3
Prerequisite(s): ACCT 120
Introduces Microsoft Excel as the accountant's productivity tool. Basic spreadsheet concepts will be emphasized; graphs, charts, pivot tables, and macros will be explored as well as other Excel features. Basic Windows file management will be reviewed. This course is taught hands-on in a computer classroom. Note: register early, classroom space limited.

ACCT 320 - Governmental, Not-for-Profit and Other Special Topics
Credit(s): 3
Prerequisite(s): ACCT 241.
Explores the following topics: accounting for employees' benefits and leases. Introduces accounting for not-for-profit organizations, principles of fund accounting, accounting for state and local governmental units and non-government nonbusiness organizations subject to FASB or GASB accounting standards.

ACCT 330 - Advanced Accounting
Credit(s): 3
Prerequisite(s): ACCT 241.
Discusses the accounting theory and practice involving the following financial accounting and reporting areas: business combinations, consolidated financial statements, foreign currency transactions, translation of financial statements of foreign affiliates and partnerships.
This is the Core Course for the General Accounting II certificate.

ACCT 340 - Introduction to Federal Income Taxation
Credit(s): 3
Prerequisite(s): ACCT 240.
Studies the basic principles and concepts of federal income taxation and their applications to individual income tax returns; determination of the federal income tax liability of individuals, including determination of gross income, exclusions, deductions, credits, property transactions, and calculation of tax. Includes tax planning, tax research and a written tax research project.

ACCT 341 - Advanced Federal Income Taxation
Credit(s): 3
Prerequisite(s): ACCT 340.
Advanced applications of the basic principles and concepts of federal income taxation to individuals, partnerships, corporations, trusts and estates; determination of the federal income tax liabilities of these entities; the principles and concepts of federal taxation as applied to estates, trusts, and specifically taxed corporations; applications of basic tax planning and research techniques to more complex situations.

ACCT 380 - Workplace Experience in Accounting I
Credit(s): 3

This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Accounting include CPA firms, corporations, small businesses and non-profit organizations. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department (in consultation with Accounting Program Chairperson) approval required. Open Elective credit only.

ACCT 381 - Workplace Experience in Accounting II
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Accounting include CPA firms, corporations, small businesses and non-profit organizations. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department (in consultation with Accounting Program Chairperson) approval required. Open Elective credit only.

ACCT 410 - Accounting Information Systems
Credit(s): 3
Prerequisite(s): ACCT 241.
Examines the definition and documentation of accounting information systems using data flow diagrams. A business process approach to examining transaction cycles is employed. Covers internal controls for information technology environments and the avoidance of computer crime through the application of controls and ethical behavior. Studies the techniques used in auditing computerized accounting information systems including test data, general audit software and automated work paper software. Real world cases and accounting software is used to enhance applications of the covered topics.

ACCT 420 - Auditing and Assurance Services
Credit(s): 3
Prerequisite(s): ACCT 410 and ECON 125.
Explains the generally accepted auditing standards and procedures employed by CPAs in their independent audits of corporate financial statements; the nature, computer auditing techniques; form, content, and meaning of the independent auditor's report in published financial statements; assurance services; the AICPA Code of Professional Conduct and the legal liabilities of CPAs. Integrated audit cases are used to help students apply auditing concepts. An oral presentation is required.
This is the Core Course for the Public Accounting Certificate. Please see the Academic Regulations and Procedures and Student Policies page for more information.

ACCT 430 - Topics from Professional Examinations in Accounting
Credit(s): 3
Prerequisite(s): ACCT 320 and ACCT 330.
Bridges the gap between academic courses and the accounting-specific parts of the CPA professional examination by providing in-depth review of highly tested material; updating students on recent developments and important changes; and developing approaches to answering multiple choice, other objective format, essay, and (long) computational questions under simulated professional examination conditions.

ACCT 510 - Global Financial Statement Analysis
Credit(s): 3
Prerequisite(s): ACCT 241 or its equivalent.
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
Prerequisite(s): ACCT 420 or its equivalent.
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
Prerequisite(s): ACCT 241 or its equivalent, 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 aide in the completion of written case assignments and a research paper. This course is taken in the last term of accounting courses completed in the Master of Science in Public Accounting Program.

ACCT 540 - Advanced Business Entity Taxation
Credit(s): 3
Prerequisite(s): ACCT 341 or its equivalent.
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
Prerequisite(s): ACCT 240 and ACCT 250 or their equivalents.
Focuses on current approaches to management accounting by examining strategic cost management, activity-

based management, strategic-based control, quality cost management, productivity measurement and control, measurement and control of environmental costs, inventory management, and international issues in cost management. Encourages students to increase their understanding of the relationship between controllership theory and practice. Requires students to complete independent research projects.

ACCT 560 - Fraud Examination
Credit(s): 3
Prerequisite(s): ACCT 241 and ACCT 420 or their equivalents.
This course helps students better understand the significant of fraud in the modern Accounting world. Students are prepared to identify, detect and prevent financial fraud. Some topics include the discussion of financial statement, e-business, consumer and tax frauds. Students will use Financial Statement Fraud Standards, including SAS 99 and Sarbanes-Oxley. Research based case projects and presentations are required.

Albanian

ALBA 115 - Albanian for Communication
Credit(s): 3
A beginning Albanian course designed to help develop listening, speaking, critical reading, and fundamental writing skills in the Albanian language. The aim of the course is to enable students to understand, speak, write, and read basic Albanian and gain an appreciation for all Albanian cultures. This course is not open to students who have studied Albanian in high school for more than two years or to students who have native or near native fluency in Albanian.

ALBA 116 - Communicating in Albanian
Credit(s): 3
Prerequisite(s): ALBA 115 or the equivalent; two years of high school Albanian; or approval of the Program Director of Modern Foreign Languages.
This course is a continuation of ALBA 115 and is designed to further the progress made by students in developing basic communication skills in Albanian. Students will continue to learn and develop the basic elements of the grammatical structure of the Albanian language and the vocabulary necessary for an ability to communicate effectively orally and in written form in Albanian.

American Sign Language

AMSL 115 - Introduction to American Sign Language
Credit(s): 3
Introduction to American Sign Language is designed to introduce the fundamentals of American Sign Language (ASL) with particular attention to the grammar of the language and the culture of American deaf persons. It is a course for students with little or no previous knowledge of ASL. This course will create a foundation of basic conversational skills and a command of the essential grammatical practices of the language. Not open to students with native or near native fluency.

AMSL 116 - Intermediate American Sign Language
Credit(s): 3
Prerequisite(s): AMSL 115. Not open to students with native or near native fluency in American Sign Language.
Intermediate American Sign Language is designed to develop the student's expressive and receptive abilities with regard to signing and finger spelling, extended signing vocabulary, and foster fluency, to aid manual communication both quantitatively and qualitatively with the deaf population.

AMSL 295 - Special Topics in Literature and Linguistics
Credit(s): 3
Intensive study of a major work, author, genre, theme, literary period, or specialized language/topic. *Offered in response to particular interests of students and faculty.*

Arabic

ARAB 115 - Introduction to Arabic
Credit(s): 3
Introduction to the Arabic Language is designed to introduce the fundamentals of Arabic (ARAB), with particular attention to the grammar of the language and cultures of the Arabic speaking world. It is a course for students with little or no previous knowledge of Arabic. This course will create a foundation of basic conversational skills and a command of the essential grammatical practices of the language. Not open to students with native or near native fluency.

ARAB 116 - Intermediate Arabic
Credit(s): 3
Prerequisite(s): ARAB 115. Not open to students with native or near native fluency.
This course is a continuation of ARAB 115 and is designed to further the progress made by students who will continue to learn the basic elements of the Arabic language structure and vocabulary necessary for an ability to communicate in this language. The main emphasis of the course is on speaking and understanding Arabic as it is spoken today in the Arabic speaking world.

ARAB 295 - Special Topics in Literature and Linguistics
Credit(s): 3
Intensive study of a major work, author, genre, theme, literary period, or specialized language/9 topic. *Offered in response to particular interests of students and faculty.*

ARAB 397 - Independent Study in Arabic
Credit(s): 3
Prerequisite(s): ARAB 116 or permission of Program Director.
The life and works of an outstanding author: guided readings and discussion of the works of the author chosen by the student after consultation with the seminar director; a presentation of the results of such study required.

ARTT 107 - Art and Culture
Credit(s): 3
This course offers an exploration of the intersection of art and culture throughout history. Students will get an overview of the social, religious, political and literary conditions influencing key artistic trends. A museum visit is part of the curriculum. Art is studied through slides, films, readings, and written work.

ARTT 144 - Understanding Movies
Credit(s): 3
Cross-Listed With: COMM 144
A basic overview of the historical development of film with an emphasis upon the aesthetic elements of cinema, its particular terminology and interrelationships with other arts. Students will discover how to read films through selected readings, screenings and written reports.

After Fall 2020, this course will no longer be offered and will be replaced with MEDA 144.

ARTT 215 - History of Art I
Credit(s): 3
Cross-Listed With: CART 215
This course is a survey of the art and architecture of Ancient Egypt, the ancient Near East, Greece, Rome, late antiquity and the Middle Ages, presented for design and animation students. Art will be discussed as a function of historical conditions and cultural meaning. Special attention will be given to the elements of design in works of art. Assignments will include museum visits.

ARTT 216 - History of Art II
Credit(s): 3
Cross-Listed With: CART 216
Prerequisite(s): CART 215/ARTT 215.
This course is a survey of the art and architecture from the Renaissance through the present. Special attention will be paid to the impact of political and cultural events on the visual arts. Design and formal analysis will be emphasized. Assignments will include museum visits. Art is studied through slides, readings, films, and written work.

ARTT 244 - Topics in Film
Credit(s): 3
Prerequisite(s): Placement at ENGL 111 level.
The study of selected film topics through viewing, in-class analysis, and discussion. Topics range from significant directors, producers, and cultural issues reflected in various films, to historical periods and special film genres.

ARTT 245 - Film and Videotape Production
Credit(s): 3
A practical course in film making; introduction to the techniques and vocabulary of film production. Each student produces, directs, and edits a short film of his or her own design.

ARTT 275 – Photojournalism
Credit(s): 3
Cross-Listed With: MEDA 275
This course consists of two principal components: a historical or topical survey of approaches to photojournalism in newspapers and magazines from the time of the perfection of the halftone process to the present; field assignments involving coverage of local events and, where possible or appropriate, part-time work on a local newspaper or magazine. Students must supply their own digital cameras.

ARTT 292 - Honors Topics in Art History
Credit(s): 3
Cross-Listed With: HONR 292
Prerequisite(s): ENGL 111 or ENGL 191 and CINQ 101 or CINQ 190
This course explores a current topic in the field of art history as determined by the instructor. Possible themes include Romanticism, French Impressionism, and Renaissance Art, and will be advertised to honors students before registration. No background in the disciplinary content is necessary, but students should expect increased academic rigor befitting an honors course. *This course fulfills The Arts general education requirement.*

Behavioral Science

PSYN 101, SOCL 101 or the equivalent is a *Prerequisite* for all Behavioral Science courses numbered 121 or above.

BHSC 120 - Career and Life Planning
Credit(s): 3
Cross-Listed With: PSYN 120, SOCL 120
This course is designed to assist students in matching their college experience to their personal and professional development. Topics range from guidance in selecting a college curriculum to choosing and getting a job. Through processes and group interaction, students learn to assess their workplace competency and are encouraged in their pursuit of career and life planning. (Elective credit only.) However, this course may be taken for major credit in the Behavioral Science major ONLY.

BHSC 125 - Urban Community
Credit(s): 6 credits for students who began the program prior to Spring 2019 / 3 credits for students who began the program in Spring 2019 and Fall 2019
This seminar introduces students to the social sciences through the study of the urban community. Beginning with their own community experiences, students examine their personal perspectives on community life and combine them with an introduction to the theoretical knowledge of the political, social, economic and cultural aspects of urban problems. Through readings in anthropology, economics, history, sociology and political science, students explore major urban problems such as education, housing, transportation, work, crime, city planning and class and racial conflicts. This course is only open to students in the B.A. Liberal Arts and Sciences program.

BHSC 127 - The Criminal Justice System
Credit(s): 6 credits for students who began the program Prior to Spring 2019 / 3 credits for students who began the program in Spring 2019 and Fall 2019
In this seminar, students explore the history, structure and goals of the prison system in the United States. Special emphasis is given to the function and effectiveness of American prisons as "correctional institutions." Students examine such topics as the socioeconomic status of the typical prisoner; "white collar crime"; success and failure of rehabilitation; recidivism; and the ability of ex-prisoners to adjust to life with their families and in their communities. Students look at the adult and juvenile court systems and focus on the adversary system, arrest, plea bargaining and sentencing by analyzing the roles of the various "actors" in the process. Placement, probation, parole and alternative dispositions will also be discussed. A Life Arts Project is required. ***Only open to students in the B.A. Liberal Arts and Sciences program.***

BHSC 200 - Crime and Deviance
Credit(s): 6 credits for students who began the program Prior to Spring 2019 / 3 credits for students who began the program in Spring 2019 and Fall 2019
This seminar examines the sociological theory of deviant behavior and the most extreme manifestations of such behaviors, namely crime. The seminar begins by examining three critical questions:

1. What is deviant behavior?

2. Why do people engage in it?

3. What should be the role of society in the regulation of deviance?

Following this examination, specific examples are studied: juvenile delinquency, drug addiction, and prostitution. Readings and discussions are supplemented by a case study method. By considering broad issues, such as society's role in contributing to crime and the effect of the penal system on the offender, as well as specific issues, the seminar helps students deal more effectively with community problems. A Life Arts Project is required.

Only open to students in the B.A. Liberal Arts and Sciences Teach-Out program.

BHSC 201 - Introduction to Social Work
Credit(s): 3
Cross-Listed With: SOWK 201
This course is an introductory survey of the social work profession. It provides an overview of principal social work values, codes of ethics, practice and research methods, fields of social work practice, and social welfare policy issues. The course emphasizes the unique experiences of diverse and at-risk population groups facing various social challenges. REQUIRED COURSE FOR SOCIAL WORK MAJORS.

BHSC 202 - Ethics and the Family
Credit(s): 3
Cross-Listed With: SOCL 202
A philosophical examination of the rights and responsibilities of parents and children, and of the rights and responsibilities of the state toward both, drawing on legal and non-legal case materials, as well as on classic and contemporary philosophical sources, and including a consideration of child abuse, foster care and adoption, divorce, and women's liberation and its effect on the family.

BHSC 215 - The Juvenile Justice System
Credit(s): 3
Cross-Listed With: CRJU 215, SOCL 215
Origins, philosophy and objectives of the juvenile justice system, measures of delinquency, theoretical perspectives on delinquency, legal processes, roles of the actors and current trends within the juvenile justice system.

BHSC 216 - Juvenile Justice System in the U.S.
Credit(s): 3
Prerequisite(s): Previous course work in Political Science.
This seminar provides a comparative analysis of the various systems of and approaches to juvenile justice in the United States. One emphasis will be on the impact of politics and the communications media in selection of the differing systems. Students will gain an understanding of the development of juvenile justice systems as distinct from a more general criminal justice system, as well as, the political and economic forces impinging on that development. Students will visit juvenile detention centers and residences, as well as Family Court, and other agencies in New York City concerned with youthful offenders, and will do research on the kind of quality the various services provided in the different states. *Only open to students in the B.A. Liberal Arts and Sciences program.*

BHSC 217 - Parole and Probation System in the U.S.
Credit(s): 3
In this seminar, students explore the history, structure and goals of the parole and probation system in the

United States and New York State in particular. Special emphasis is given to the function and effectiveness of the probation and parole system as a means of rehabilitation. Students examine such topics as the socioeconomic status of the typical criminal; successes and failures of rehabilitation; recidivism; and what life on parole or probation is like. Students will also look at what this system means in terms of juvenile justice. A Research Paper is required. Only open to students in the B.A. Liberal Arts and Sciences program.

BHSC 218 - Oral Traditions
Credit(s): 3
Oral Tradition presents the theory, practice and uses of oral history as well as its
legal and ethical issues. Through field work, students will gain experience in interviewing, transcription, recording, video and analysis skills while studying the advantages and limitations of oral history as source material. Readings and case histories will be examined from a number of societies around the world as well as from the United States. Students' coursework will culminate with an original oral tradition project based upon their own family history. Only open to students in the B.A. Liberal Arts and Sciences program.

BHSC 226 - Computers for the Social and Behavioral Sciences
Credit(s): 3
Cross-Listed With: PSYN 226, SOCL 226
Prerequisite(s): CISC 120/MATH 120 or equivalent.
An introduction to computers as a professional tool in the social and behavioral sciences. Topics include data collection, data description and data analysis (with statistical software, e.g., SPSS for Windows), presentation packages, use of the Internet, use of online professional databases, computers in teaching and learning, and computerized techniques in psychological testing.

BHSC 228 - the Psychology of the Preschool Child
Credit(s): 3
Cross-Listed With: PSYN 228
A study of the child between birth and six years of age. Topics will include physical and perceptual development, cognition and language, social relationships, and day care as it affects the developmental processes. (Previously numbered: PSYN/ EDUC 129) Not open to students who have taken PSYN 254 - Child Psychology or the equivalent.

BHSC 244 - Social Psychology
Credit(s): 3
Cross-Listed With: PSYN 244, SOCL 244
A study of behavior, attitudes, and emotions shaped by interpersonal influences and social structures, race, and gender. Topics include aggression, altruism, persuasion, leadership, the self, conformity, human relations and group processes.

BHSC 249 - Race, Culture, and Ethnicity
Credit(s): 3
Cross-Listed With: SOCL 249
This course examines the historical development of ethnic and race-based cultural complexes, the emergence and persistence of stereotypes, the character of ethnic, racial and religious beliefs, and current problems in groups in American society. There is an emphasis on understanding individual attitudes and behaviors in relation to the structure of social institutions.

BHSC 254 - Child Psychology
Credit(s): 3
Cross-Listed With: PSYN 254
Consideration of theories and research findings with respect to physical growth, sensorimotor, emotional and intellectual development, and cultural influences in the individual prior to adolescence. Developmental, psychoanalytic, and cognitive theories are emphasized. (Previously numbered PSYN 130.) Not open to students who have taken PSYN 228 /BHSC 228 or PSYN 233 or equivalent.

BHSC 262 - Alcohol, Drugs, and Behavior
Credit(s): 3
Cross-Listed With: SOCL 262, PSYN 262
Principles of pharmacology, neural transmission, behavior, and psychological assessment will be discussed. Specific psychopharmacologic issues will be presented with sedative-hypnotic, benzodiazepine, opiate, stimulant, and antipsychotic drugs as primary examples. Other discussion areas include behavioral toxicology, inhalant drugs, drugs and schoolchildren, nutritional and legal aspects to drug use, cigarette smoking, and the effects of drugs on the developing organism (e.g., fetal alcohol syndrome).

BHSC 267 - Strategies for Child Care Providers
Credit(s): 3
Cross-Listed With: SOCL 267, PSYN 267
Prerequisite(s): PSYN 228 - The Psychology of the Preschool Child or PSYN 254 - Child Psychology.
An introduction to the challenges and opportunities involved in the delivery of child care services in the community and in institutional settings. Emphasis is placed on stimulating awareness, interest and inquiry into the historical trends, issues, controversies and realities of providing meaningful programs for children. Attention will be given to the following issues: cultural diversity, bioethics, interdisciplinary teams in child care settings, case management, family relationships, functional assessment, client abuse, and environmental impact on functional capacity in work with this population. (Previously numbered: BHSC/PSYN/ SOCL 323.) This is the Core Course for the Child Care certificate.

BHSC 269 - Strategies for Alcohol/Substance Abuse Providers
Credit(s): 3
Cross-Listed With: SOCL 269
Prerequisite(s): BHSC 262 - Alcohol, Drugs, and Behavior.
An introduction to the challenges and opportunities involved in the delivery of substance abuse services in the community and in institutional settings. Emphasis is placed on stimulating awareness, interest and inquiry into the historical trends, issues, controversies and realities of providing meaningful programs for substance clients. Attention will be given to the following issues: cultural diversity, bioethics, interdisciplinary teams in substance abuse settings, case management, family relationships, functional assessment, client abuse and environmental impact on functional capacity in work with this population. (Previously numbered: BHSC/ PSYN/SOCL 324.) This is the Core Course for the Alcoholism and Substance Abuse certificate.

BHSC 271 - Medical Sociology: Health Care in the Modern Society
Credit(s): 3
Cross-Listed With: SOCL 271
This course aims to provide the student with an understanding of the ways in which American society promotes (or fails to promote) health as well as copes with illness. The course will examine the following topics: the interaction of social and cultural factors (such as gender, ethnicity, race, and social class) with

health and illness; illness (disability) as a social issue; careers in health care; settings in which health care services are delivered; financing health care services; comparisons with the health care services of other countries; and uses and applications of computers/microcomputers in the health field.

BHSC 280 - Philosophy and the Social Sciences
Credit(s): 3
Cross-Listed With: PSYN 280, SOCL 280
This course examines the nature of explanation in the social sciences; objectivity and value judgments, human behavior and actions; methods of investigation and the construction of theories about the human world. This course emphasizes the role of organizations in society.

BHSC 282 - Perspectives on Aging
Credit(s): 3
Cross-Listed With: SOCL 282
Prerequisite(s): PSYN 239 - Adult Development and Aging or PSYN 315 - Aging and Mental Health.
An introduction to the challenges and opportunities involved in the delivery of geriatric services in the community and in institutional settings. Emphasis is placed on stimulating awareness, interest and inquiry into the historical trends, issues, controversies and realities of providing meaningful programs for elderly clients. Attention will be given to the following issues: cultural diversity, bioethics, interdisciplinary teams in geriatric settings, case management, family relationships, functional assessment, client abuse, and environmental impact on functional capacity in work with this population. (Previously numbered: BHSC/PSYN/SOCL 325.)

BHSC 295 - Contemporary Issues
Credit(s): 3
Cross-Listed With: PSYN 295, SOCL 295, SOWK 295
An analysis of current questions in behavioral science, psychology, sociology and social work. Specific topics are announced each semester by the School of Social and Behavioral Sciences.

BHSC 308 - Health Care Management
Credit(s): 3
Cross-Listed With: SOCL 308
This course is designed to provide the student with an understanding of the management process within the context of the health care organization. Topics include study of the environment of the organization, environmental scanning and strategic planning, goal setting, issues of health care financing and reimbursement, the management process, program review and evaluation. Particular emphasis will be placed on issues of organizational effectiveness in an environment of cost containment.
This is the Core Course for the Health Services Management Certificate.

BHSC 345 - Employment Law
Credit(s): 3
Cross-Listed With: LAWS 345
Prerequisite(s): LAWS 120 or permission of Chair.
This course will explore the legislation that impacts employer/employee relationships in our society. Emphasis will be placed on the regulatory environment applicable to employment law and will focus on understanding the principles of the most commonly litigated issues such as: discrimination, sexual harassment, whistle blowing/employer retaliation and the impact of these lawsuits in the workplace.

BHSC 348 - Methodology for the Social and Behavioral Sciences
Credit(s): 3
Cross-Listed With: SOCL 348
Prerequisite(s)/Corequisite(s): BHSC 226/PSYN 226/SOCL 226.
An introduction to the process of doing research in the social and behavioral sciences: literature review, hypothesis formation, research design, techniques of data collection, data analysis, and report writing. Students learn to use the scientific method as a tool to both answer questions and solve problems in the social sciences, social work practice, health services and education. Course includes qualitative and quantitative approaches to research, computer applications at all stages of the research process, statistical analysis of data, and particular attention to issues of doing research in a multicultural context — e.g. ethical concerns (including rights of participants), formulation of questions, and use of findings. (Previously numbered BHSC/SOCL 248)

BHSC 349 - Directed Research in Behavioral Science
Credit(s): 3
Cross-Listed With: CRJU 349 / PSYN 349 / SOCL 349
Prerequisite(s): PSYN 101, SOCL 101.
This course provides students with a hands-on research experience in the discipline of behavioral science. This course provides a more in-depth and comprehensive study of a specific topic than is typically available in the classroom where students have an opportunity to work in small groups under the close supervision of a faculty mentor on all aspects of an active research project in behavioral science. Research design, experimental method, hypothesis development, literature review, data analysis, and presentation skills are applied to the research project. *May be repeated for a total of 6 units. Instructor permission is required.*

BHSC 366 - Medical Ethics

Credit(s): 3
Cross-Listed With: SOCL 366
An examination of ethical questions that arise in health care and in the relationship between health care professionals and those they serve, including: the rights of individuals to self-determination and the obligations of health care professionals both to the individuals they serve and to society at large; life as a value and such issues as abortion, euthanasia, and suicide; the questions of mental health and mental illness and the rights of the mentally ill; eugenic programs and the possibilities of genetic engineering; the cost of health care and the delivery of health care as a social and political issue. (Previously numbered: BHSC/PSYN/ SOCL 266.)

BHSC 370 - Statistics for the Social and Behavioral Sciences

Credit(s): 3
Cross-Listed With: PSYN 370, SOCL 370
Prerequisite(s): MATH 115, OR MATH 116, OR MATH 117
A review of the major statistical methods used in summarizing, understanding, and interpreting numerical data and research use of the computer. The course covers a full range of descriptive and inferential statistics including: frequency distributions; measures of central tendency and variability; probability theory; the normal curve model; correlation; and a wide range of statistical tests such as the T test, F test, analysis of variance and Chi-square.

BHSC 380 - Workplace Experience in Behavioral Science I
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful,

academically relevant workplace experiences. Possible workplace sites for students in Behavioral Science include residential centers, after school programs, shelters, substance abuse programs and hospitals. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required.

BHSC 381 - Workplace Experience in Behavioral Science II
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Behavioral Science include residential centers, after school programs, shelters, substance abuse programs and hospitals. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required.

BHSC 399 - Internship in the Social and Behavioral Sciences
Credit(s): 6
Cross-Listed With: **PSYN 399, SOCL 399**
Practice experience, program planning and/or research provide the student with an opportunity to interact with children, adolescents, adults, and the elderly and become acquainted with the complexities of administering programs in the human service professions. Field placements will be available in a wide variety of locations such as preschools, day care centers, residential and outpatient drug treatment centers, social service agencies, senior centers, nursing homes, municipal housing projects, community outreach services and hospitals. A minimum of 135 hours of fieldwork for the semester is required for 3 credits, 270 hours for 6 credits. A maximum of 12 credits of fieldwork is allowed toward degree program. Students meet in small groups with faculty on a regular basis.

BHSC 400 - Social Science Research
Credit(s): 6 credits for students who began the program Prior to Spring 2019 / 3 credits for students who began the program in Spring 2019 and Fall 2019
This course is designed to examine the techniques involved in data analysis, definition and measurements of variables, testing of hypothesis and interpretation of findings. Efforts will be made to acquaint students with quantitative data and the fundamental concepts of sociological research design. The rational for the use of certain basic concepts, their applications and the presentation of results through statistical analysis and the effect of relevant variables on research results will be studied. A major focus of the course is to provide students with hands-on experience in research methodologies through measurements of sociological constructs, non-experimental research designs, and the statistical analysis of correlational data. A Life Arts Project is required. *Only open to the B.A. Liberal Arts and Sciences program.*

BHSC 426 - Classics in the Social and Behavioral Sciences
Credit(s): 3
Cross-Listed With: PSYN 426, SOCL 426
Prerequisite(s): BHSC 348/SOCL 348 or must have completed 12 credits in the major.
A guided reading seminar in the social and behavioral sciences utilizing primary source material with critical analysis of such authors as: Allport, Durkheim, Freud, James, Jung, Marx, Skinner and Weber. (Previously numbered BHSC/PSYN/SOCL 326.)

Biology

Students enrolling in biology courses must earn at least a letter grade of C in all Prerequisite courses. Students may not repeat a Biology course more than twice. Some programs may only permit one repetition of a biology course. Please check program pages for specifics.

Persons who are immune-compromised (including those who are pregnant or may become pregnant) and students living with or caring for an immune-compromised individual should consult with their physicians to determine the appropriate level of participation prior to enrolling in science labs. Students must adhere to safety rules and regulation in the science labs at all times.

BIOL 160–BIOL 161 or the equivalent is a Prerequisite for all other biology courses numbered 222 and above.

BIOL 100 - Human Body
Credit(s): 3
This seminar introduces students to the biological and psychological sciences through a study of the human body. Students examine various ways of understanding their bodies including physiological, biochemical, psychoanalytic and humanistic perspectives. Topics include body systems and their functions, human development across the life span, and the relationships between mind and body. A Life Arts Project is required. *This course is only open to students in the B.A. Liberal Arts and Sciences program only.*

BIOL 105 - Pathways, Perspectives, and Ethics in Science
Credit(s): 3
Students will analyze the intersection between science and society through the lens of diverse science professions as well as through case studies in ethics and integrity. Class discussions, reflective reading and writing assignments and student-driven projects will center on the value of scientific literacy and inquiry and the importance of evidence-based practices in making informed decisions that impact society. Guest speakers from diverse professions such as scientific research, environmental biology, journalism, education, science policy, clinical laboratory science, veterinary technology, patent law, financial consulting, medical professions, and epidemiology will discuss their perspective paths and the integral role of scientific inquiry in their professions. Through the speaker series, students will also examine personal values in relation to scientific pathways. (Formerly Pathways in Biology).

BIOL 110 - Introduction to Human Biology
Credit(s): 3
A study of the basic biological concepts and scientific methodology as exemplified in the human organism.

BIOL 111 - Introduction to Human Genetics
Credit(s): 3
A study of the basic biological concepts and scientific methodology as exemplified in the study of the mechanisms of human heredity including structure, function, and transmission of genetic information; genetic diseases; genetic counseling; and genetic engineering.

BIOL 112 - Environmental Science
Credit(s): 3
A study of the basic biological concepts and scientific methodology as exemplified in the study of the present-

day environmental problems such as air and water pollution, food control and population, and their effects on humans.

BIOL 113 - Evolution
Credit(s): 3
A study of the basic biological concepts and scientific methodology as exemplified in the study of the processes of evolution and the factors that cause evolutionary change. Influences and ramifications on the human population are also discussed.

BIOL 116 - Plants and People
Credit(s): 3
A study of the basic biological concepts and scientific methodology as exemplified in the study of the plant kingdom and characteristics unique to plants. Special emphasis is given to the specific uses and benefits we derive from plants, with practical input on growing plants.

BIOL 117 - Science of Nutrition
Credit(s): 3
A study of the basic biological concepts and scientific methodology as exemplified in the study of the materials comprising the human diet: energy sources, vitamins, minerals, and other essential molecules, and how dietary needs reflect physiological conditions ranging from aging to exercise to disease.

BIOL 122 - Foundations of Biology
Credit(s): 3
Corequisite(s): **MATH 116 or higher.**
This course critically analyzes scientific content and is designed for the preparation of students who are planning to enroll in BIOL 160 - General Biology I Lecture but lack sufficient background in the biological sciences. The course aims to develop the mathematical and quantitative skills of these students, and introduce them to the scientific method and the philosophy of science. The students will develop proficiency in hypothesis testing, mathematical applications of biological data, and develop an understanding of biologically relevant molecules and their functions in the cell. Students will develop critical reasoning and problem-solving skills with the addition of mandatory skills seminars offered by the Science Learning Center and department faculty members. BIOL 122 may be used as the General Education requirement for Scientific Perspective.

BIOL 130 - Human Anatomy and Physiology I Lecture
Credit(s): 3
3 hours lecture
Prerequisite(s): MATH 116 and ENGL 110
Corequisite(s): BIOL 130A.
This course is designed to provide students a comprehensive introduction to the structures of the human body and how the various organ systems function. The course first provides a working knowledge of chemistry, animal cells and tissues, and then details the structure and function of the integumentary, skeletal, muscular, and nervous systems. The integration of body systems and how they influence one another as well as the effects of disease on human physiology will be considered throughout the course.

BIOL 130A - Human Anatomy and Physiology I Laboratory
Credit(s): 1

3 hours lab
Prerequisite(s): MATH 116 and ENGL 110
Corequisite(s): BIOL 130
Laboratory observations, demonstrations, dissections, and experiments designed to give students a working knowledge of anatomy and physiology. Topics covered include the cell, tissues, and the integumentary, skeletal, muscular and nervous systems. Laboratory materials used include microscopic specimens, cat specimens, models, charts, illustrations and sample analysis kits.

BIOL 131 - Human Anatomy and Physiology II Lecture
Credit(s): 3
3 hours lecture
Prerequisite(s): BIOL 130/BIOL 130A, MATH 116 and ENGL 110
Corequisite(s): BIOL 131A.
This course is designed to provide students a comprehensive introduction to the structure and function of human systems. The organization of the body is studied at the molecular and cellular level as well as the tissue, organ, and systems levels. The course focuses on the following organ systems: endocrine, cardiovascular, lymphatic, respiratory, digestive, and reproductive. Clinical applications of the material will be discussed and many diseases will be considered.

BIOL 131A - Human Anatomy and Physiology II Laboratory
Credit(s): 1
3 hours lab
Prerequisite(s): BIOL 130/BIOL 130A, MATH 116 and ENGL 110
Corequisite(s): BIOL 131.
This course is designed to provide students a comprehensive introduction to the organization and function of the following organ systems: endocrine, cardiovascular, lymphatic, respiratory, digestive, and reproductive. Laboratories will utilize a variety of specimens and resources including microscopic specimens, sheep hearts, cat specimens, models, charts, illustrations, and sample analysis kits.

BIOL 160 - General Biology I Lecture
Credit(s): 3
3 hours lecture, 1 hour recitation
Prerequisite(s): MATH 116 or higher
Corequisite(s): BIOL 160A.
This course is an introduction to contemporary biology, covering the chemical basis of biology, cell structure and function, cell division, genetics, and basic molecular biology.

BIOL 160A - General Biology I Laboratory
Credit(s): 1
3 hours lab
Prerequisite(s): MATH 116 or higher
Corequisite(s): BIOL 160.
This laboratory course is designed to complement concepts taught in the BIOL 160 lecture course. Students will gain proficiency in light microscopy, spectrometry, pipetting and experimentation.

BIOL 161 - General Biology II Lecture
Credit(s): 3

3 hours lecture
Prerequisite(s): BIOL 160/BIOL 160A.
Corequisite(s): BIOL 161A.
A study of the structure and function of living organisms with primary emphasis on multicellular organisms and their interactions.

BIOL 161A - General Biology II Laboratory
Credit(s): 1
3 hours lab
Prerequisite(s): BIOL 160/BIOL 160.
Corequisite(s): BIOL 161.
This laboratory course is designed to complement concepts taught in the BIOL 161 lecture course.

BIOL 222 – Pathophysiology
Credit(s): 3
3 hours lecture
Prerequisite(s): BIOL 130/BIOL 130A and BIOL 131/BIOL 131A, or BIOL 160/BIOL 160A and BIOL 161/BIOL 161A.
This course provides an in-depth study of human pathological processes and their effects on homeostasis. Topics covered include the physical signs and prognosis of common human diseases, as well their etiology, underlying causes, clinical progression, and management. The role of genetics in disease and the molecular and cellular basis of common diseases will be considered throughout the course.

BIOL 223 - Introduction to Science Teaching
Credit(s): 3
Prerequisite(s): BIOL 105, BIOL 160/BIOL 160A, BIOL 161/BIOL 161A, CHEM 160/CHEM 160A and CHEM 161/CHEM 161A.
This course is an introduction to teaching science in informal (e.g., zoos, aquaria, museums) and formal (e.g., schools) education settings as well as science communication, through hands-on experiences and critical reading and writing. Students will explore and develop research-based ways to educate children, adolescents, adults, and the general public about critical issues and content in biology, in order to educate for a more scientifically literate citizenship.

BIOL 224 - Microbiome of Urban Spaces
Credit(s): 3
1 hour lecture, 6 hour lab
Prerequisite(s): BIOL 160/BIOL 160A. Permission of the instructor is required to register for this course.
This course is a classroom undergraduate research experience that will introduce students to the newly emerging field of urban microbiology. Students will participate in research that will expose them to new and emerging technologies that are being utilized to determine the prevalence and persistence of pathogenic bacteria in the built environment. They will perform and develop experiments to identify what bacterial and human factors are contributing to this process. The ultimate goal of the research course is to try to identify means of preventing and controlling the spread and transmission of pathogens in the urban environment. Total time commitment is seven hours per week; three hours are regularly scheduled meeting/ research times, four hours of additional time to be coordinated with instructor.

BIOL 224 - Microbiome of Urban Spaces
Credit(s): 3
1 hour lecture, 6 hour lab
Prerequisite(s): BIOL 160/BIOL 160A. Permission of the instructor is required to register for this course.
This course is a classroom undergraduate research experience that will introduce students to the newly emerging field of urban microbiology. Students will participate in research that will expose them to new and emerging technologies that are being utilized to determine the prevalence and persistence of pathogenic bacteria in the built environment. They will perform and develop experiments to identify what bacterial and human factors are contributing to this process. The ultimate goal of the research course is to try to identify means of preventing and controlling the spread and transmission of pathogens in the urban environment. Total time commitment is seven hours per week; three hours are regularly scheduled meeting/ research times, four hours of additional time to be coordinated with instructor.

BIOL 225 - Reading and Writing in Biology
Credit(s): 3
Prerequisite(s): BIOL 160/BIOL 160A, BIOL 161/BIOL 161A, CHEM 160/CHEM 160A, CHEM 161/CHEM 161A and ENGL 111.
This course offers students an introduction to both reading and writing in the biological sciences, culminating in scientific literacy. Students will read different pieces of science writing each week spanning from primary research articles to more popular writing, and perform a weekly writing assignment based on that week's readings. Students will focus on basic writing skills, forming persuasive arguments, and writing for specific audiences. Lastly, the skill of revision will be emphasized and writing samples will be worked on continuously throughout the semester.

BIOL 226 - Elements of Biochemistry
Credit(s): 3
Prerequisite(s): BIOL 160/BIOL 160A, BIOL 161/BIOL 161A, CHEM 160/CHEM 160A and CHEM 161/CHEM 161A.
An introduction to the different biological molecules: proteins, nucleic acids, vitamins, lipids, and carbohydrates in terms of their structure, transformation and function. Their role in normal physiology and pathophysiology are highlighted. The consequences of deficiencies and toxicities are also discussed.

BIOL 244 – Ecology
Credit(s): 4
3 hours lecture, 3 hours lab
Prerequisite(s): BIOL 160/BIOL 160A and BIOL 161/BIOL 161A,
An introduction to ecology, the study of interactions between organisms and between organisms and their environment. The laboratory component includes natural history field trips as well as exercises involving experimental design, data collection, and statistical analysis.

BIOL 252 - Plant Biology
Credit(s): 4
3 hours lecture, 3 hours lab
Prerequisite(s): BIOL 160/BIOL 160A and BIOL 161/BIOL 161A, or permission of the Instructor.
An introduction to the basics of plant biology including plant diversity, structure, physiology, metabolism, reproduction, evolution and ecology. The laboratory components include exercises devoted to plant anatomy, growth and physiology.

BIOL 265 - Microbiology Lecture
Credit(s): 3
3 hours lecture
Prerequisite(s): BIOL 130/BIOL 130A and BIOL 131/BIOL 131A or BIOL 160/BIOL 160A and BIOL 161/BIOL 161A.
Corequisite(s): BIOL 265A.
A study of the classification, morphology, metabolism, genetics, and ecology of microorganisms, with emphasis on bacteria. Discussion of aspects concerning control, disease and immunity will be presented.

BIOL 265A - Microbiology Laboratory
Credit(s): 1
Prerequisite(s): BIOL 130/BIOL 130A and BIOL 131/BIOL 131A or BIOL 160/BIOL 160A and BIOL 161/BIOL 161A.
Corequisite(s): BIOL 265.
This laboratory course is designed to complement concepts taught in the BIOL 265 lecture course by providing students with laboratory exercises to develop techniques for culturing, handling and identifying microorganisms.

BIOL 275 - Cell Biology
Credit(s): 4
3 hours lecture, 3 hours lab
Prerequisite(s): ENGL 111; BIOL 160/BIOL 160A and BIOL 161/BIOL 161A; CHEM 160/CHEM 160A.
This course is designed to provide a comprehensive introduction to how cells function and how cells are maintained and studied in the laboratory. The lecture portion of the course emphasizes central cell biology topics including: the structure and function of cellular organelles, the structure and function of the plasma membrane and membrane components, protein sorting and transport, the cytoskeleton and cell movement, cell-cell and cell-matrix interactions, cell signaling, and cellular reproduction and cancer. Laboratories methods practiced include transfection of cultured cells with DNA, immunocytochemistry, and fluorescence microscopy. Research articles related to lecture material are presented by groups of students in journal club.
Note: CHEM 161/161A may be taken concurrently with BIOL 275 with Program Director permission.

BIOL 280 – Histology
Credit(s): 4
3 hours lecture, 3 hours lab
Prerequisite(s): BIOL 160/BIOL 160A and BIOL 161/BIOL 161A.
A microscopic study of the fundamental tissues of the animal body and the fundamentals of histological techniques. Impacts of disease on tissue structure and function will be discussed.

BIOL 295 - Special Topics in Biology
Credit(s): 3
An analysis of current questions in biology. The course offering will vary term to term, allowing for the coverage of new subject matter or the opportunity to make available an instructor's special expertise. Specific topics to be covered will be announced by the department.

BIOL 309 - Human Physiology (Formerly Human Physiology for the Biomedical Sciences)
Credit(s): 3
3 hours lecture

Prerequisite(s): BIOL 160/BIOL 160A, BIOL 161/BIOL 161A or BIOL 130/BIOL 130A, BIOL 131/BIOL 131A, CHEM 160/CHEM 160A and CHEM 161/CHEM 161A.

Corequisite(s): BIOL 309A is an optional corequisite for students who are enrolled in this course.
This course provides an in-depth integrative understanding of human physiology. Beginning with cellular physiology and the regulation of the intercellular environment, the course takes a systemic approach to understanding control systems: the nervous and endocrine systems, systems of maintenance and defense: blood, lymphatic and cardiovascular; systems of metabolism, acid-base balance and elimination: respiratory, digestive and urinary systems and reproduction. Integration of all systems in the well-being of the organism is emphasized.

BIOL 309A - Human Physiology Laboratory
Credit(s): 1
Prerequisite(s): BIOL 160, BIOL 160A, BIOL 161, BIOL 161A and/or BIOL 130, BIOL 130A, BIOL 131, BIOL 131A and CHEM 160, CHEM 160A and CHEM 161 and CHEM 161A.
Corequisite(s): BIOL 309 Human Physiology (Formerly Human Physiology for the Biomedical Sciences)
This course provides students with a detailed study of the anatomy and physiology of the viscera and organ systems. Specifically, students will achieve a strong working knowledge of the cardiovascular, pulmonary, renal, gastrointestinal, lymphatics and endocrine/reproductive systems. Students will use light microscopy to identify important histological structures from all organ systems discussed in lecture. General physiological principles and the mechanisms related to the maintenance of homeostasis will be emphasized, as well as the relation between molecular biology, gross and microscopic anatomic form and physiological function.

BIOL 310 – Immunology
Credit(s): 3
Prerequisite(s): CHEM 160/CHEM 160A, CHEM 161/CHEM 161A and BIOL 265/BIOL 265A.
A study of the immunological mechanisms of the vertebrate body including antigen structure and types, antibody structure and formation, and antigen/antibody reactions. Discussion of tolerance, autoimmunity, cellular and humoral immunity, hypersensitivity and suppression.

BIOL 317 - Principles of Neuroscience
Credit(s): 3
3 hours lecture
Prerequisite(s): BIOL 265/BIOL 265A or BIOL 275, BIOL 161/BIOL 161A, and CHEM 161/CHEM 161A.
This course serves as an introduction to the field of neuroscience with an emphasis on the cellular and molecular mechanisms underlying neural function, brain development, cognition, memory, and neuropsychiatric disorders. The focus of the lectures is integrative and multidisciplinary using a molecular, cellular and a systems approach to understand the basic and unique structures and functions of the nervous system. The causes and consequences of neurodegenerative processes, affective disorders, and therapeutic interventions will be discussed and provided as examples of the etiological mechanisms and current trends in the field of neuroscience to approach the complexity of neuropsychiatric disorders. The reading and presentation of original research articles will illustrate the necessary skills to be conversant in the discipline and to critically analyze the scientific literature.

BIOL 355 - Molecular Biology of the Cell (cc)
Credit(s): 4
3 hours lecture, 3 hours lab

Prerequisite(s): CHEM 160/CHEM 160A, CHEM 161/CHEM 161A and BIOL 360.
The study of how cells function with an emphasis on the ultra-structural aspects of cells and their underlying macromolecular structures and mechanisms of cellular processes. Emphasis is on nucleic acids as informational molecules and proteins as catalytic and regulatory molecules and molecular machines. Topics include genomics, proteomics, nucleic acid structure, chemistry, and metabolism, recombinant DNA technology and genetic engineering, membrane structure, membrane transport, protein sorting, vesicular traffic and cellular communication. Experimental techniques in cell culture, immunology, microscopy and biochemistry are emphasized in the lecture, creating a foundation for laboratory experiments in molecular and cell biology. This course is the core course for students in the general biology track and the clinical laboratory science program. This is the Core Course for B.S. Biology major. For an explanation of the Core Course requirements, please see the Academic Regulations and Procedures and Student Policies page.

BIOL 360 – Genetics
Credit(s): 4
3 hours lecture, 3 hours lab
Prerequisite(s): CHEM 161/CHEM 161A, BIOL 161/BIOL 161A and, BIOL 275 or BIOL 265/BIOL 265A
A study of fundamental principles of heredity and variations as applied to eukaryotes, prokaryotes, and viruses. The course will cover classical Mendelian Genetics, Population Genetics, Molecular Genetics, and Cytogenetics, with equal emphasis on the molecular aspects of gene structure, function, mutation, and regulation.

BIOL 366 - Developmental Biology
Credit(s): 4
3 hours lecture, 3 hours lab
Prerequisite(s): CHEM 160/CHEM 160A, CHEM 161/CHEM 161A and BIOL 360.
A morphological and genetic study of developmental stages of organisms, including cell differentiation, gametogenesis, fertilization, gastrulation and organogenesis.

BIOL 370 - Research in Biology I
Credit(s): 3
1 hour lecture, 6 hour lab
Prerequisite(s): BIOL 160/BIOL 160A, BIOL 161/BIOL 161A. Permission of the instructor is required to register for this course.
Students will conduct cutting-edge authentic biological research while working closely with a faculty mentor. In a small group setting, students will engage in-depth in the scientific method by analyzing the scientific literature, formulating hypotheses, performing hands-on experiments, analyzing experimental data, and presenting their findings to the broader scientific community. The research topic is dependent on the expertise of the faculty instructor/ mentor and may include research in neuroscience, cell biology, or microbiology among other topics. In order to conduct authentic research, students must commit six hours per week for lab work and one additional hour per week for lecture/discussions. Total commitment is seven hours per week; three hours are regularly scheduled meeting/research times, four hours of additional time to be coordinated with instructor.

BIOL 380 - Workplace Experience in Biology I (Natural Science)
Credit(s): 3
Prerequisite(s): BIOL 160/BIOL 160A, BIOL 161/BIOL 161A or BIOL 130/BIOL 130A, BIOL 131/BIOL 131A.
This course is designed to link college with the professional world by students obtaining meaningful,

academically relevant workplace experiences. Possible workplace sites for students in Biology include corporations, hospitals, medical facilities and research organizations. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department and approval of Chair required.

BIOL 381 - Workplace Experience in Biology II (Natural Science)
Credit(s): 3
Prerequisite(s): BIOL 160/BIOL 160A, BIOL 161/BIOL 161A or BIOL 130/BIOL 130A, BIOL 131/BIOL 131A.
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Biology include corporations, hospitals, medical facilities and research organizations. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department and approval of Chair required.

BIOL 397 - Independent Study in Biology
Credit(s): 1-3
Prerequisite(s): BIOL 160/BIOL 160A, BIOL 161/BIOL 161A and BIOL 275.
In depth readings and research undertaken in a specific area of biology under the direction of a faculty member. Registration with the permission of the instructor and the chairperson of the department.

BIOL 424 – Neurobiology
Credit(s): 4
3 hours lecture, 3 hours lab
Prerequisite(s): ENGL 111, BIOL 160/BIOL 160A, BIOL 161/BIOL 161A, CHEM 160/CHEM 160A, CHEM 161/CHEM 161A and BIOL 275.
Neurobiology provides a comprehensive introduction to the biology of the nervous system at the cellular and molecular level. The lectures focus on the biological mechanisms underlying neuronal function including action potential, synaptic transmission, axon growth and synapse formation. The inquiry-based laboratories focus on techniques used to study the biology of the neuron including simulation of action potential and synaptic physiology, isolation and maintenance of neurons in culture, use of immunohistochemistry and fluorescent microscopy to examine neuronal structure and growth using digital imaging and use of image analysis software to quantitatively analyze neuronal components and behavior.

BIOL 430 - Seminar in Current Topics in Biology
Credit(s): 3
Prerequisite(s): BIOL 160/BIOL 160A, BIOL 161/BIOL 161A, BIOL 275, and BIOL 360.
Reading of the scientific literature and discussions in a current topic in biology. Topics vary by semester and include cancer biology, stem cell biology, or regenerative medicine.

BIOL 440 - Advanced Research in Biology: Neurodegeneration
Credit(s): 3
1 hour lecture, 6 hour lab
Prerequisite(s): BIOL 160/BIOL 160A, BIOL 161/BIOL 161A, BIOL 370 (or equivalent research experience). Permission of the instructor is required to register for this course.
In this hands-on laboratory course, students will investigate oxidative neuronal cell death (a hallmark of neurodegenerative diseases such as Alzheimer Disease). In small groups, students will generate primary neural cells from chick embryos to determine how astrocytes (a glial subtype) protect neurons from oxidative

stress. Students will engage in the scientific method by evaluating scientific literature, designing and performing experiments, analyzing data, and presenting their findings to the scientific community. Total time commitment is seven hours per week; three hours are regularly scheduled meeting/research times, four hours of additional time to be coordinated with instructor.

BIOL 455 - Capstone in Biology Education
Credit(s): 3 per semester
1 hour lecture, 4 hours field placement
Prerequisite(s): BIOL 223.
In this capstone course for the Biology Education track, students will connect theory to practice by completing a weekly fieldwork placement in a formal or informal educational setting, in which they support experienced science educators and observe their practices. Four hours of fieldwork per week is required or the equivalent of 60 hours total per semester. In addition, during weekly seminars, students will use action research principles to create a case study to examine, through data analysis, an aspect of science teaching and learning in order to better improve understanding of scientific principles for a specific audience.

BIOL 460 - Coordinating Seminar in Biology
Credit(s): 3
Prerequisite(s): Completion of a minimum of 15 credits in Biology or Chemistry courses numbered 230 and above. (excludes CHEM 260/CHEM 260A and CHEM 261/CHEM 261A).
A seminar required of all majors in their senior year. In depth research of topic in biology through readings, reports, and discussion. Completed under direction of the faculty. Permission of Program Director is required to register for this course.

Business Law

BLAW 240 - Business Law I
Credit(s): 3
An introduction to the legal system and the basic legal concepts pertinent to the structure, management and operation of businesses. This course will also examine current trends and issues relevant to the legal and ethical responsibilities of business.

BLAW 340 - Business Law II
Credit(s): 3
Prerequisite(s): BLAW 240.
A continuation of the study of legal concepts pertinent to the business environment. This course covers sales and lease contracts, negotiable instruments, secured transactions as well as laws and concepts related to investor protection. It specifically examines legal issues in the Accounting profession and introduces the student to international and world trade law.

Credentialed Alcoholism and Substance Abuse Counselor (CASAC)

CASC 150 - Drugs and Alcohol: Use and Abuse
Credit(s): 3
This seminar examines the theoretical basis of obsessive and compulsive substance use disorders and addictive behaviors i.e. drugs, alcohol, tobacco/nicotine dependence and compulsive gambling use and abuse in contemporary society. The course focuses on the etiology and effects of drug use and abuse from a Bio-Psycho-Social perspective. Students will examine the varied treatment methods and modalities available including abstinence, the 12-Step community support programs, medication-assisted treatment CBT and Mindfulness therapies. Both theoretical and practical paradigms will be used to examine social, economic, legal, psychological and political issues related to addiction. Students will be allowed can utilize life experiences as a learning base to complement the theoretical aspects of the course. By the end of the seminar students will be able to describe psychological theories, make appropriate assessment, and develop treatment plans on best practices.

CASC 160 - Psychology of Compulsion and Addiction
Credit(s): 3
This seminar presents the theoretical basis of such problems of addictive and compulsive behavior such as substance abuse (alcohol and drugs), overeating, over-working, and compulsive gambling. A study of theories of personality development, therapies and treatment is included. Projects and observations based on problems of interest to students are shared in class and considered in the light of current professional theory and practice. By the end of the seminar, students will be able to describe the psychological theories related to addictive and compulsive behavior and to connect each client to the appropriate treatment and therapies.

CASC 240 - Counseling the Substance Abuser
Credit(s): 3
This advanced seminar examines current research on causes, prevention, and appropriate counseling techniques for the treatment of substance abuse use and co-occurring disorders. Through readings, role-playing, group discussions, and the site visits, students will become acquainted with therapeutic interventions in both early recovery and long-term treatment modalities. This course provides an in-depth understanding of the theories and practice of individual, family, and group counseling of substance use disorders. Students will learn to recognize substance use disorders using the DSM-5 and identify risk factors for prevention and relapse. Students will cultivate techniques that enhance cultural competence and the principles of group and family counseling with individuals that have substance use disorders. During this seminar, students will be introduced to the use of addiction medications for individuals with co-occurring disorders, for the suppression of withdrawal, and to relieve cravings, at the completion of the course. Students will have the skills necessary to make diagnostic impressions, develop psychosocial profiles, generate client treatment plans, and identify support services for appropriate referrals in the continuum of care.

CASC 250 - Effects of Addiction on Families and Society
Credit(s): 3
Addiction affects individuals, their family members, and the family dynamic. Addiction and substance use disorders have serious social and economic consequences. In this seminar with the use of the family systems approach, students will explore the effects of addiction, while paying particular attention to the family unit's coping strategies and ones awareness of attitudes toward cultural differences. Addiction may affect each family member differently and this course examines how the addicted individual's children, parents, and

significant others are impacted by the cycle of addiction. Students will explore the differential effects on families that result from particular substances (i.e., heroin, cocaine, alcohol, and the abuse of prescription medications). Students will embark on an examination of the consequences addiction has on the larger societal and economic scheme, including implications for criminal activity, the judicial system, the healthcare system, and the cost of public and private recovery programs.

CASC 270 - Counseling in a Multicultural Context
Credit(s): 3
The course is a cognitive and experimental study of social and psychological variables that influence the cross-cultural counseling relationship in relation to substance disorders. The various multicultural theories are explored in aiding to create and implement effective treatment to meet the needs of a diverse population with substance disorders. Emphasis will be placed on the social identities of race, ethnicity, gender, religion, class, age, sexual orientation, and their influences on substance disorders. Students are expected to comprehensively evaluate their own values and beliefs according to their own cultural and ethnic backgrounds.

CASC 350 - Evidence-Based Assessment and Treatment for Addiction
Credit(s): 3
This course examines concepts essential to understanding the process of Clinical Assessment/Evaluation and Treatment for addictive behaviors. The course will review the modern theoretical viewpoints of Clinical Assessment/Evaluation and Treatment of addictions including psychosocial assessment, the stages of change, and cognitive-behavioral models of addiction treatment. Students will be familiarized with the diagnostic criteria for alcohol and substance use disorders utilizing the Diagnostic and Statistical Manual of Mental Disorders. The course offers an introduction to case management, treatment planning, goal setting with measurable objectives, time frames; activities, evaluation, relapse-prevention, and discharge planning. A final section of the course will expose students to medications that have been developed to augment the treatment of addictions and ways medication and counseling can work together.

CASC 360 - Case Management for Substance Use Disorders
Credit(s): 3
This course examines the concepts in the case of management for substance use disorders treatment workers. Best practices in the field of human services will be examined with particular emphasis on working with those with substance abuse histories and current diagnoses. Strategies for effective communication and cultural competence will be explored. Collaboration with the client, devising treatment plans, and reviewing those plans for efficacy will be emphasized. The ecological systems theory will be highlighted as a means of providing quality services for clients.

CASC 260 - Group Dynamics in Chemical Dependency Counseling
Credit(s): 3
This seminar is designed to provide students with an in-depth understanding of the theory and practice of chemical dependency within group counseling. Students will explore the dynamics of the group process from formation to termination, focusing on intervention in both early recovery and long-term treatment modalities. Theoretical and practical topics include: group types, contracting group members, establishing goals/objective/guidelines, the advantages and limitations of the group, and Yalom's 11 curative factors of group counseling. The major stages of group development will be reviewed, as well as issues pertaining to group leaders, norms, strategies, and the differences between chemical dependency groups and psychiatric groups.

CASC 450 - Ethical and Professional Issues in Counseling

Credit(s): 3

This seminar examines verities of ethical issues that can have a tremendous impact on in the counseling environment. The course focuses on the importance of ethical principles and their influence in the counseling environment. The course emphasis on the importance of recognizing and understand the value of multiculturalism and diversity in the substance use field. Students will have the opportunity to cover some of the ethical principles that are prevalent in professional counseling. Students will actively participate in respectful and meaningful class discussions, and they related to class topics. This course focuses on personal values and belief and how they can influence decision-making. The primary purpose of the course is to equip the student with the tools/knowledge necessary to become, efficient, professional and competent in their fields as substance abuse counselors and as or counselor in general.

Chemistry

Students enrolling in chemistry courses must earn at least a letter grade of C or higher in all Prerequisite courses required for their major. Students may not repeat a Chemistry course required for their major more than twice. Some programs may only permit a course to be repeated once. Please check specific program pages.

CHEM 110 - Introduction to Chemistry
Credit(s): 3
3 hours lecture
This course is an introduction to the principles of chemistry and chemical reactivity for non-majors and allied health students. It is a study of the basic scientific methodology as exemplified by fundamental physical and chemical concepts and illustrated through theory and practical applications. Topics include: atomic and molecular structures, nuclear chemistry, bonding, phases of matter, chemical reactions, acid-base chemistry, organic chemistry and biochemistry. Relevance of chemistry to biology, technology, the environment and society will be presented. 3 hr. lect.

CHEM 122 - Foundations in Chemistry
Credit(s): 3
3 hours lecture
Prerequisite(s): MATH 116.
This one-semester course is designed to provide students with the basic foundational skills needed to complete the General Chemistry sequence. This course concentrates on basic concepts and principles of chemistry using a mathematical and quantitative approach. It is not intended for non-science majors. Topics include scientific method, measurement, atomic structure, periodicity, nomenclature, formulas and equations, stoichiometry, bonding, phases of matter, solutions, acids and bases, and redox reactions. CHEM 122 may not be applied for major credit.

CHEM 140 - Essentials of General, Organic, and Biochemistry
Credit(s): 3
Corequisite(s): Must be taken concurrently with CHEM 140A Essentials of General, Organic, and Biochemistry Lab.
Prerequisite(s)/Corequisite(s): MATH 116
This is a one-semester introduction to general, organic, and biochemistry. This course will explore how human physiology is governed by the complex structures, properties, and transformations of matter at the molecular scale. Students will learn how to perform calculations commonly conducted in chemistry and the health professions. Examples from medicine and consumer-based applications will be used to illustrate principles of chemistry.

CHEM 140A - Essentials of General, Organic, and Biochemistry Lab
Credit(s): 1
Prerequisite(s): MATH 116
Corequisite(s): Must be taken concurrently with CHEM 140 Essentials of General, Organic, and Biochemistry.
This is a one-semester laboratory course in which students conduct experiments that explore the fundamental principles of general, organic, and biochemistry, with applications to health and medicine. Students will learn to interpret their experimental results and draw logical conclusions from their observations and measurements.

CHEM 160 - General Chemistry I Lecture
Credit(s): 3
3 hours lecture, 1 hour recitation
Prerequisite(s): MATH 116 or higher
Corequisite(s): CHEM 160A.
A systematic development of the fundamental laws and theories of modern chemistry and the application of these principles to the chemistry of the elements and their compounds. Topics include: atomic structure, the periodic table and properties of elements, chemical bonding, stoichiometric relationships, thermochemistry, and states of matter.

CHEM 160A - General Chemistry Laboratory
Credit(s): 1
3 hours lab
Prerequisite(s): MATH 116 or higher.
Corequisite(s): CHEM 160.
The laboratory introduces basic synthetic and analytical techniques, including gravimetric analysis, qualitative analysis, small-scale calorimetry, and the use of computers for data collection and analysis.

CHEM 161 - General Chemistry II Lecture
Credit(s): 3
3 hours lecture, 1 hour recitation
Prerequisite(s): CHEM 160/CHEM 160A.
Corequisite(s): CHEM 161A.
This course is a continuation of general chemistry I and is designed to provide students an understanding of solutions, acids and bases, thermodynamics, electrochemistry, and kinetics.

CHEM 161A - General Chemistry II Laboratory
Credit(s): 1
3 hours lab
Prerequisite(s): CHEM 160/CHEM 160A.
Corequisite(s): CHEM 161.
The laboratory emphasizes analytical techniques associated with lecture topics. Computers are used in laboratories for data collection and analysis.

CHEM 260 - Organic Chemistry I Lecture
Credit(s): 3
3 hours lecture, 1 hour recitation
Prerequisite(s): CHEM 160/CHEM 160A, CHEM 161/CHEM 161A.
Corequisite(s): CHEM 260A.
Survey of the major types of aliphatic and aromatic compounds including structure, properties, class reactions, and mechanisms.

CHEM 260A - Organic Chemistry I Laboratory
Credit(s): 1
3 hours lab
Prerequisite(s): CHEM 160/CHEM 160A and CHEM 161/CHEM 161A.

Corequisite(s): CHEM 260.
Laboratory experiments involving use of modern techniques.

CHEM 261 - Organic Chemistry II Lecture
Credit(s): 3
3 hours lecture
Prerequisite(s): CHEM 260/CHEM 260A.
Corequisite(s): CHEM 261A.
Survey of the major types of aliphatic and aromatic compounds including structure, properties, class reactions, and mechanisms.

CHEM 261A - Organic Chemistry II Laboratory
Credit(s): 1
3 hours lab
Prerequisite(s): CHEM 260/CHEM 260A.
Corequisite(s): CHEM 261.
Laboratory experiments involving use of modern techniques.

CHEM 295 - Special Topics in Chemistry
Credit(s): 3
An analysis of current questions in chemistry. The course offering will vary term to term, allowing for the coverage of new subject matter or the opportunity to make available an instructor's special expertise. Specific topics to be covered will be announced by the department.

CHEM 354 - Biochemistry
Credit(s): 4
3 hours lecture, 3 hours lab
Prerequisite(s): BIOL 160/BIOL 160A, BIOL 161/BIOL 161A, CHEM 160/CHEM 160A, CHEM 161/CHEM 161A, CHEM 260/CHEM 260A, and CHEM 261/CHEM 261A.
A problem-solving approach to the study of macromolecular structure and function. Topics include the structure-function relationships of proteins, carbohydrates, nucleotides, and lipids; enzyme kinetics and mechanisms of enzyme-catalyzed reactions; bioenergetics, and the integration of cellular metabolism. Laboratory work introduces techniques of biochemical analysis, including protein assays, gel filtration chromatography, SDS polyacrylamide gel electrophoresis, and enzyme kinetics. Computer-interface systems are used for data collection and analysis.

CHEM 397 - Independent Study in Chemistry
Credit(s): 1-3
Prerequisite(s): CHEM 160/CHEM 160A, CHEM 161/CHEM 161A and CHEM 260.
In depth readings and research undertaken in a specific area of Chemistry under the direction of a faculty member. Registration with the permission of the instructor and the chairperson of the department.

CLSC 402 - Laboratory Operations*
Credit(s): 1
1 hour lecture, 1 hour lab
Prerequisite(s): CHEM 354
This course will introduce students to the organization of all aspects of the clinical laboratory to include management, governmental and voluntary regulating agencies, safety in the laboratory, quality assurance and continuous quality improvement. Students will also learn basic phlebotomy, laboratory, educational and research techniques and the professional expectations of the clinical laboratory profession.
This is the Core Course for students enrolled in the Clinical Laboratory major **prior** to Fall 2019.

CLSC 406 - Urinalysis I
Credit(s): 2
2 semester hours lecture
Prerequisite(s): CHEM 354, BIOL 131/BIOL 131A
This course will focus on renal anatomy and the urinary system. It will include discussions of renal physiology and disease and qualitative and quantitative urinalysis testing. Processing of urine specimens and discussions on how renal function is assessed and renal calculi are defined. Determination of the clinical significance of other body fluids such as Cerebrospinal Fluid (CSF) & Synovial fluids and how to perform examinations on such fluids.

CLSC 407 - Urinalysis II
Credit(s): 1
60 clinical hours
Prerequisite(s): CLSC 406.
This course will focus on giving the students practical hands-on experience in the principles of urinalysis that were introduced in didactic lectures and further develop discipline specific competency. Use of instrumentation, interpretation and accuracy of results and application of theory to clinical situations is emphasized. Supervised full-time (30-35 hours per week) 2-week internship in a clinical laboratory setting.

CLSC 410 - Hematology I
Credit(s): 3
Prerequisite(s): BIOL 355.
Corequisite(s): CLSC 410A Hematology I Laboratory
This course will focus on the theory of basic blood cell and bone marrow development, differentiation and morphology. Identification of each cell type focusing on abnormal changes associated with hematologic disorders.

CLSC 410A - Hematology I Laboratory
Credit(s): 1
3 hour lab
Prerequisite(s): BIOL 355 Molecular Biology of the Cell (cc)
Corequisite(s): CLSC 410 Hematology I
This course will focus on basic laboratory testing of erythrocytes, leukocytes, platelets and body fluids. Students will learn and practice preparing peripheral blood smears for staining and microscopic examination.

Students will gain experience in performing, manual, semi-automated, and automated hematology test procedures.

CLSC 411 - Hematology II/Hemostasis
Credit(s): 3
Prerequisite(s): CLSC 410.
This course will focus on various diseases of erythrocytes and leukocytes including anemias, leukemias, lymphomas, myelodysplastic syndromes and neoplastic disorders. Identification of the mechanism and factors involved in hemostasis and the coagulation cascade. Analysis and interpretation of laboratory data and any specialized molecular testing utilized in the diagnosis of hematologic diseases as well as in bleeding and clotting disorders.

CLSC 412 - Hematology III
Credit(s): 2
180 clinical hours
Prerequisite(s): CLSC 410.
This course will focus on giving the students practical hands-on experience in the principles of hematology that were introduced in didactic lectures and further develop discipline specific competency. Use of instrumentation, interpretation and accuracy of results and application of theory to clinical situations is emphasized. Supervised full-time (30-35 hours per week) 6-week internship in a clinical laboratory setting.

CLSC 415 - Diagnostic Microbiology I
Credit(s): 3
3 hours lecture
Prerequisite(s): BIOL 265/BIOL 265A, BIOL 355.
Corequisite(s): CLSC 415A
This course will focus on the taxonomy, morphology, and pathogenesis of bacteria, mycobacteria, viruses and other pathogens, determination of specimen acceptability and the role the microbiology laboratory plays in infection control.

CLSC 415A - Diagnostic Microbiology I Laboratory
Credit(s): 1
3 hour lab
Corequisite(s): CLSC 415 .
Prerequisite(s)/Corequisite(s): BIOL 265/BIOL 265A, BIOL 355
This course will cover the practical application and technical performance of procedures in Diagnostic Microbiology. Students will learn to how to perform identification techniques used in the clinical microbiology laboratory to aid in the diagnosis of diseases.

CLSC 416 - Diagnostic Microbiology II
Credit(s): 3
3 semester hours lecture
Prerequisite(s): CLSC 415.
This course will focus on the taxonomy, morphology, and pathogenesis of human parasites and fungi, the determination of specimen acceptability and the role of the microbiology laboratory in infection control.

CLSC 417 - Diagnostic Microbiology III
Credit(s): 2
180 clinical hours
Prerequisite(s): CLSC 415.
This course will focus on giving the students practical hands-on experience in the principles of diagnostic microbiology that were introduced in didactic lectures and further develop discipline specific competency. Use of instrumentation, interpretation and accuracy of results and application of theory to clinical situations is emphasized. Supervised full-time (30-35 hours per week) 6-week internship in a clinical laboratory setting.

CLSC 420 - Clinical Chemistry I
Credit(s): 3
3 hour lecture
Prerequisite(s): CHEM 354, BIOL 355.
Corequisite(s): CLSC 420A
This course will focus on routine, special and automated methods used in the clinical laboratory to determine the concentrations of analytes, such as glucose, proteins and lipids in blood and other body fluids. Evaluation of the clinical significance of these analytes and how they are affected by specific disease states will be discussed.

CLSC 420A - Clinical Chemistry I Laboratory
Credit(s): 1
3 hour lab
Prerequisite(s): CHEM 354, BIOL 355.
Corequisite(s): CLSC 420
This course will cover the practical application and technical performance of procedures in Clinical Chemistry. It will also include discussions, demonstrations and the practice of safety procedures in a clinical laboratory. The laboratory session will help students develop the psychomotor skills needed to perform various procedures in the clinical laboratory.

CLSC 421 - Clinical Chemistry II
Credit(s): 3
3 semester hours lecture
Prerequisite(s): CLSC 420.
This course will focus on routine, special and automated methods used in the clinical laboratory to determine the concentrations of analytes, such as Electrolytes, Enzymes, Hormones, Vitamins and Trace Elements in blood and other body fluids. Evaluation of the clinical significance of these analytes and how they are affected by specific disease states.

CLSC 422 - Clinical Chemistry III
Credit(s): 2
180 clinical hours
Prerequisite(s): CLSC 420.
This course will focus on giving the students practical hands-on experience in the principles of clinical chemistry that were introduced in didactic lectures and further develop discipline specific competency. Use of instrumentation, interpretation and accuracy of results and application of theory to clinical situations is emphasized. Supervised full-time (30-35 hours per week) 6-week internship in an outside clinical laboratory setting.

CLSC 426 – Coagulation
Credit(s): 1
60 clinical hours
Prerequisite(s): CLSC 410.
This course will focus on giving the students practical hands-on experience in the principles of coagulation that were introduced in didactic lectures and further develop discipline specific competency. Use of instrumentation, interpretation and accuracy of results and application of theory to clinical situations is emphasized. Supervised full-time (30-35 hours per week) 2-week internship in a clinical laboratory setting.

CLSC 430 - Immunohematology I
Credit(s): 3
3 hour lecture
Prerequisite(s): BIOL 310.
Corequisite(s): CLSC 430A
This course will focus on routine and special procedures in blood banking including but not limited to ABO/Rh typing, antibody detection and identification and also compatibility testing. Donor screening, testing and component preparation. Maternal screening for antibodies and testing for hemolytic disease of the fetus and newborn. This course will also focus on problem solving skills, transfusion protocols and transfusion reactions.

CLSC 430A - Immunohematology I Laboratory
Credit(s): 1
3 hour lab
Prerequisite(s): BIOL 310
Corequisite(s): CLSC 430
This course will focus on the practical application of Immunohematology procedures including blood grouping and screening and other manual procedures used in the clinical laboratory. Emphasis will be on critical thinking and problem solving in the area of blood banking and transfusion therapy.

CLSC 431 - Immunohematology II
Credit(s): 2
180 clinical hours
Prerequisite(s): CLSC 430.
This course will focus on giving the students practical hands-on experience in the principles of immunohematology that were introduced in didactic lectures and further develop discipline specific competency. Use of instrumentation, interpretation and accuracy of results and application of theory to clinical situations is emphasized. Supervised full-time (30-35 hours per week) 6-week internship in a clinical laboratory.

CLSC 435 - Clinical Immunology
Credit(s): 1
60 clinical hours
Prerequisite(s): CLSC 420.
This course will focus on giving the students practical hands-on experience in the principles of Clinical Immunology that were introduced in didactic lectures and further develop discipline specific competency. Use of instrumentation, interpretation and accuracy of results and application of theory to clinical situations is emphasized. Supervised full-time (30-35 hours per week) 2-week internship in a clinical laboratory setting.

CLSC 440 - Professional Practice in CLS (cc)
Credit(s): 3
3 semester hours lecture
Prerequisite(s): CLSC 402, CLSC 406, CLSC 411, CLSC 415, CLSC 421, CLSC 430.
This course will consist of review of all clinical laboratory science sections including: Laboratory Operations, Urinalysis, Hematology/Hemostasis, Diagnostic Microbiology, Clinical Chemistry and Immunohematology and an analysis of current topics in clinical laboratory science. The course offering may vary term to term, allowing for the coverage of new subject matter or the opportunity to make available an instructor's special expertise. (New Core Course for Clinical Laboratory Science).
This is the Core Course for students enrolled in the B.S. Clinical Laboratory Science major **starting** Fall 2019.

Communication Disorders

CMDS 210 - Clinical Process I (cc)
Credit(s): 3
An introduction to the clinical process that focuses issues relating to the clinical experience as well as clinical assessments. *Offered fall semester only.*.

CMDS 215 - Clinical Process II
Credit(s): 3
Prerequisite(s): CMDS 210.
Continuation of the clinical process that focuses on therapeutic methods, report writing, and the clinician-client relationship. *Offered spring semester only.*

CMDS 220 - Multicultural Issues in Communication Disorders
Credit(s): 3
Prerequisite(s): CMDS 498.
This course addresses the impact of cultural, ethnic and linguistic diversity on communication development, communication patterns, and communication disorders. It is an introduction to cultural and linguistic diversity (CLD) among individuals with communication disorders and differences. Special emphasis is placed on African American, Latino, Asian and Middle Eastern backgrounds. The class provides students with a framework for developing an understanding of the many issues related to the provision of clinical services to the multicultural population in the U.S. *Offered spring semester only.*

CMDS 240 – Phonetics
Credit(s): 3
Detailed analysis of the production of the sounds of the English language; basic intonation patterns and linguistic rules; extensive practice in phonetic transcription with emphasis on ear training. *Offered spring and summer semesters.*

CMDS 256 - Anatomy and Physiology of Speech and Hearing Mechanisms
Credit(s): 4
4 semester hours: 3 hours lecture, 1 hour lab
Prerequisite(s): BIOL 110. Additional course fee may apply.
Structure and function of the speech mechanism; muscular and neural control of the speech organs; respiration, phonation, resonation and articulation. (With Cadaver) *Offered fall semester only.*

CMDS 257 - Introduction to Audiology
Credit(s): 3
This course provides a general study of the science of hearing assessment with emphasis on terminology, physics of sound, anatomy and physiology of the hearing mechanism, audiological evaluation and screening, hearing loss types and degrees, and audiometric interpretation. *Offered fall semester only.*

CMDS 258 - Introduction to Communication Disorders
Credit(s): 3
This course is an introduction to the study of the professional interests of speech-language pathology and

audiology with specific attention to the general recognition and classification of disorders of speech, language, and hearing, and general trends in rehabilitation *Offered fall semester.*

CMDS 264 - Normal Speech and Language Development
Credit(s): 3
A study of normal language development in children including phonological, morphological, syntactic, semantic, and pragmatic features; exploration of the cognitive linguistic communicative relationship, language/cognitive/play development milestones, gender, cultural, and dialectal differences will also be addressed. *Offered fall semester.*

CMDS 270 - Speech and Hearing Science
Credit(s): 3
A study of the psychological and acoustical aspects of speech production and perception; principles of the physics of sound; psychoacoustics and acoustic phonetics. *Offered spring semester only.*

CMDS 295 - Special Topics in Communication Disorders
Credit(s): 3
Intensive study of a major area in communication disorders, or specialized language or clinical topic. *Offered in response to particular interests of students and faculty.*

CMDS 300 - Language Disorders
Credit(s): 3
Prerequisite(s): CMDS 258 and CMDS 264.
The nature of language disorders relative to normal speech and language development and the impact on the ability to communicate in the environment. *Offered spring semester only.*

CMDS 310 - Communication Disorders — Organic
Credit(s): 3
Prerequisite(s): CMDS 256; CMDS 258.
A study of speech/language disorders caused by physical disability with special attention given to problems associated with cleft palate, cerebral palsy, aphasia, and organically-based voice disorders. The course will include development of proposals for research projects that will address various aspects of the speech language disorders, such habilitation and rehabilitation approaches, family interactions, and multicultural cultural issues associated with evidence-based practice. *Offered fall semester only.*

CMDS 340 - Aural Rehabilitation
Credit(s): 3
Prerequisite(s): CMDS 257.
A study of the effects of hearing loss on the speech, language, academic, and communication abilities of children and adults; principles and techniques of rehabilitation, including the use of counseling, hearing aids, cochlear implants, lip-reading, and auditory training; and implications for educational and vocational development. *Offered spring and summer semesters only.*

CMDS 355 - Introduction to Linguistics
Credit(s): 3
This course will familiarize students with the way in which linguistics relates to speech-language pathology. Course content is designed to introduce students to the five levels of natural languages: phonology,

morphology, syntax, semantics, and pragmatics. Additional topics (second language acquisition, bilingualism, sociolinguistics, bidialectalism, American Sign Language linguistics, neurolinguistics and psycholinguistics) will be incorporated into the course. *Offered spring semester only.*

CMDS 397 - Independent Study in Communication Disorders
Credit(s): 1-3
Prerequisite(s): CMDS 264, CMDS 310, CMDS 498.
In depth reading and research undertaken in a specific area of communication disorders under the direction of a faculty member. Registration with the permission of the instructor and the Program Director of the department.

CMDS 450 - Diagnostic Methods and Case Studies for the Speech-Language Pathologist
Credit(s): 3
Prerequisite(s): CMDS 498.
This course which covers two broad topics, diagnostic methods for the speech-language pathologist and case studies for the speech language pathologist, provides general knowledge and understanding of the principles of diagnosis and evaluation of speech and language disorders. In addition, the class will use a case studies format to explain the etiology, diagnosis, and treatment of speech, language, and hearing disorders. *Offered spring semester only.*

CMDS 498 - Clinical Process III
Credit(s): 2
Prerequisite(s): CMDS 210 and CMDS 215. Students must have earned a C or above in CMDS 240 - Phonetics, CMDS 258 - Introduction to Communication Disorders and CMDS 300 - Language Disorders in order to register. Additional course fee may apply.
A preliminary clinical experience in the Mercy Speech and Hearing Center. Students will be selected **to either treat a client with a communication disorder or be a participant observer assigned to a client with a communication disorder. Course topics will include a review of communication disorders, professional report writing, session planning, standardized test review. Other topics will include therapeutic hierarchy, peer review, session planning, research for evidence based practice, multicultural issues and family counseling (Previously titled CMDS 498 Clinical Practicum.) (Enrollment in this course requires proof of immunization.)** ***Offered fall semester only.***

Communication

The courses in this section are only open to students in the B.A. Liberal Arts and Sciences program.

COMM 100 - Introduction to Communications
Credit(s): 6 credits for students who began the program Prior to Spring 2019 / 3 credits for students who began the program in Spring 2019 and Fall 2019
The past decades have evolved in leaps and bounds. It has impacted and revolutionized the speed at which we receive, process and share information, as well as our thought, verbal and written process. We will concentrate, examine and utilize the different ways to effectively communicate in an ever-evolving technology laden society in our personal, social and professional lives. As well, you will develop skills in perspective taking, small group decision-making, and public speaking. It will assist in the development of your oral communication skills in more advanced courses and life.
This course is only open to students in the B.A. Liberal Arts and Sciences program only.

COMM 110 - Oral Communications
Credit(s): 3
Oral communication is essential to learning in a college seminar and the most immediate and powerful way to create a niche for ourselves in the world. This course helps students to overcome fears of inadequacy and failure which are compounded by problems with oral communication. Students are introduced to the communication process, assess their attitudes and orientation to speaking, and develop better communication skills and techniques. The overall goal of the course is for students to be able to express their ideas with self-confidence in a clearly organized manner, and in a variety of situations. Specifically, the students become familiar with communication theory and process; analyze each other's strengths and weaknesses as communicators; assess and adjust to a variety of listening skills; improve voice, articulation and pronunciation skills; participate significantly in a group discussion; and organize, develop and support ideas in a logical, substantive manner. *Only open to students in the B.A. Liberal Arts and Sciences program.*

COMM 120 - Introduction to Mass Media
Credit(s): 6 credits for students who began the program Prior to Spring 2019 / 3 credits for students who began the program in Spring 2019 and Fall 2019
This seminar introduces the role, principles, functions and responsibilities of the mass media and their interrelationship with the social environment (people, institutions, ideas). The seminar focuses on newspapers, magazines, radio and television media with an examination of their programming, ratings, sponsorship and overall presentations to viewers, listeners and readers. The following questions provide a basis for the examination: How are news programs produced and what information is selected for presentation to the public? How does the media address issues of concern to various communities and interest groups? How does advertising serve as a catalyst in the decisions of consumers? What are the marketing techniques used to attract specific groups, i.e. women, children, minorities, families? A Life Arts Project is required. *Only open to students in the B.A. Liberal Arts and Sciences program.*

COMM 194 - Honors Oral Communications
Credit(s): 3
Cross-Listed With: HONR 194
Honors Oral Communications focuses on the study of the nature of speech, sound production, and communication process. Classroom activity involves practical experience in the skills of the oral

communication process. It provides practice in organizing and presenting speeches for various purposes, including persuasion. The class critically analyzes the process of community and investigates how the mediums of communication and language are used, manipulated, controlled, and re-invented by this process. Aristotelian principles of rhetoric will be applied to contemporary controversial issues, identified and analyzed by students. *This course replaces general education requirement* COMM 110.

COMM 300 - Mass Communication and Society
Credit(s): 6 credits for students who began the program Prior to Spring 2019 / 3 credits for students who began the program in Spring 2019 and Fall 2019
This seminar examines the interrelationship between media and the current social and political environment. Class discussions focus on the attitudes and values of a media (film, television, radio and print), content and style of the information presented through the particular media, and the impact of each media upon family, religion, education and political-economic institutions. Topics to be covered are: the power of the media to change values and attitudes, reinforce stereotypes, and mold public opinion; media as a mass market tool; commercial vs alternative media; ethics of production; censorship; media as a political tool; bias in news; and future developments in communications (cable TV, federal subsidies). A Life Arts Project is required. *Only open to students in the B.A. Liberal Arts and Sciences program*.

COMM 310 - Cross Cultural Communication
Credit(s): 3
Prerequisite(s): Introductory level Sociology and introductory level Communications course.
his seminar examines the centrality of communication as a major element in cultural socialization. The relationship between communication and social patterns will be analyzed in the context of how they differ from culture to culture. The students will evaluate communication theories and models to determine their cross-cultural relevance and application. As a result of this seminar, students will be able to identify cultural references such as diverse language and speech patterns, varied non-verbal cues and messages that can impair cross-cultural understanding. *Only open to students in the B.A. Liberal Arts and Sciences program.*

COMM 320 - Communication Law
Credit(s): 3
This seminar analyzes the laws governing the different spheres of communications from journalism to advertising including broadcasting, public relations, and telecommunications, as they pertain to such issues as freedom of speech, privacy laws, such as slander and libel, protection of commercial speech, censorship and copyright. The seminar will focus on the Communications Act of 1934, the first Amendment to the US Constitution, The (Internet) Communication Decency Act of 1996, and laws mandating the Federal Communications Commission. *Only open to students in the B.A. Liberal Arts and Sciences program.*

COMM 400 - The Telecommunications Revolution
Credit(s): 3
Prerequisite(s): An intermediate level communications course.
This seminar focuses on the latest telecommunications technologies and their applications. It explores the technological developments that have revolutionized the information age. Students will examine these developments in light of current theoretical models of communication. The course examines innovations such as the personal computer, fiber optics, the satellite, the intelligent telephone, micro-chips and their relationship to Tele-banking, Tele-mailing, Teleconferencing, Telemarketing, and Telecommunications, and their impact on business, government, education and interpersonal relations. *Only open to students in the B.A. Liberal Arts and Sciences program.*

COMM 401 - Organizational Communication
Credit(s): 6 credits for students who began the program prior to Spring 2019 and 3 credits for students who began the program in Spring 2019 and Fall 2019
This seminar explores the structure and function of communication in modern, industrialized human organizations. Students will analyze information flow patterns – horizontal, upward, downward, and network patterns and how such patterns influence social and power relationships. Students will also examine the four general functions of communication in the organization such as innovation, organization performance, organization maintenance, and the human function. Students will learn how roles, functions, and organizational effectiveness are influenced by communication. They will also become familiar with the standards of organizational communication audits as prescribed by the International Communication Association (ICA). Authors to be read include: Grunig, Drucker, Weik Redding, Jablin and others. A Life Arts Project is required. *Only open to students in the B.A. Liberal Arts and Sciences program.*

COMM 420 - Advanced Topics in Mass Media
Credit(s): 6 credits for students who began the program Prior to Spring 2019 / 3 credits for students who began the program in Spring 2019 and Fall 2019
Prerequisite(s): ENGL 287 and an intermediate level Communications course.
This advanced seminar focuses on topics related to the interplay among media organizations and other institutions of social power. Topics include the effects of different forms of mass media (broadcast, film, print), who controls that form of media and the effect of that control on planners, what media should be considered when marketing different products and services, and the uses of media in developing a marketing plan for an organization. Students will read and discuss research pertinent to these topics in media studies. Students will develop and evaluate a media campaign on the context of an organization's social and economic goals. Only open to students in the B.A. Liberal Arts and Sciences program.

COMM 440 - Fashion and Society
Credit(s): 3
This course examines the fashion industry and its relationship to and affect upon the society in which we live. Topical emphasis is placed on key components of the fashion business, including design and designers, media (editors, writers), models, and consumers, as well as the impact of trends in style upon retail apparel businesses. *Only open to students in the B.A. Liberal Arts and Sciences program.*

Communication Studies

COMM 110 - Oral Communication
Credit(s): 3
Study of the nature of speech, sound production, and communication production, and the communication process; practical experience in the skills of the oral communication process. COMM 110 offered in distance learning is restricted to online students with the permission of the Instructor.

COMM 144 - Understanding Movies
Credit(s): 3
Cross-Listed With: **ARTT 144**
A basic overview of the historical development of film with an emphasis upon the aesthetic elements of cinema, its particular terminology and interrelationships with other arts. Students will discover how to read films through selected readings, screenings and written reports.
After Fall 2020, this course will no longer be offered and will be replaced with MEDA 144.

COMM 154 - Publicity Writing
Credit(s): 3
Cross-Listed With: MEDA 154
Prerequisite(s): ENGL 111.
This course covers the variety of persuasive writing forms and techniques used by the public relations professional to invite media coverage of corporate/client events and activities, to promote awareness and use of products and services, and to encourage consumer/audience support of corporate issues. Students will learn how to prepare press releases, pitch letters, press kits, public service announcements and copy for brochures and promotional materials.

COMM 200 - Interpersonal Communication
Credit(s): 3
Prerequisite(s): ENGL 111, COMM 110.
What are the different challenges of communicating one-on-one as well as within large groups? What does our non-verbal language — our styles and body language — really express to the outside world? Students will develop an intrapersonal perspective to critically evaluate their interpersonal communications and relationships, as well as the various issues surrounding human interaction. An emphasis will be placed on the functions of human communication, the development of the "self," conversation dynamics and skills, relationship development, conflict management strategies, and other subjects.

COMM 219 - Group Behavior
Credit(s): 3
Cross-Listed With: PSYN 219
Prerequisite(s): COMM 110, PSYN 101.
The course addresses the theory and research of groups, as well as actual group experiences. This course is conducted partially as a workshop to promote interaction, leadership, solidarity and problem solving.

COMM 220 - Intercultural Communication
Credit(s): 3
Prerequisite(s): ENGL 111.

This course examines the role of culture in understanding human communication. Students will become aware of their own cultural influences as they consider the culture, language, tradition, and experiences of diverse groups. Through class discussion and experiential exercises, students will gain the tools necessary to make a valuable contribution to communication across all cultures.

COMM 225 - Visual Communication
Credit(s): 3
Prerequisite(s): ENGL 111.
This course introduces students to the principles of graphic design, provides an overview of visual communication tools (color, typography, photography, packaging, illustration, etc.), and helps student understand the role of signs, symbols and images in human communication.

COMM 230 - Speaking for Success
Credit(s): 3
Study and practice of the skills needed for control of voice production and diction, (articulation, pronunciation, intonation, prosody). Emphasis will be placed on phonetics and ear.

COMM 231 – Propaganda
Credit(s): 3
Cross-Listed With: MEDA 231
Prerequisite(s): ENGL 111
This course focuses on the development, principles, techniques, and results of mass persuasion from its beginnings in ancient civilizations to its transformation in the modern technological society. Students study mass persuasion and political propaganda during war and peace, with emphasis on its impact on current-day political affairs through readings, viewing of films, and emphasis on its impact on current-day political affairs, viewing of films and video, examination of graphic and print materials and class discussions. The objective is to hone critical reasoning to identify semantic and perceptual techniques used for mass persuasion.

COMM 246 - Elements of Theatre
Credit(s): 3
Cross-Listed With: MEDA 246
Students are taught to appreciate the many elements that come together to create the total theatre experience. Beginning with the cultural impulses toward theatrical expression, through the development of written texts, the spoken word, acting and movement, the use of color, lighting, and the stage space and extending to the aftermath of performance to reviews, students will recognize the multi-dimensional, multi-layered nature of the theatrical event. They will be introduced to the responsibilities of the actor, the director, and the critic in this exploration of theatre production and its all-important audience. Attendances at professional and amateur performances supplement the classroom experience.

COMM 249 – Persuasion
Credit(s): 3
Study and practice in the art of persuasive techniques. How to reinforce or change the existing attitudes or beliefs of the listener.

COMM 250 - Psychology of Communication
Credit(s): 3
Cross-Listed With: PSYN 250 Psychology of Communication

The course will examine the nature of the communication process in terms of its ultimate purpose of social control. Emphasis will be placed on self-awareness and the "gap" quality of communication. Values, self-concept, listening, verbal and nonverbal language and perceptions will be evaluated as communicating agents. (Only open to organizational management students.)

COMM 252 - The Practice of Public Relations
Credit(s): 3
Cross-Listed With: **MEDA 252**
A course designed to provide an understanding of public relations in our society: how it is planned, produced and evaluated. The key types of communication required for productive public relations are examined. Weekly writing assignments are required to develop familiarity with the practices of professional public relations. As a final project, students will develop a campaign program, create appropriate materials for the press, and become familiar with the scope of communication channels available for effective public relations.

COMM 255 - Creative Advertising
Credit(s): 3
Cross-Listed With: MEDA 255
A hands-on course that first examines the functions of advertising and how advertising is created, then has students write, develop, and produce advertising scripts for television and radio. The course also provides students with a behind-the scenes look at corporate advertising.

COMM 260- Workplace Communication Strategies and Career Planning
Credit(s): 3
This course will assist students in matching their college experience to their personal and professional goals. Topics range from guidance in selecting a career path to choosing and getting an internship or entry-level position. Through readings and workshops, students learn to assess their workplace competency and are encouraged in their pursuit of a meaningful career. In addition, students will learn how to prepare resumes and cover letters. They will also learn about networking and interviewing skills.

COMM 262 - Introduction to Acting
Credit(s): 3
Cross-Listed With: MEDA 262
Students explore the basis of acting in the reality of doing. The course aims to facilitate an encounter between the student actor and those personal impulses that happen within the collaborative framework of the classroom-theater. Emphasis is placed upon gaining an understanding of the actor's primary instrument for performance, himself, while developing a basic technique for working within the context of a theatrical performance.

COMM 263 - Scene Performance
Credit(s): 3
Cross-Listed With: MEDA 263
Provides opportunity for students to learn and practice the skills actors need in order to live truthfully, moment-to-moment in the given imaginary circumstances of a scene. Scenes from the classics and from contemporary dramatists will be studied.) or permission of instructor.

COMM 282 - Play Production (Formerly titled: Play Directing)
Credit(s): 3
Cross-Listed With: MEDA 282
Students experience first-hand the process of directing theatrical productions from conception through completion while assimilating the principles that control the manner of their art and craft.

COMM 295 - Topics in Communication Studies
Credit(s): 3
Topics selected from the broad field of communications in response to particular interests of students and faculty. Providing an opportunity for examination of subjects not already the focus of other courses, and to make available an instructor's special knowledge.

COMM 330 - Communication Law and Ethics
Credit(s): 3
Prerequisite(s): ENGL 111.
This course examines the scope of legal and ethical issues that arise when preparing written and nonverbal communications for an employer for client. By examining case studies, reviewing current laws and statutes, and discussing common challenges to ethical practice in communications, the student will better understand the ramifications of behavior and the consequences of actions when serving as the spokesperson for a company or client.

COMM 345 - Writing for the Digital Media
Credit(s): 3
Cross-Listed With: MEDA 345
Students will develop writing and reporting skills for digital publications and social media platforms. This course will challenge students to evaluate content based on printed material, images and spoken words while considering journalistic styles and recognizing the demand for specialized digital news content. Students will learn how digital writing compares and contrasts with traditional media, and they will assess the impact of digital publications and platform methods and outcomes.

COMM 356 - Communication Technologies
Credit(s): 3
The advent of digital communication has ushered changes in virtually every aspect of modern life. The digital age has transformed point-to-point and mass communication, specifically how we form and participate in social networks, how culture is exchanged and consumed, and how media industries operate in the marketplace. This course examines the cultural impact of new digital technologies such as the internet and new telephonic and audiovisual media. We will survey the origins of digital communication and the internet and engage closely with contemporary scholarship on digital technologies, the Internet, the institutions that control these technologies.

COMM 370 - Effective Presentations
Credit(s): 3
Prerequisite(s): COMM 110
This course focuses on the principles and techniques of preparing and delivering oral presentations. Students will practice a variety of speech forms and styles used in business and will have the opportunity to critique their own videotaped performance. The preparation and effective use of accompanying visuals will also be covered.

COMM 385 - The Media Revolution
Credit(s): 3
Cross-Listed With: MEDA 385
The central question this course poses is how technology has affected American culture? Media Ecology examines modern media from various theoretical perspectives while tracing the origins of language and writing to the modern age.

COMM 397 - Independent Study
Credit(s): 1-3
A self-directed course initiated, designed, and carried out by the student with the consultation and guidance of a faculty member to pursue some special interest in communication studies.

COMM 398 - Communication Research Methods
Credit(s): 3
Prerequisite(s): ENGL 111
This course examines the use of research techniques, measurement tools and resources to inform corporate communication planning and programming decisions. The course focuses on types, sources and uses of primary and secondary data, examines methods of conducting research, and reviews processes used in the corporate communications profession to evaluate program success and performance.

COMM 399 - Internship in Communications Studies
Credit(s): 3-6
Prerequisite(s): 18 credits in Communication Studies.
An appropriate in-field experience arranged through the Program Director.

COMM 450 - Studio: Integrated Communication Strategies (cc)
Credit(s): 3
Prerequisite(s): ENGL 112, COMM 252, COMM 398
(Formerly titled: Studio: The Advanced Practice of Public Relations)
This course introduces the student to professional public relations agency work: planning and preparing proposals, campaigns, collateral material, editorial layouts, advertising storyboards, radio and television spots on behalf of a client or company. Students will rotate agency roles such as account manager and creative director while practicing their knowledge of design, campaign development and execution, media relations, special event planning, and publicity writing to assist community businesses and organizations with their communications initiatives. Issues that arise from client cultivation and negotiation (pricing, work product, project management, copyright) will also be covered.
This is the Core Course for the Communication Studies program.

Prospective students who have significant computer experience are encouraged to take the departmental waiver exam for CISC 120/MATH 120.

Students enrolling in all major courses must earn at least a letter grade of C in all Prerequisite courses. Prospective computer science, computer information systems or mathematics majors who have significant computer experience are encouraged to seek departmental approval for a waiver of CISC 120/MATH 120 (must pass the Excel component of the exam). Students enrolled in computer science and computer information systems majors may have to spend substantial time outside of class to complete their coursework. Students in these majors are required to take a programming proficiency test in CISC 231.

CISC 115 - Digital Literacy Credit(s): 2
In this course students will be introduced to hands-on use of word processing, databases, email, spreadsheets, and presentations. Students will also learn how to prepare, format, attach, create, edit, save and revise printed documents including reports, presentations, and research papers. In addition, students will learn how to find, use, critically assess, and disseminate digital information including CNR digital and web resources: MyCNR, MyLibrary(E-Res), ANGEL, Virtual Helpdesk, etc. and accessing on-line documents such as the SNR Degree Plan and Life Arts Project Contract. Finally, students will discriminate between ethical and unethical uses of computers and digital information including the responsible use of social media. This course is only open to students in the B.A. Liberal Arts and Sciences program.

CISC 120 - Introduction to Computers and Application Software
Credit(s): 3
Cross-Listed With: MATH 120
Prerequisite(s): None.
An introduction to computers and computing including the fundamentals of computer nomenclature, particularly with respect to personal computer hardware and software and the World Wide Web; develop an understanding of why computers are essential components in the business world and society in general; focus on the computer as a valuable productivity tool; present strategies for purchasing, and maintaining a personal computer system. This course has a wide-ranging hands-on lab component, which includes an introduction to and actual use of; word processing, spreadsheet, presentation, and Internet browser software. Prospective students who have significant computer experience may take the departmental waiver exam for CISC/MATH 120. If the student passes the waiver exam, the student may take CISC 131/MATH 131, MATH 117 or MATH 122 instead.

CISC 131 - Foundations of Computing I
Credit(s): 3
2 semester hours, 2 hours lab
Cross-Listed With: MATH 131
Prerequisite(s): None.
In Foundations of Computing I, students will be introduced to the basic aspects of problem solving, data representation, algorithm design, and object-oriented design and programming. The Python programming language will be used as the means to implement programs. This course prepares students for problem analysis and solution design. Students will also discuss ethical and social issues relating to computing.

CISC 219 - Web Design I
Credit(s): 3

Cross-Listed With: CART 219
Prerequisite(s): CISC 120/MATH 120.
This course presents an introduction to basic Web design and information architecture. It introduces concepts of good design and usability in theory and practice by exploring and comparing existing sites. Elements of page and site design and structure are discussed, including color, typography, simple image manipulation, links, and site organization. The course has a strong hands-on component where students will be introduced to elements of HTML and use up-to-date image manipulation software and a Web-authoring tool.

CISC 220 - Database Applications
Credit(s): 3
Prerequisite(s): CISC 120/MATH 120.
This course is a hands-on introduction to building a simple information management system using commercial relational database management software such as Microsoft Access. Students learn to build application systems using simple design tools and are exposed to database programming tools and the relational database model. Students design and build tables, forms, reports, queries and data access pages. Students complete a term project where they develop a functioning database application. *Offered in fall semester only*.

CISC 231 - Foundations of Computing II
Credit(s): 3
2 semester hours, 2 hours lab
Cross-Listed With: MATH 231
Prerequisite(s): CISC 131/ MATH 131 or departmental approval.
This course explores the fundamental concepts of object-oriented programming using the programming language Java. Students are introduced to the principles of object-oriented programming, basic data structures, elementary file input/ output, inheritance, polymorphism, exception handling and GUI.

CISC 238 - Graphical User Interface Application Development
Credit(s): 3
Prerequisite(s): CISC 131/ MATH 131
The student is introduced to application development using a graphical user interface (GUI). Topics include: graphics user interface design, properties of interface objects, attaching code to interface objects, developing and running entire applications using graphics and drawing, and building and updating databases.

CISC 257 - Computer Network I
Credit(s): 3
Prerequisite(s): CISC 120/MATH 120.
This course provides an introduction to fundamental concepts in the design and implementation of computer communication networks, their protocols, and applications. Topics to be covered include overview of internet technologies, network architecture, application layer, transport layer and network layer. A series of Lab activities are integral part of the course and will provide students practical experiences of networking.

CISC 259 - Web Design II
Credit(s): 3
Cross-Listed With: CART 259
Prerequisite(s): CISC 219/CART 219 or approval of instructor.
This course presents advanced design techniques for website development and information architecture. The

overall structure, flow, and organization of the website are discussed. The concepts and criteria introduced in Web Design I are utilized with added sophistication to page layout, image manipulation and typographical design. The use of tables and frames is described as well as several special effects, like rollovers and tweening, and elementary animation techniques. The course has a strong hands-on component where, in addition to the software packages used in Web Design I, students will be introduced to DHTML, CSS, and Flash.

CISC 271 - Web Programming
Credit(s): 3
Prerequisite(s): CISC 231.
Students learn basic and advanced concepts of Web Programming. Applying modern software development principles, students design and implement projects extending their knowledge of programming techniques and concepts introduced in previous courses.

CISC 301 - Information Systems within Organizations
Credit(s): 3
Prerequisite(s): CISC 120/MATH 120 and ACCT 120.
A comprehensive introduction to the concepts and theories that explain and/or motivate methods and practices in the development and use of information systems (IS) in organizations. The concepts and theories will include systems, management and organization, information, quality and decision-making. The relationship of information systems to corporate planning and strategy and concepts relating information technology (IT) to competitive advantage and productivity are explored and explained. The concepts and practices underlying the use of information technology and systems in improving organizational performance, as well as the roles of management, users and Information Systems professionals are presented.

CISC 311 - Data Structures
Credit(s): 3
Prerequisite(s): CISC 231/MATH 231 and MATH 244.
This course builds upon the Foundations of Computing courses and presents concepts and techniques essential for working in a modern software development environment. These include object-oriented programming, exception handling, linear and nonlinear data structures, and data structure libraries. Software engineering and object-oriented design concepts are discussed using case studies and software projects.

CISC 335 - Computer Networks
Credit(s): 3
Prerequisite(s): CISC 231/MATH 231.
The course explores the fundamental concepts of Computer Networks. Topics to be covered include the overview of internet technologies, network architecture, application layer, transport layer, network layer, linked layer and local area network, network management, wireless and mobile networks and multimedia networking. Network security will be introduced. Lab activities will provide students practical experiences in computer networking. It will be centered on implementation, configuration and troubleshooting of a LAN.

CISC 337 - Database Management Systems
Credit(s): 3
Prerequisite(s): CISC 120/MATH 120.
Introduction to the basic concepts of database management systems, including data representation, conceptual data modeling, entity relationship diagrams, the relational model, normalization, and database design and

implementation. Concepts of data integrity, security, privacy, and concurrence control are introduced. Students implement a major database application project.

CISC 339 - Artificial Intelligence
Credit(s): 3
Prerequisite(s): CISC 231/MATH 231 and MATH 244
This course provides a broad technical introduction and a survey of core concepts of artificial intelligence (AI). Topics include history of AI, search (search space, uninformed and informed search, constraint satisfaction), logic reasoning (probabilistic models, uncertainty, Bayesian networks), machine learning (inductive learning, decision trees, reinforcement learning), and perception and cognition (natural language processing, computer vision, robotics). AI techniques have become an essential element in modern computer software and are thus essential for a successful career and advanced studies in computer science.

CISC 341 - Computer Architecture
Credit(s): 3
Prerequisite(s): CISC 231/MATH 231 and MATH 244.
This course provides the basic knowledge necessary to understand the hardware operation of digital computers, introduces digital components and details the steps necessary to create a design for an elementary basic computer. The organization and architecture of the separate functional units of the digital computer, as well as the assembly level machine organization, are examined. (Non-liberal arts credit.)

CISC 352 - Mathematical Methods in Data Science
Credit(s): 3
Prerequisite(s): MATH 260.
Understanding data as information and using it to solve problems and make decisions. Graphics for data visualization. Algorithms for data cleaning, mining, and processing. Using inference algorithms for explanation, predication, and classification. Using machine learning to solve supervised and unsupervised problems. *Offered in fall semester.*

CISC 359 - Website Administration and Security
Credit(s): 3
Prerequisite(s): CISC 231/MATH 231 and CISC 337.
This course focuses on the server-side implementation of a website. It provides an overview of what is required to build and maintain a website, including hosting, server administration, security, user interactivity and database integration. The students will implement a server, develop user and file security policies, design the server configuration, and understand the server interaction with search engines. Given a previously designed GUI, the students will develop scripting programs that implement the appropriate business logic and interpret the user's input in order to access the database.

CISC 370 - Systems Analysis and Design
Credit(s): 3
Prerequisite(s): CISC 231/MATH 231.
Introduction to the steps required to complete an analysis and design of a computer information system with emphasis on mastering the methods and procedures used in structured systems analysis. These include various techniques of information requirements gathering, data flow diagrams, data dictionaries, process and program specifications. Working in teams, students learn the information systems development process by completing a significant term project.

CISC 371 - Software Engineering I: Principles
Credit(s): 3
Prerequisite(s): CISC 311.
Students will learn the principles of software engineering. Topics to be covered include software design and processes, requirements and specifications, software validation and testing strategies, software evolution, project management, documentation, and quality assurance. Upon completion of the course, students should have a fundamental understanding of the software life cycle and the processes involved in the design, development, implementation and maintenance of complex software systems, and the associated documentation of design, program and training materials, as well as an understanding and development of the interpersonal and communication skills required for a career in computer science.

CISC 380 - Workplace Experience in CS/CIS I
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in CS and CIS include corporations, small businesses, nonprofit organizations and schools. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. Department approval required.

CISC 381 - Workplace Experience in CS/CIS II
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in CS and CIS include corporations, small businesses, nonprofit organizations and schools. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. Department approval required.

CISC 385 - Cryptography and Computer Security
Credit(s): 3
Prerequisite(s): MATH 244.
Introduction to the concepts and applications of cryptography and computer security. Included are the basic building blocks of network security, such as conventional and public key encryption techniques, authentication and digital signatures. Important network security and Web security tools and applications, including S/MIME, IP security, Kerberos, SSL/TLS, and Secure Electronic Transactions (SET), as well as methodologies for countering hackers and computer viruses are explored. The language of modern cryptography is primarily number theory, and various tools of number theory, including modular arithmetic, primality, and hash functions are developed as needed.

CISC 395 - Special Topics in Computer Sciences
Credit(s): 3
Prerequisite(s): Variable, depending upon topic.
This course will introduce students to various relevant, current and interesting topics in the field of computer science and/ or computing. (Non-liberal arts credit.)

CISC 397 - Independent Study in Computer Sciences
Credit(s): 1-3

Individual projects or readings undertaken in a specific area of Computer Information Science. Registration with the permission of instructor, the Program Director/Chair, and the school Dean. (Non-liberal arts credit.)

CISC 411 - Analysis of Algorithms
Credit(s): 3
Prerequisite(s): CISC 311.
Students will study fundamental algorithms for solving a variety of problems, including sorting, searching, and graph algorithms. They will also learn techniques for analyzing the time and space complexity of algorithms and evaluate tradeoffs between different algorithms.

CISC 421 - Operating Systems
Credit(s): 3
Prerequisite(s): CISC 231/MATH 231 and MATH 244.
Process concepts, asynchronous concurrent processes, concurrent programming, deadlock, real storage, virtual storage organization, virtual storage management, job and processor scheduling, multiprocessing, disk scheduling, file and database systems, performance measurement, networks and security are covered. (Non-liberal arts credit.)

CISC 430 - Healthcare Analytics and Apps
Credit(s): 3
Prerequisite(s): CISC 231/MATH 231, CISC 337, MATH 122 and MATH 201.
This course provides a broad view of healthcare analytics and various applications. Topics to be covered include, but are not limited to, foundations of data analytics, architecture, framework, strategies, management and implementation of healthcare software applications and data analytics, various applications with emphasis on data visualization, mobile, and interactions. After the class, students should be able to apply concepts of healthcare analytics and applications to specific areas and identify the benefits and challenging of such applications.

CISC 470 - Information Systems Development and Implementation (cc)
Credit(s): 3
Prerequisite(s): CISC 337 and CISC 370.
In this capstone course for Computer Information Systems majors, students will apply techniques for analyzing, designing and implementing a computer information system. Systems development life cycle methodologies, CASE tools, project management techniques, and database development techniques will be used by project teams as they develop and implement a new computer information system.

CISC 471 - Software Engineering II: Senior Capstone Project (cc)
Credit(s): 3
Prerequisite(s): CISC 371 with grade of C.
This is the second course in the Software Engineering sequence. Students apply the principles of software engineering in real-world projects. In this capstone course for Computer Science majors, students will learn to work as a team in the development of small to medium-scale software systems.

Corporate and Homeland Security

CHSC 120 - Investigative Techniques and Reporting
Credit(s): 3
This course introduces the student to the complementary administrative and operational protocols for security related investigations as found in business, law enforcement, and national homeland security environments. The multidimensional presentation of material synthesizes investigative techniques for intelligence gathering, interviewing, crime scene preservation and incident report formatting. Within a framework of legal parameters and corporate objectives, the course will present practical applications, which are effective for the post-9/11 security environment.

CHSC 140 - Introduction to Homeland Security, Public Safety and Terrorism (cc)
Credit(s): 3
This course introduces the organizational and programmatic initiatives for domestic security in the post-9/11 world. Topics include an overview of the terrorist threat; chemical, biological, and nuclear hazards; public safety and security; statutory authority; and measures for mitigation, preparedness, response and recovery. The course also explores the types and levels of impact that these developments have upon the national, local community, and corporate psyches of America. (Previously cross-listed with CRJU 140)
For an explanation of the core course, please see the Academic Regulations and Procedures and Student Policies page.

CHSC 235 - Foundations of Risk Management
Credit(s): 3
An introduction to fundamental probability and theoretical concepts of risk as it pertains to public and private sector environment. This course is designed to familiarize the student with identifying and responding to various risks, threats and vulnerabilities in the context of theoretical and real world scenarios. The course will explore proactive and reactive risk management theories as well as identification of and response to different levels of crisis.

CHSC 245 - Legal Aspects of Security Management
Credit(s): 3
An analysis of current federal, state and local laws and regulations pertaining to security management. Discusses the powers of private security in regard to arrest, detention and interrogation, the duty to protect from third party crime, and the power and limits of civil tort law. The goals and objectives of corporate policies and procedures are examined in the context of the legal requirements of criminal justice procedure, contract law, administrative law and federal employment law.

CHSC 295 - Religion and Terror
Credit(s): 3
Prerequisite(s): CHSC 140
The course is designed to have the student understand working definitions of the terms terrorism and religion and how these are applied by groups using said terms for personal and group agendas often through violent means. The course further seeks to examine the various interpretations of religion within the major faiths and delve into perceived justifications for the use of terror. It will provide students with examples of organizations and terror groups that have and continue to employ religion as the basis for terrorist action through case study and determine the means for countering religious ideology as a pretext for violence.

CHSC 315 – Terrorism
Credit(s): 3
This course provides a comprehensive exploration of contemporary terrorism. It focuses on the theories and cases related to the causes, perpetration, and results of terrorist activities. It includes an analysis of religious terrorism, ideological terrorism, gender-focused political violence, criminal enterprises and terrorist violence. Among the specific issues to be covered are the changing definitions and perceptions of terrorism; the origins of terrorism; the impact of terrorism upon community and media; tactics and targets; and the major scholarly issues in the field of terrorism.

CHSC 325 - Personnel and Physical Property Security
Credit(s): 3
Prerequisite(s): MGMT 225
Introduces the concepts and methodologies of workplace security used by small, medium, and large corporations. Topics related to personnel security include pre-employment screening, training, employee security awareness, internal investigations, workplace violence, security officer operations, and executive protection. Physical property security topics include perimeter integrity, facility protection, access control, and countermeasures technology.

CHSC 345 - Corporate Security for the National Infrastructure
Credit(s): 3
Prerequisite(s): CHSC 140
An analysis of the security responsibilities and practices of the domestic corporations, which sustain the nation's critical infrastructure. The course takes up the strategic and logistical aspects of large-scale corporate security efforts within the transportation, communications, energy, financial and other vital sectors of the national infrastructure, using economic, public safety and national security perspectives.

CHSC 350 - Security Crisis Management
Credit(s): 3
An in-depth focus upon the strategies, programs and actions for mitigation, preparedness, response and recovery, which are available for the management of natural and man-made crises. Methods of cooperation, coordination and interaction with federal and state agencies, public and private institutions, citizen organizations, and volunteers are studied and the coordinating processes of the Homeland Security National Response Plan are considered for the corporate security environment.

CHSC 397 - Independent Study in Corporate Homeland Security
The student and instructor shall mutually agree on a course of study that will result in a significant student-directed project or research that is appropriate to the Corporate Homeland Security discipline.
A three-credit project requires a minimum of 135 hours of student-work; however, the credits may be prorated at 45 hours per credit. **Any independent study will require Department Chair and School Dean approvals.**

CHSC 399 - Internship in Corporate and Homeland Security I
Credit(s): 3
Prerequisite(s): One half (12 credits) of upper level (300 and 400 level) Specialization Course Requirements completed at Mercy College and approval from program director.
By approval of the program director, a CHS major can augment classroom studies with practical experience through meaningful participation relating to Risk Management, Homeland Security or Information Assurance, in a corporate, government or law enforcement environment.

CHSC 400 - Internship in Corporate and Homeland Security II
Credit(s): 3
Prerequisite(s): CHSC 399
This internship continues the practical objectives of CHSC 399 - Internship in Corporate and Homeland Security I. Participants are encouraged to select a different working environment than was previously undertaken. However, requirements may be altered at the discretion of the program director on a case-by-case basis.

CHSC 435 - Advanced Risk Management
Credit(s): 3
Prerequisite(s): CHSC 235
Advanced probability analysis of contemporary corporate security and loss prevention issues, strategies and solutions. Comprehensive study includes advanced statistical and theoretical analysis of internal and external threats/vulnerabilities, business continuity planning, crisis intervention and response, impact assessment and risk insurability. This senior-level course is designed to provide an enhanced repertoire of knowledge to the future professional corporate risk manager.

CHSC 445 - Homeland Defense Structures: The National Incident Management System
Credit(s): 3
An advanced comprehensive review of homeland security organization and strategies. The course will focus on the National Response Plan (NRP) and the National Incident Management System (NIMS) and will include discussion of statutory authority, participant roles, operational concepts, incident management and emergency support functions.

Criminal Justice

CRJU 102 - Introduction to the Criminal Justice System
Credit(s): 3
Students will be given an overview of the criminal justice system, commencing with a discussion of law, its sociology, its functions, etc.; then moving on into the historical origins of the system, current practices, and prognosis for the future of the criminal justice system.

CRJU 132 – Victimology
Credit(s): 3
This course focuses on the central character in a criminal act, the victim. Its objectives are to understand what it means to be victimized and to learn how to offer a victim real help. Special attention will be given to the victims of particular sorts of crimes such as sexual assault; child, adolescent and spouse abuse; victimization of the elderly and of parents; incest; and to the survivors of homicide victims.

CRJU 154 - Probation and Parole
Credit(s): 3
The two most important non-institutional treatment methods for offenders are probation and parole. Past and present programs will be covered to understand their status, current scope, and future trends and practices.

CRJU 204 - Introduction to Corrections
Credit(s): 3
A general overview of the subsystems commonly known as corrections. Probation and parole will be covered. The punishment and treatment of offenders will be explored. Visits to federal, state, and city correctional institutions, and an opportunity to discuss correctional problems with ex-offenders will be arranged.

CRJU 206 - Deviation and Therapy
Credit(s): 3
An analysis and exploration of the various treatment processes and techniques employed in a variety of agencies and situations including case work counseling, individual and group therapy and halfway house techniques.

CRJU 207 - White Collar Crime
Credit(s): 3
This course will provide an in-depth view of white collar criminality. Comparison will be made between traditional crimes and white collar crimes; various types of white collar crimes will be discussed and analyzed. Organized crime and the problems inherent in white collar crime prosecutions will be dealt with.

CRJU 208 - Organized Crime Control
Credit(s): 3
An examination into the history and background of organized crime including illegitimate and legitimate activities. Special emphasis will be on the control measures adopted on the local, federal and international levels. The course will analyze the organized crime system in order to counteract its negative effect and harm to society through the use of established and new legislation, and innovative investigative techniques.

CRJU 212 – Criminology
Credit(s): 3
Cross-Listed With: SOCL 212
The nature and causes of criminal behavior as they relate to effective means of prevention and rehabilitation, theories of criminal behavior focused on the individual, the family, the neighborhood, and society as the primary causal factors; various interdisciplinary schemes also considered.

CRJU 215 - The Juvenile Justice System
Credit(s): 3
Cross-Listed With: BHSC 215/SOCL 215
Origins, philosophy and objectives of the juvenile justice system, measures of delinquency, theoretical perspectives on delinquency, legal processes, roles of the actors and current trends within the juvenile justice system.

CRJU 233 - Family Violence the Criminal Justice Response
Credit(s): 3
Once considered a "hands off" issue, to be dealt with in the privacy of a family, cases of family violence increasingly are brought to the Criminal Courts. Drawing on the latest research, the course gives information about batterers and battering behavior. It reviews current practices, and examines various options available to Criminal Justice personnel handling the problem. (Previously numbered: CRJU/BHSC 133.)

CRJU 234 - Criminal Law
Credit(s): 3
Cross-Listed With: LAWS 234
The objective of this course is to acquaint the student with the historical background of Criminal Law, jurisdiction, the mental elements necessary to commit crime, the major crimes and recent changes in the law brought about by court cases. Comparison will be made as to what the law is elsewhere and what the law is in the State of New York.

CRJU 236 - Criminal Court Process
Credit(s): 3
A detailed study of the criminal court systems will be explored. City, county, state, and federal courts will be examined critically.

CRJU 250 - Criminal Procedure
Credit(s): 3
Cross-Listed With: LAWS 250
This course will acquaint the student with the criminal procedures that are followed in most states throughout the nation. The path of the criminal will be traced from arrest, to arraignment, to the grand jury, to trial, etc. The New York Criminal Procedure Law and Court cases that have been defined, limited and interpreted criminal procedure will be discussed.

CRJU 253 – Policing
Credit(s): 3
This course introduces the institution of policing in American Society. The origins and evolution of American policing; policing in America; police in relation to the criminal justice system; organizational structure of law enforcement agencies; police subcultures; patrol and investigation; police intelligence and information;

community policing; policing and the law; civil liability; police discretion; deviance; the use of force and the future of policing.

CRJU 255 - Crime Scene Investigation
Credit(s): 3
Prerequisite(s): CRJU 102 or comparable practical experience. Recommended: CRJU 256.
A study of the scientific techniques of criminal investigation evidence gathering. The student will be exposed to actual cases involving physical evidence in an effort to explain how the laboratory analyses are an integral part of the investigation.

CRJU 256 - Criminal Investigation
Credit(s): 3
This course is designed to familiarize the student with the modern methods of criminal investigation, including not only the various techniques involved, but also the problems encountered in crime investigation. Legal issues, interrogation techniques, surveillance techniques, crime scene examination, report writing, and testimony are among the areas covered.

CRJU 295 - Contemporary Issues
Credit(s): 3
A discussion of current topics concerning criminal justice, such as search and seizure, court administration, drugs, police administration, jails and prisons. Specific topics to be covered will be announced by the department.

CRJU 301 - Constitutional Law and Criminal Justice
Credit(s): 3
Cross-Listed With: POLS 301
Prerequisite(s): Six credits in Criminal Justice.
Analysis of the leading U.S. Supreme Court and State Court decisions impacting Criminal Justice. The historical development of the Bill of Rights and its application to the States through the Due Process Clause of the Fourteenth Amendment. This is the Core Course for the Criminal Justice certificate.

CRJU 304 - Law, Ethics, and Criminal Justice
Credit(s): 3
This course will study the balance among moral philosophy, law, and criminal justice administration. The course will study the movement toward professional ethics, and the growing emphasis on value questions and policy decisions among scholars, researchers, and practitioners.

CRJU 349 - Directed Research in Criminal Justice
Credit(s): 3
Cross-Listed With: BHSC 349 / PSYN 349 / SOCL 349
Prerequisite(s): PSYN 101, CRJU 102.
This course provides students with a hands-on research experience in the discipline of criminal justice. A more in-depth and comprehensive study of a specific topic than is typically available in the classroom where students have an opportunity to work in small groups under the close supervision of a faculty mentor on all aspects of an active research project in criminal justice. Research design, experimental method, hypothesis development, literature review, data analysis, and presentation skills are applied to the research project. Instructor permission is required. May be repeated for a total of 6 units.

CRJU 380 - Workplace Experience in Criminal Justice I
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Criminal Justice include police departments, non-profit organizations, treatment centers and governmental offices. Students' professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required.

CRJU 381 - Workplace Experience in Criminal Justice II
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Criminal Justice include police departments, non-profit organizations, treatment centers and governmental offices. Students' professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required.

CRJU 396 - Research Methods in Criminal Justice
Credit(s): 3
Prerequisite(s): CRJU 102.
This course introduces students to data collection strategies and basic statistical techniques, secondary data analysis, and program evaluation in criminal justice. This course serves as a preparatory course for CRJU 401 Senior Seminar in Criminal Justice.

CRJU 397 - Independent Study in Criminal Justice
Credit(s): 3
A project designed to take into account the individual student's special criminal justice interest. Student must comply with the special instructions for Independent Study Projects as set forth in the Catalog.

CRJU 399 - Internship in Criminal Justice
Credit(s): 3
Prerequisite(s): Six credits in Criminal Justice.
Under Faculty supervision, the pre-service major supplements his classroom studies with practical experience, by engaging in a planned program of observation and participation in selected criminal justice agencies.

CRJU 401 - Senior Seminar in Criminal Justice (cc)
Credit(s): 3
Prerequisite(s): CRJU 102, CRJU 396, and at least three other courses in Criminal Justice.
A seminar required of all majors in Criminal Justice; readings, reports, discussions, project to be completed under the direction of the faculty. This is the Core Course for B.S. Criminal Justice and Criminal Justice, Forensics specialization.

Critical Inquiry

CINQ 101 - Critical Inquiry
Credit(s): 3
This is a General Education course in which reading fluency, critical thinking and information literacy essential transferable skills are introduced, reinforced and assessed. Each section of CINQ 101 focuses on a particular topic; students analyze assigned readings, prepare and respond to arguments related to the topic, and complete projects that require research and assessment of relevant print and online sources. This course is required of all entering freshmen and of transfer students with 30 credits or less.

CINQ 190 - Honors Critical Inquiry
Credit(s): 3
Cross-Listed With: HONR 190
Prerequisite(s): For Honors students only.
Honors Critical Inquiry is a General Education course in which reading, thinking, and information literacy essential transferable skills are introduced, reinforced and assessed. Each section of Honors Critical Inquiry focuses on a particular topic; students analyze assigned readings, prepare and respond to arguments related to the topic, and complete projects that require research and assessment of relevant print and online sources. CINQ 190 is the honors-level version of CINQ 101, which is required of all entering freshmen and of transfer students with 30 credits or less. This course replaces *general education requirement* CINQ 101.

Cybersecurity

IASP 221 - LINUX Administration
Credit(s): 3
Prerequisite(s): **CISC 131.**
This course focuses on the administration of LINUX in a secured networked environment. Students will be introduced to the installation and configuration of LINUX, along with the use of command-line LINUX commands and scripting languages. Special emphasis will be placed on the installation and configuration of popular LINUX services such as SSH, HTTP, FTP, SMTP, Samba, MySQL, IPTABLES firewall, etc. Hardening of the LINUX kernel will also be discussed to make students aware how a LINUX system could be made more secure.

IASP 230 - Introduction to Cybersecurity
Credit(s): 3
Prerequisite(s): CISC 131.
This course serves an entry course to the Cybersecurity Program for undergraduate students. It will introduce basic terminology in information security, information assurance and related legal and ethical issues. The topics span various cybersecurity domains including access control, threats and vulnerabilities, risk management, firewall, intrusion detection and prevention, cryptography, physical and personnel security.

IASP 330 - Disaster Recovery / Business Continuity
Credit(s): 3
Prerequisite(s): IASP 230.
Discusses the applied methodologies used to plan and recover systems and business processes when faced with various types of recovery scenarios. The course will cover how disaster preparedness directly correlates to the ability to then continue business operations.

IASP 340 - Security Policy and Procedures
Credit(s): 3
Prerequisite(s): MATH 116 - College Algebra and MATH 122 - Statistics.
This course reviews the critical skills and methodologies used to ensure compliance to public and private sector regulatory requirements. This course covers how to facilitate internal and external audit requirements, ensuring proper levels of controls, both IT and process level.

IASP 355 - Penetration Testing and Ethical Hacking
Credit(s): 3
Prerequisite(s): CISC 335 - Computer Networks.
This course introduces the underlying principles and techniques associated with the cybersecurity practice known as penetration testing and ethical hacking. Student will learn about the entire penetration testing processes and practices. It includes planning, reconnaissance, scanning, exploitation, post-exploitation, and result reporting. As systems are penetrated and attacked in ethical testing method, the degree of systems' weak points or the level of security strengths will be assessed. The course discusses the assessment related to integrating penetration testing into a software development life cycle and assesses the pit-falls associated with traditional penetration testing practices as well as making recommendations for improving the practices. In all cases, students will develop an excellent understanding of current cybersecurity issues and ways that user, administrator, and programmer errors can lead to exploitable insecurities.

IASP 380 - Internship: Cybersecurity Workplace Experience I
Credit(s): 3
This course is designed to link college with the world of work by assisting students to obtaining meaningful, academically relevant work experiences directly related to their career goals. Possible placement internship sites for students in Cybersecurity include corporations, small businesses, non-profit organizations and schools. Students' professional development is enhanced through meetings with a faculty advisor and structured assignments based on the work experience. Career and Professional Development department approval required. Division approval required.

IASP 381 - Internship: Cybersecurity Workplace Experience II
Credit(s): 3
This course is designed to link college with the world of work by assisting students to obtaining meaningful, academically relevant work experiences directly related to their career goals. Possible placement internship sites for students in Cybersecurity include corporations, small businesses, non-profit organizations and schools. Students' professional development is enhanced through meetings with a faculty advisor and structured assignments based on the work experience. Career and Professional Development department approval required. Division approval required.

IASP 395 - Special Topics in Cybersecurity
Credit(s): 3
Prerequisite(s): Variable, depending upon topic.
This course will introduce students to the future implications (both technical and social) and the latest development in the cybersecurity field.. (Non-liberal arts credit.)

IASP 397 - Independent Study in Cybersecurity
Credit(s): 1-3
Individual projects or readings undertaken in a specific area of Cybersecurity. Registration with the permission of instructor, the program director and the department chair or the school dean.

IASP 420 - Network Security
Credit(s): 3
Prerequisite(s): CISC 335.
This course introduces students to fundamental network security principles and implementation. It covers types of network attacks, network infrastructure security, Web security, operational security, security management, cryptography and policies and procedures. In addition, it covers any recent development in network security areas.

IASP 430 - Digital Forensics
Credit(s): 3
Prerequisite(s): CISC 335, CISC 337 and CISC 231.
This course introduces techniques required for conducting a forensic analysis on systems and data. The theories directly correlate to methods used to recover/restore data for various requirements, ranging from litigation to fraud based investigations.

IASP 455 - Secure and Intelligent Programming
Credit(s): 3
Prerequisite(s): CISC 339 - Artificial Intelligence.

This course discusses how programming language techniques can be used to fill the security and intelligence gap between human and computers, computers to computers, and data to networks. Secure programming means writing programs in a safe fashion, to avoid vulnerabilities that can be exploited by attackers. In particular, this course considers novel programming languages that can be used to address artificial intelligence and machine learning, and security and privacy issues. The topics include various instantiations of programming languages and web programming languages, codification skills for coding safety, intelligence enhancement exercises in coding, and the debug and verification tools.

IASP 460 - Wireless Network and Security
Credit(s): 3
Prerequisite(s): CISC 335.
This course introduces various wireless network protocols, access modes, wireless devices, management tools and security risks. This course will give students technical background of wireless networks, and discuss the security risk and management tools.

IASP 470 - Capstone: System Security (cc)
Credit(s): 3
Prerequisite(s): Completion of at least six of 300 or upper-level courses.
This course introduces students to system security. It covers many security aspects in computer system and software programming ranging from basic topics to advanced topics. It includes more thoroughly discussion on risks, trusts, threat, attack, safe programming, operating system mechanisms, virtual machines, hardware security, personal and application security and latest development in system security. Hacking is discussed to ensure students know about the techniques used by malware developers.

Data Analytics

ANLC 250 - Introduction to Data Analytics
Credit(s): 3
Prerequisite(s): ACCT 261 or MGMT 255.
Introduction to Data Analytics is designed to ensure that students can utilize and think critically with data to inform business strategy. Development of analytical plans highlight students' abilities to succinctly hone in on business questions that data can effectively inform, what data sources and methodologies are essential to informing specific business questions, how the data will be transformed into meaningful insights, how it will be communicated with others to drive action, and anticipated outcomes of use. Students will have an applied understanding of why data is used to answer strategic business questions – asking the right questions, setting proper objectives, and achieving meaningful outputs. Students will also gain applied knowledge of how data is utilized to make strategic business decisions by understanding the "what" (absolute value of data), "so what" (underlying implications) and the "now what" (executional excellence).

ANLC 310 - Communicating with Data
Credit(s): 3
Prerequisite(s): ANLC 250.
Communicating with Data is designed to ensure that students can utilize quantitative critical thinking skills in order to form and communicate cohesive stories that effectively facilitate the education and subsequent action of others within an organization. Students will learn to present data to an observer in a way that yields insight and understanding. This course focuses on the design, construction and presentation of data visualizations from the business perspective and includes lessons on the psychology of data visualization by incorporating concepts such as attention/pre-attention, perception and cognition to enable a better understanding of how data visualization can be optimized. Students will learn key design elements to facilitate comprehension, recall, and decision making through the use of Tableau – currently the most widely accepted data visualization software in business.

ANLC 320 - Applied Statistics with R & SPSS
Credit(s): 3
Prerequisite(s): ANLC 250, ECON 125.
Applied Statistics with R & SPSS ensures students learn to analyze and visualize data in R and SPSS and create reproducible data analysis reports, demonstrate a conceptual understanding of the unified nature of statistical inference, perform frequentist and Bayesian statistical inference and modeling to understand natural phenomena and make data-based decisions, communicate statistical results correctly, effectively, and in context without relying on statistical jargon, critique data-based claims and evaluated data-based decisions, and wrangle and visualize data with R and SPSS packages for data analysis.

ANLC 330 - Relational Database Management with SQL
Credit(s): 3
Prerequisite(s): ANLC 250.
Relational Database Management with SQL ensures students learn complete tasks of maintaining or analyzing structured data by utilizing SQL queries. This course focuses on common SQL applications such as data entry management, defining data dictionaries, creating and manipulating data tables, and joining or combining data records from multiple sources. Students will prepare to become certified MySQL Developers documenting skills in managing and manipulating large datasets.

ANLC 397 - Independent Study in Analytics
The student and instructor shall mutually agree on a course of study that will result in a significant student-directed project or research that is appropriate to the Data Analytics discipline.
A three-credit project requires a minimum of 135 hours of student-work; however, the credits may be prorated at 45 hours per credit. Any independent study will require Department Chair and School Dean approvals.

ANLC 410 - Social Media Analytics
Credit(s): 3
Prerequisite(s): ANLC 250, ECON 125.
Social Media Analytics is designed to ensure that students are exposed to both the benefits and limitations of relying on social media data compared to traditional methods of marketing research. This course provides students with the foundational skills of social media listening including the creation of monitors and common social media metrics. Moving beyond social media listening, this course shows students how social media data can be used to provide insights into market structure and consumers' perceptions of the brand. Students will focus on accessing and assessing meaningful social media data and applying best practices to "listening" to that data.

ANLC 420 – Econometrics
Credit(s): 3
Prerequisite(s): ANLC 250, ANLC 310, ECON 125.
Econometrics focuses on how to create quantitative models to reflect complex realities, and how to include elements of risk and uncertainty in data modeling. Students will learn methods for creating predictive models for identifying optimal choices; and how those choices change in response to changes in the model's assumptions. Students also learn the basics of the measurement and management of risk.

ANLC 450 - Data Analytics Capstone
Credit(s): 3
Prerequisite(s): ANLC 310, ANLC 320.
Data Analytics Capstone is designed to take students through the data value chain with real-life, hands-on experience. Students will learn how data analytics fits within organizations and apply procedures within the field that data analysts fulfill to add value (collection, cleaning, manipulation/analysis, optimization, etc.)

Design + Animation (formerly Computer Arts + Design)

CART 110 - Foundation I: Design Principles
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): Portfolio review admission into major or permission of the program director.
An introduction to the basic principles and processes of drawing and two-dimensional visual composition.

CART 120 - Foundation I: Design + Digital Skills
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): Portfolio review admission into major or permission of the program director.
An introduction to the basic vocabulary and principles of communication and media theory, including the various roles and digital tools, skills and techniques of the design + animation industry.

CART 200 - Drawing I
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): Portfolio review admission into major or permission of the program director.
An introduction to basic principles and processes of drawing, with an emphasis on direct observation. Students work from still life, nature, and the imagination towards an understanding of the perceptual aspects of visual forms.

CART 214 - Drawing II
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): Minimum grade of B- in CART 200.
Further exploration and understanding of drawing elements with an emphasis on drawing process, pictorial structure, and personal expression. The course includes an introduction to drawing the human form.

CART 215 - History of Art I
Credit(s): 3
Cross-Listed With: ARTT 215
This course is the first half of a yearlong survey of the history of art, with specific emphasis on the examination of the representation of ideas in terms of the science of interpretation (hermeneutics) and the language of signs (semiotics). This examination is specifically geared to those for whom the study of the history of art is a prelude to a life of design. The course also covers the history of the development of style, from early cave paintings to the beginnings of the Renaissance. Students develop a visual vocabulary and an acute awareness of style as a function of historical conditions; they also learn to decode images in a way that enables them to be more sophisticated designers of visual communication material. *Fall only*

CART 216 - History of Art II (cc)
Credit(s): 3
Cross-Listed With: ARTT 216
Prerequisite(s): CART 215/ARTT 215.
This course is the second half of a yearlong survey of the history of art, with specific emphasis on the

examination of the representation of ideas in the terms of the science of interpretation (hermeneutics) and the language of signs (semiotics). This examination is specifically geared to those for whom the study of the history of art is a prelude to a life of design. The course also covers the history of the development of style, from the early Renaissance to the modern era. Students develop a visual vocabulary and an acute awareness of style as a function of historical conditions; they learn to decode images in a way that will enable them to be more sophisticated designers of visual communication material. *Spring only*

CART 219 - Web Design I
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Cross-Listed With: CISC 219
Prerequisite(s): CISC 120/MATH 120.
This course presents an introduction to basic Web design and information architecture. It introduces concepts of good design and usability in theory and practice. Elements of page design, site design and structure are discussed, including color, typography, simple image manipulation, links, and site organization. The course has a strong hands-on component in which students will be introduced to elements of HTML and Web design using image manipulation software and Web authoring tools. Prospective students who have significant computer experience are encouraged to seek departmental approval for waiver of CISC 120/MATH 120.

CART 225 - Foundation II: Process, Composition, Color
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): Minimum grade of B- in CART 110, CART 120 and CART 200.
The fundamentals of two-dimensional visual composition and three-dimensional form, structure, and concepts, including color theory and its application. The course will explore digital and non-digital production techniques for image and form construction. *Spring only*

CART 240 - Animation Production I: Storyboarding
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): Minimum grade of B- in CART 225.
An introduction to time-based Design + Animation. Through an investigation of narrative structures, spatial compositions, and sound, students will explore the fundamental techniques and aesthetics of the moving image utilizing storyboarding, two-dimensional animation, and motion design as a means of communication. Research, critical analysis and concept development will be emphasized.

CART 245 - Image, Sound + Time
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): Minimum grade of C+ in CART 110 and CART 120.
An introduction to basic principles and production of audio as it applies to Design + Animation. The course explores the structural and conceptual relationships between sound and image.

CART 250 - Modeling for Digital Animation I
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): CART 214 and CART 225.

An introduction to modeling, texturing, and rendering for three-dimensional digital objects and environments. Topics include lighting and color, concepts of three-dimensional space, geometric transformation, and methods for smoothing. Working from concept art, students will be introduced to the modeling "pipeline" and the theory of, and methods for, compositing. *Fall only.*

CART 255 - Modeling for Digital Animation II
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): CART 250.
An introduction to modeling, texturing, and rendering for three-dimensional digital characters. Topics include character development and design, anatomy, and animation theory and methods utilizing rigging, articulation and kinematics. *Spring only*

CART 258 - Fundamentals of Writing for Film and Television
Credit(s): 3
This course is about the basic craft of storytelling for the screen; traditional dramatic structure in a visual medium. Issues addressed include the premise, dialogue, characterization, and narrative plot structure. Class work will include workshop discussion of short writing exercises, the examination of professional scripts, and discussion of exemplary professional films.

CART 259 - Web Design II
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Cross-Listed With: **CISC 259**
Prerequisite(s): Minimum grade of B- in CART 219.
This course presents more advanced design techniques for website development and information architecture. The overall structure, flow, and organization of the website are discussed. The concepts and criteria introduced in Web Design I are utilized with added sophistication to page design, image manipulation, basic animation techniques, and the use of style sheets. The course has a strong hands-on component where, in addition to the software packages used in Web Design I, students will be introduced to DHTML, CSS, and Flash.

CART 260 - Motion Graphics I
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): CART 370 - Graphic Design I: Word and Image or permission from the Program Director.
An introduction to broadcast design, film graphics, and the principles of motion graphics design. The animation process, theories of montage, timing principles, principles of composition, using color effectively, compositing, integrating type, and integrating still and moving imagery will be covered. Methods for analysis will be introduced, with an emphasis on understanding the relationship between graphics and motion. Students will further develop their own unique design and animation styles plus explore how time can transform visual language.

CART 262 - Introduction to Acting
Credit(s): 3
Cross-Listed With: COMM 262
Students explore the basis of acting in the reality of doing. The course aims to facilitate an encounter between

the student actor and those personal impulses that happen within the collaborative framework of the classroom-theater. Emphasis is placed upon gaining an understanding of the actor's primary instrument for performance, himself, while developing a basic technique for working within the context of a theatrical performance.

CART 300 - Drawing III: Figure Drawing
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): CART 214 minimum grade of B-.
Advanced study of drawing with an emphasis on representation of the human figure, exploring anatomy, proportion, expression, and movement. *Fall only.*

CART 315 - Animation History
Credit(s): 3
Prerequisite(s): ENGL 110.
A study of historical and contemporary issues in Animation.

CART 316 - Design History
Credit(s): 3
A study of historical and contemporary issues in Visual Communication Design, Computer Graphics and Gaming.

CART 320 - Intro to 2D Animation
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): Minimum grade of B- in CART 214 and CART 225.
A study of animation as a means of storytelling through drawing, narrative and character development, character and scene design, and sound. Students will explore emotion, expression and movement in both realistic and stylized drawing of animated shapes and forms, humans, and animals. Critical analysis and concept development will be emphasized.

CART 322 - 2D Animation
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): CART 240 and CART 320 or permission from the Program Director.
In this course students will learn and explore how to create memorable characters in moving stories. Some of the topics to be covered include story structure and storyboarding, setting up production schedules and lip synching. Methods for managing large projects will be analyzed and practiced. Copyright basics will be examined. Creating memorable visual characters will be more deeply explored. Students will further develop their own unique animation style.

CART 325 – Video
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): CART 240.
Further exploration of visual narrative and the moving image utilizing digital video and audio. The course

will cover basic camera techniques, editing, compositing, and visual effects. Critical analysis and concept development will be emphasized.

CART 330 - Painting I
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): CART 200.
This course introduces students to the basic language, conventions and material concerns of representational painting and color theory. The emphasis is on drawing, accurate color mixing, and attention to surface.

CART 335 - Visual Storytelling
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): CART 225 and CART 214.
A study of visual narrative, character development and design, color systems, and digital illustration as it relates to Design + Animation. Particular emphasis will be placed on illustrated sequences, story-line illustration, thematic series pictorials, and writing story treatments. With an aim towards visual literacy, students will investigate story with reference to style, content and interpretation. Concept development, and methods for analysis and production, will be emphasized.

CART 340 - Character Animation I
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): Minimum grade of B- in CART 250 and CART 320.
An introduction to the principles of animation this course further develops on principles learned in 2D Animation. Students explore methods for analysis and production of animation through projects that will focus on character performance. *Spring only.*

CART 345 - Character Animation II
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): Minimum grade of B- in CART 255 and CART 340.
Further exploration of the principles and methodologies associated with two- and three- dimensional digital animation. Topics and techniques will include rigging methodologies, character control, and character animation through project content that will focus on character performance and scene design. Methods for analysis and production of animation will continue to be emphasized. (previously Digital Animation II) *Fall only.*

CART 350 - Digital Media + Interaction Design I
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): CART 240.
An introduction to the principles of interactivity, typography, and design for digital media, including the concepts of interface, information design, play, and an understanding of the relationships between image, typography, and sound. Students will explore the basic concepts surrounding the creation of time-based and interactive experiences, with an emphasis on how these experiences relate to design for games and the World Wide Web. Methods for analysis and production will be introduced.

CART 355 - Digital Media + Interaction Design II
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): CART 350.
Further exploration of the principles and methodologies associated with digital media and interaction design, including complex multi-media presentations and applications for the World Wide Web. Students will study human-factor variables of design. Utilizing time-based and interactive design processes, the course explores design as a social, political and cultural activity. Methods for analysis and production will continue to be emphasized.

CART 360 - Game Design I
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): CART 340.
An introduction to the principles of game design, including an understanding of games as formal, social, and cultural systems. The course will emphasize rapid prototyping and play testing of game concepts, as well as introduce methods for game analysis and production.

CART 365 - Game Design II
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): CART 360.
Further exploration of the principles and methodologies associated with the design of games. The course will cover concepts of narrative theory, social play, complexity, emergence, and designed interaction. Prototyping and play-testing will continue to be emphasized.

CART 370 - Graphic Design I: Word and Image
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): Minimum grade of B- in CART 214 and CART 225.
An introduction to the principles of communication design problem solving while exploring visual semiotics– the interrelationships between form, function, content, and meaning. The fundamentals of typographic design and hierarchies are explored through practical and experimental print projects. Methods for analysis and production will be introduced, with an emphasis on understanding the relationship between words and images in developing a visual language. *Fall only.*

CART 375 - Graphic Design II: Grid and Identity
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): Minimum grade of B- in CART 370.
Further exploration of the principles and methodologies associated with communication and typographic design through the use of various design strategies. Utilizing visual identity, package and print design processes, the course explores graphic design as a social, political and cultural activity. Methods for analysis and production will continue to be emphasized. *Spring only.*

CART 395 - Special Topics in Design + Animation
Credit(s): 3

Hours: variable depending upon topic.
Prerequisite(s): variable depending on topic.
An investigation of special topics within the Design + Animation industry. The course may be repeated when topics vary, with permission of the chair.

CART 397 - Independent Study in Design + Animation
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): GPA of 3.0, successful completion of at least 75 credits toward their degree, and approval of the program director.
This course is designed to allow highly self-motivated students to develop special skills and conduct advanced research in topics beyond those found among the regular course descriptions. Working closely with a faculty mentor, students pursue subjects in their particular field of interest via guided readings, research and project assignments.

CART 399 - Internship in Design + Animation
Credit(s): 1-3
Prerequisite(s): Minimum of 36 credits and 3.0 GPA in the major, and permission of the CART Internship Coordinator. May be repeated up to a maximum of nine credits.
A supervised internship within the Design + Animation industry.

CART 425 - Animation Techniques
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): CART 240 and CART 300.
An exploration of animation as a means of storytelling and communication using classical animation techniques and materials such as stop-motion, time-lapse, rotoscoping, puppets and claymation.

CART 440 - Animation Production II
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): Minimum grade of B- in CART 240 and CART 345.
Advanced study of two- and three-dimensional digital animation, focusing on post-production, dynamics, and compositing, through self-directed projects that are structured in such a way as to allow students to refine their personal creative process and develop the ability for critical analysis of their work. (previously Digital Animation III) *Spring only.*

CART 450 - Digital Media + Interaction Design III
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): CART 355.
Advanced study of digital media and interaction design through self-directed projects that are structured in such a way as to allow students to refine their personal creative process and develop the ability for critical analysis of their work.

CART 460 - Game Design III

Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): CART 365.
Advanced study of game design through self-directed projects that are structured in such a way as to allow students to refine their personal creative process and develop the ability for critical analysis of their work.

CART 470 - Graphic Design III: Complex Content Systems and Personal Voice
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week.
Prerequisite(s): Minimum grade of B- in CART 375.
Advanced study of communication and typographic design utilizing complex design strategies through self-directed projects that are structured in such a way as to allow students to refine their personal creative process and develop the ability for critical analysis of their work. Students must receive a grade of B- or better in this course to enroll in CART 495 Senior Project I. Students who receive C+ or lower grades aren't prepared to move forward in the course sequence and must repeat this class. *Fall only.*

CART 495 - Senior Project I
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): completion of one of the following: CART 440, CART 450, CART 460 or CART 470, or permission of the Program Director.
A self-directed project including both visual and written components developed under faculty advisement. This course will focus on the ideation and pre-production stages of the student's project, and should be taken in the last year of study. Formal presentations to faculty advisors are required. The course also covers interview skills, job search practices, and professional portfolio presentation as it relates to the Design + Animation industries. Students must pass with a minimum grade of B- in order to receive credit for this course. *Fall only.*

CART 496 - Senior Project II
Credit(s): 3
3 semester hours, 1.5 hours studio/lab per week
Prerequisite(s): Minimum grade of B- in CART 495.
Completion of the self-directed project begun in CART 495 - Senior Project I. This course will focus on the realization, visual production and written components of the project, and should be taken in the last semester of study. The final project will be exhibited and formally reviewed by faculty advisors. Students must pass with a minimum grade of B- in order to receive credit for this course. *Spring only.*

Economics

ECON 115 - The Economy, Jobs, and You
Credit(s): 3
This course will introduce the student to the ways different economists view the free market economy of the American society and help solve its problems; and an understanding of the variety of economic policies and their impact on public policy issues. A knowledge of diverse economic approaches to public questions ranging across the political spectrum will help the student critically evaluate the diversity of opinion on today's economic issues.

ECON 120 - The World of Business
Credit(s): 3
This course introduces students to the world of business. The course presents the methods and practices that are used not only in business organizations but also in health care, education, government, and other organizations. With its coverage of management, marketing, finance, and information systems, the course provides a broad foundation for further study of these areas as well as useful knowledge for the workplace.

ECON 125 - Statistical Applications for Economic Decision Making
Credit(s): 3
Prerequisite(s): MATH 116 .
This course provides an introduction to descriptive and inferential statistics and basic econometric methods to enhance the student's decision-making skills. Students will be instructed in the application of statistical analysis to real world situations. Students will also learn to understand the underpinning mathematical concepts, which drive statistical analysis. *Formerly: Statistical Applications for Business Decision Making.*

ECON 200 - Managing Your Money
Credit(s): 3
Personal financial literacy is the student's ability to read about, analyze, manage, and communicate the personal financial conditions that affect his/her material wellbeing. It includes the ability to make financial choices, discuss money and financial issues, plan for the future, and respond competently to life events that affect every day financial decisions, including events in the general economy. This course was designed to address the fact that a growing number of people lack knowledge of the basic personal economics they need to make informed financial judgments and manage their money effectively.

ECON 210 - Business Presentations and Personal Branding
Credit(s): 3
Career readiness in today's business environment requires excellence in managerial literacy to, among other purposes, effectively communicate and promote business objectives as well as individuals' unique strengths. This course undertakes the development of written and presentation skills, utilizing the latest modes of communication technologies. Additionally, the course highlights personal branding through tools like LinkedIn, elevator speeches and mock interviews.

ECON 220 - Macro-Economics
Credit(s): 3
A study of the modern mixed American economy, national income, employment, output, price levels,

economic growth and fluctuations, monetary and fiscal policies, current events relating to the American economy.

ECON 221 - Micro-Economics
Credit(s): 3
A study of the foundation of the economic analysis including markets, the price system, production costs, allocation of resources, organized labor and collective bargaining, monopoly power, distribution of income, international trade and finance.

ECON 225 - The History of Macro-Economic Theory
Credit(s): 3
An exploration of the ideas and forces that shaped the economic development of the world's economic communities. Particular emphasis will be placed on success or failure as historical applications are reviewed. Projections will be offered as to the differences to be anticipated within the 21st century and an analysis will be used to determine if past economic events are relative to the new world that lies ahead.

ECON 230 - Ethics in the Global Community
Credit(s): 3
A discussion of general ethical concepts and issues in society and the role ethics plays in the global community. Legal versus ethical issues of truthfulness, fair play, collaboration and competition among organizations and ethical matters between co-workers are analyzed. Ethical codes of conduct applicable to positions at all levels are studied for their importance to the society. *Formerly: Ethics: The Corporate Community in Society.*

ECON 298 - Honors Topics in Economics
Credit(s): 3
Cross-Listed With: HONR 298
Prerequisite(s): ENGL 111 or ENGL 191 and CINQ 101 or CINQ 190
This course explores a current topic in the field of economics as determined by the instructor. Possible themes include Personal Finance, Game Theory, and Economic Development and will be advertised to honors students before registration. No background in the disciplinary content is necessary, but students should expect increased academic rigor befitting an honors course. *This course fulfills Social Perspectives general education requirement.*

ECON 344 - Money and Banking
Credit(s): 3
Prerequisite(s): ECON 220.
A study of the nature and functions of money and credit; structure of financial institutions and the Federal Reserve system; current theories of monetary analysis; the dynamics of a rapidly changing banking system.

ECON 410 - Advanced Business Communication
Credit(s): 3
Prerequisite(s): ECON 210.
Advanced practice of business communications, including practice in the writing of case studies and reports; emphasis on navigating the business communication environment, including corporate culture, interpersonal communication, team projects, oral presentations and use of multimedia techniques. This senior-level

undergraduate course focuses on content that will be applicable throughout the student's professional career. (Mandatory for all students in BS/M.B.A. dual program.)

ECON 430 - The International Dimension
Credit(s): 3
The objective of this course is to expand the perspective of students by examining the international dimension of the knowledge acquired in previous courses. The course emphasizes the opportunities for organizations that arise from the process of globalization.

English

NOTE: Placement in the appropriate level is based on assessment of the high school or college transcript. Students must take the course designated by the assessment and all subsequent courses in the English composition sequence through the Literature and Communication requirement.

The Learning Centers at Mercy College provide students with individual assistance in writing. The writing tutors at the Learning Centers are professional instructors, and their help is provided free of charge for all registered students. Currently, Learning Centers are operating at the Dobbs Ferry, Bronx, Manhattan and Yorktown campuses, and at every extension center.

ENGL 112 is a Prerequisite for all English courses numbered 200 and above.

ENGL 100 - Writing as Communication
Credit(s): 3
In this introductory composition course, students utilize personal experience in the development of a strong, confident, academic writing style. Students begin to understand the writing process through frequent practice in writing essays and brief response papers and by identifying various writing styles through close, critical reading of essays, fiction and poetry. By the end of the course students will be able to develop and order their thoughts in a logical sequence and will gain the necessary strategies to write academic essays of narration, description and exposition. *This course is only open to students in the B.A. Liberal Arts and Sciences program.*

ENGL 106 - Translating Experience into Essay
Credit(s): 4 credits for students who began the program Prior to Spring 2019 / 3 credits for students who began the program in Spring 2019 and Fall 2019
Prerequisite(s): ENGL 100
In this introductory composition course, students utilize personal experience to begin to understand the writing process. Students will also identify strategies for critical reading through the evaluation of narrative, descriptive, expository, and literary texts. As the course progresses, students will move from experiential writing to academic writing that focuses on critical thinking and research skills. To accomplish these objectives, students will write four major essays: narrative, descriptive, critical response, and a literary research paper. *This course is only open to students in the B.A. Liberal Arts and Science Program.*

ENGL 110 - Elements of Exposition
Credit(s): 3
Corequisite(s): ENGL 111. Placement determined by Admissions.
Introduction to the expository writing process. Students read and examine literary texts in order to formulate essays in several rhetorical modes.

ENGL 111 - Written English and Literary Studies I
Credit(s): 3
Introduction to elements of expository writing and research methods through the study of literary texts (nonfiction genre). Students read and examine these texts in order to formulate essays in several rhetorical modes. Placement determined by the English faculty.

ENGL 112 - Written English and Literary Studies II
Credit(s): 3
Prerequisite(s): ENGL 111 or ENGL 191 / HONR 191.

Students read and critically analyze literary works (fiction and/or drama). Students compose a full-length research essay based on assigned topics**.**

ENGL 191 - Honors English I
Credit(s): 3
Cross-Listed With: HONR 191
Prerequisite(s): For Honors students only.
This course will focus on the development of critical reading and critical thinking skills and the development of formal academic writing skills. This will be done through close readings and analyses of literary texts of diverse literary traditions from the ancient world to the early modern world. Writing assignments include essay writing and the writing of a research paper. *This course replaces the general education requirement* ENGL 111.

ENGL 192 - Honors English II
Credit(s): 3
Cross-Listed With: HONR 192
Prerequisite(s): ENGL 111 or ENGL 191 / HONR 191. For Honors students only.
This course will focus on the development of critical reading and critical thinking skills and the development of formal academic writing skills. This will be done through close readings and analyses of literary texts of diverse literary traditions from the modern world. Writing assignments include essay writing and the writing of a research paper. *This course replaces the general education requirement* ENGL 112.

ENGL 200 - Poetics: Introduction to Literary Texts
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192
An analysis of literary texts. Students examine the use of words, images, metaphors and symbols to create the structures basic to the verbal imagination. English majors should take this course as early as possible.
This is the Core Course for students in the B.A. English program prior to Fall 2020**.**

ENGL 201 - Research and Information Literacy
Credit(s): 2 credits for students who began the program Prior to Spring 2019 / 3 credits for students who began the program in Spring 2019 and Fall 2019
The goal of this course is to assist students in acquiring confidence and proficiency in seeking, evaluating, and managing the wealth of information currently available in print, media and online. In this course, students will develop the research skills necessary for both completing college assignments and sustaining life-long learning. By working hands-on through Gill Library's website and completing in-class and weekly assignments, students will cultivate the information literacy skills essential for success in a college setting.
This course is designed to support core seminars such as: Urban Community, American Experience, Science & Human Values, and Human Body, as well as Language, Thought and Critical Analysis.
This course is only open to students in the B.A. Liberal Arts and Sciences program.

ENGL 202 - Business Writing
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
This course focuses on professional writing, including preparation of memos, reports, letters, proposals, and other documents. It emphasizes the use of appropriate language, accurate reporting of information, and correct use of page formatting.

ENGL 205 - Survey of English Literature I
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
A survey of the traditions in structure and content that shaped English literature from the Old English period through Milton.

ENGL 206 - Survey of English Literature II
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
A survey of the traditions in structure and content that shaped English literature from the Restoration through the 1950s.

ENGL 207 - American Lit Survey I: Beginnings to 1865
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
This course introduces students to significant works of American literature from the early Colonial period up through the 1865 end of the Civil War. This time-span includes works related to early encounters between Native Americans and Europeans; the Salem Witch Trials; early African-American literature; slave narratives; early American women's writing; literature of and related to the American Revolution; early environmentalist and nature writing; and Romanticist essays, poems, and stories of the nineteenth century. Attention will be paid to the historical and cultural contexts in which these writings were produced, and to studying writers of diverse gender and ethnic backgrounds. While exploring these early American writings students will question what it means to be "American," the various ways that we define the term, and the complexities surrounding the term and any definition of it.

ENGL 208 - American Lit Survey II – 1865 to the Present
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
This survey of American literature is from the post-Civil War period to the Present. The first part includes the emergence of Realism and Naturalism; the second part includes the Modern Period, in which the influence of social change, including World War I, Women's Suffrage, Prohibition, and the Depression will be examined. In the Contemporary period, we will watch our national literature search for meaning, and prepare for change. We will question what it means to be "American," the various ways that we define the term, and all the complexities surrounding the term.

ENGL 212 - Science Fiction
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
This course involves the study and discussion of a variety of science fiction, also known as speculative fiction. Throughout the semester students will explore what science fiction is, will learn about when and why it emerged as a form of literature, and will consider what value or power it might have in our world and lives today. Readings will include works from across the twentieth and twenty-first centuries, beginning with those of the "pulp" era of the early-twentieth century; moving up through the "Golden Age" of the mid-twentieth century; through the "new wave" of the 1960s and '70s; and into the science fiction of today. Works studied will typically be short fiction but other media such as film, video, and internet/television shows could be included.

ENGL 214 - Cyberpunk / Technoculture
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
Students in this class will read and discuss "cyberpunk" science-fiction and related writings; meaning, writings that consider the recent, current, and near-future states of the relationship between technology, humanity, and culture (technoculture). Throughout the semester we will explore the impact of technocultural aspects such as social media, smartphones and other cyber-technology, artificial intelligence, virtual reality, augmented reality, and immersive online environments (e.g. massive multiplayer online games) on our world and selves. Students will consider the benefits and dangers of humanity's increasing interweave with such technology and online/virtual realities—with the way that humanity is becoming post-human or cyborg. In addition to studying fiction and related writings, students will study and discuss other relevant media: e.g., tech-media, Technology/ Entertainment/ Design (TED) talks, and other visual media depicting cyberpunk and other technocultural stories and situations (e.g., *Black Mirror*).

ENGL 215 - Literature and Medicine
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
Through its many genres and forms, literature captures various states of the human mind and body, in sickness and in health, through devices of language, theme, structure, metaphor, and characterization. Literature can portray caregivers, patients, and those in the medical community to create empathy and understanding and to highlight ethical issues and existential questions. In this course, students will study literature in order to examine the way writing and reading can reflect and challenge notions of autonomy and care as well create conversations about the intersectionality of race, gender, and culture in both medical professions and literary studies.

ENGL 216 - Introduction to Poetry Writing
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
Students define the nature and range of creative writing in poetry and explore the particular writing forms by examining the works of established poets. Workshop format. (*Only open to B.S. Organizational Management students.)*

ENGL 217 - Creative Writing: Fiction
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
Students define the nature and range of creative writing in prose fiction and explore the particular writing forms by examining the work of established authors. Workshop format.

ENGL 218 - Creative Writing: Poetry
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
Students define the nature and range of creative writing in poetry and explore the particular writing forms by examining the works of established poets. Workshop format.

ENGL 219 - Creative Writing: Nonfiction
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
This course introduces students to the literary form of creative nonfiction. Students will discuss sub-genres such as the memoir, the personal essay, literary journalism, travel writing, and/or nature writing. Students will study texts from established authors in order to learn the stylistic and structural elements of the genre and will write creative work based on their experiences, observation, and/or research. Workshop format.

ENGL 220 - The Short Story
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
An introduction to the historical and structural development of the short story, as well as to the major practitioners of the craft. Students should acquire a critical lexicon so that they can examine, evaluate, and appreciate the art of the short story.

ENGL 222 - The Graphic Novel
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192
A graphic novel is a narrative work in which the story is conveyed to the reader using sequential art, either in an experimental design or in a traditional comics format. The term is employed in a broad manner, encompassing non-fiction works and thematically linked short stories as well as fictional stories across a number of genres. In this class, we will be tracing the history of the graphic novel from its roots in stained glass windows (The Bible as Graphic Novel) through transmediations to film and to current trends in graphic novels on e-readers.

ENGL 224 - LGBTQ + Literature & Experiences
Credit(s): 3
This course introduces students to significant literature and experiences of LGBTQ+ Culture and the major concepts and political issues that shape gay, lesbian, bisexual, transgender, and queer experiences through literary and cultural productions. Most texts in this course are interested in various forms of same-sex desire as well as complicating conceptions and conflations of sexual identity and gender identity. This course will take a cultural studies approach in order to understand texts in relation to context – to see how historical contingencies and political debates inform literature, as well as to see how literature and culture can inform (and challenge) public and political opinion. Texts may include fiction, nonfiction, plays, documentaries, films, poetry, scholarly journal articles, memoirs, and other genres.
While a prior familiarity with queer theory or LGBTQ+ literature is not required, a commitment to anti-homophobic inquiry is crucial to engaging respectfully with the course material and subject matter.

ENGL 225 - Classical Literature
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
A study of epic, lyric, and satiric works of Greek and Roman writers selected for their pervasive influence and present vitality.

ENGL 230 - The Bible as Literature
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.

An examination of the major themes, characters, and genres of the Old and New testaments. Students read the Bible as a work of literature and gain awareness of it as a source of inspiration for literature and all of the other arts.

ENGL 234 - Literature by Women
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
An exploration of traditions in writing by women; of the relationships between writing by women and the male tradition. At the discretion of the instructor, the course can be organized by genre, period, nationality, or theme.

ENGL 235 - Life Stories: Memoir, Essay, Biography
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
True stories utilize narrative devices to convey factual information about real people. Descriptive language and unique structures can elevate a life story artistically and dive deeply into an author/subject's history and community(ies). While memoir, essay, and biography have been traditionally associated with personal nonfiction, this course will also examine other formats of autobiographical and biographical storytelling such as: the biopic film; full-length or short documentary films; flash memoir; comic-strips/graphic novels; and/or podcasts.

ENGL 239 - American Studies I
Credit(s): 3
Cross-Listed With: HIST 239
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
An interdisciplinary approach to American character and culture, treating such themes as the frontier tradition; the American hero; the impact of popular culture; the significance of race, ethnicity, and gender; and national values and ideals.

ENGL 240 - From Literature to Film
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
This course is an investigation of some of the history, processes, and challenges of translating works of literature (plays, stories, novels, essays, poems) to the medium of film. Attention is directed toward social, psychological, philosophical and technical (aesthetic) aspects of literary texts and then to their screen adaptations. Representative films will be screened in full during some class meetings.

ENGL 242 - Literature and Psychology
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
This course is an interdisciplinary course that examines novels, plays, biographies, short stories, and poems through the lens of psychology. The theories of Freud, Jung, Erikson, et al. will be referenced in the discussion of such literary themes as: identity, perception, love, forgiveness, memory, and relationships.

ENGL 249 - American Gothic
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.

This course studies the American Gothic tradition from the beginning of the nineteenth century through to today. The American Gothic genre includes texts dealing with horror, the eerie, the macabre, the supernatural, and the darkly psychological. Students in the course may study American Gothic authors such as H.P. Lovecraft, Joyce Carol Oates, Edgar Allen Poe, Shirley Jackson, Stephen King, Charlotte Perkins Gilman, and Brandon Massey, among others. Attention will be paid to the transformation of writings in the genre over time, and to the historic and cultural contexts in which the different writings emerged.

ENGL 257 - Latin American Literature
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
This is an introductory survey course that introduces students to the work of some of the major writers from different countries of Latin America. In this course students will learn about critical issues that are part of the Latin American experience, and explore how different writers have explored these issues via different literary techniques, at different times in Latin American history, and in different Latin American countries.

ENGL 259 - Oral Performance of Literature
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
Principles of and practice in the oral presentation of prose, poetry, and drama with a focus on understanding and control of voice production and diction.

ENGL 263 - The Black Atlantic World: Literature/History
Credit(s): 3
Cross-Listed With: HIST 263
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
A study of the historical background of the Third World, the rise of nationalist movements, and the issues that these nations face today. The course follows an interdisciplinary approach that includes the study of Third-World literature.

ENGL 265 - Introduction to Playwriting
Credit(s): 3
Cross-Listed With: MEDA 265
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
This course will offer a step-by-step practical guide for the budding playwright from idea or scenario through to a finished one-act play. We will focus on developing full characters within articulate environments and illustrating concepts through dramatic situations.

ENGL 267 - Caribbean Literature
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
This course surveys authors from the English, French, Dutch, and Spanish-speaking islands of the Caribbean. Some issues that will be explored are the writer's choice of language (the language of the colonizer versus nation language); the rising voice of Caribbean women carving out distinctive space for themselves; the significance and spiritual force of carnival; Negritude; and the writer in exile. Authors to be studied include Caryl Phillips and Gabriel G. Marquez.

ENGL 268 - The Harlem Renaissance
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
The Harlem Renaissance, 1919–1931, was one of the most exciting periods in American literary and cultural history. Although many Black intellectuals of that period saw art as a means to eliminate racial prejudice, there was a growing controversy about the efficacy of the period. This course assesses the pros and cons of this issue through examination of the fictional and critical texts of writers such as Langston Hughes, Zora Neale Hurston, and Henry Louis Gates.

ENGL 269 - Hispanic/Latino Literature
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
In this course, the work of various Latino writers will be read and analyzed. The novel will be the main focus of study, but various short stories, essays, and poems will also be examined and discussed in order to trace the evolution of Latino literature and examine the critical issues raised through these works of literature.

ENGL 271 - Modern British Novel: 1900 to Present
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
A study of Anglo-Irish novels written between the end of the nineteenth century and the present, and the ways in which works from this period break with the past through changing concepts of time and reality. Symbolism and stream-of-consciousness, the role of the absurd, and the women's movement are some of the developments in form and content analyzed in the works of this era. Students will also explore different critical strategies for approaching texts.

ENGL 275 - Modern American Fiction
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
This course defines American literature in the context of a multicultural society. It introduces the student to the major figures in the growth and development of American fiction after 1920, including Hemingway, Faulkner, Ellison and Morrison.

ENGL 276 - Contemporary American Literature
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
This course will cover American literature from the second half of the twentieth century through today, and will involve American writers of diverse backgrounds, ethnicities and genders. Readings can include any combination of novels, short stories, drama, non-fiction and poetry.

ENGL 280 - History of Drama
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
An overview of drama from its classical origins in Ancient Greece through the birth of modern drama in the latter part of the nineteenth century.

ENGL 281 - Modern Drama
Credit(s): 3

Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
An introduction to the major playwrights of the twentieth century beginning with Ibsen and Strindberg to the present including such writers as August Wilson, Athol Fugard, Wole Soyinka, David Henry Wang, and Wendy Wasserstein, among others.

ENGL 285 - Modern Poetry
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
The objectives of this course are to acquaint the student with the works of the major modern poets and to work toward an understanding of what is meant by "modern" when applied to poetry. Poets include Yeats, Pound, Eliot, Stevens, and Williams.

ENGL 286 - Language, Thought, and Critical Analysis
Credit(s): 4 credits for students who began the program Prior to Spring 2019 / 3 credits for students who began the program in Spring 2019 and Fall 2019
Prerequisite(s): ENGL 106
In this intermediate composition course, students will continue to hone their critical reading, thinking, and writing skills. Students will analyze examples of writing from across the curriculum in order to understand the process of writing an academic essay. Students will also learn more about the research process—in particular, finding, integrating, and citing sources. To accomplish these objectives, students will write three major essays (argumentative, cause and effect, and process analysis) as well as a literary research paper. *This course is only open to students in the B.A. Liberal Arts and Sciences program.*

ENGL 287 - Modes of Analysis
Credit(s): 4 credits for students who began the program Prior to Spring 2019 / 3 credits for students who began the program in Spring 2019 and Fall 2019
Prerequisite(s): **ENGL 286**
In this advanced composition course, students will learn about literary analysis and interpretation. Students will read and critique various types of literature, such as short fiction, poetry, drama, and the novel. Throughout the course, students will explore literary elements, themes, and theory. To accomplish these objectives, students will write four major essays: Character Analysis, Comparison and Contrast, Literary Analysis, and Literary Research Paper. *This course is only open to students in the B.A. Liberal Arts and Sciences program.*

ENGL 294 - Major Authors
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
Intensive study of a single author. The author studied will vary from semester to semester depending on faculty specialty and interest.

ENGL 295 - Topics in Literature
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
Recent course descriptions have included African-American Women Writers, The Quest, Reclaiming the Other, Morrison and Walker, and the Romance. *Offered in response to particular interests of students and faculty. Intensive study of a major work, single author, genre, mode, theme, critical method, or literary period.*

ENGL 300 - Magic, Romance, and Science in Medieval Literature
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
In this course, we will track magic, science, fantasy, and romance through medieval literature written in the vernacular across the continent to determine how these concepts connect and intersect. Furthermore, we will interrogate how their portrayal in medieval genres has shaped some of the most popular forms of entertainment today, from the MMORPG World of Warcraft to Dungeons & Dragons to Tolkien's *Lord of the Rings* to George R. R. Martin's *Game of Thrones*.

ENGL 301 - Dystopian Literature
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
This course is a study of literary dystopias and utopias from ancient through contemporary times. This course will examine imaginative descriptions of both ideal and nightmare societies and what makes them so. The course will explore various issues such as the function of groups and institutions, the role of technology, the place of art and culture, questions of ethics, and what happens to individuals in these societies. Works might include Renaissance-era writings, such as those by Sir Thomas More or Jonathan Swift; twentieth-century writings such as those by Ray Bradbury or Eugene Ianesco; and contemporary efforts such as Suzanne Collins' *The Hunger Games* or James Dashner's *The Maze Runner.*

ENGL 304 - Modern English: Writing with Style
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
A comprehensive study of the way groups of words function to make meaning in the sentence. Emphasis is placed on learning grammatical constructions and sentence combining as strategies for clear and effective writing. Recommended for students in the dual English/Education master's program. Formerly Applied English Grammar.

ENGL 305 – Chaucer
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
An examination of Chaucer's narrative art and poetic technique. Students explore the literary, cultural, linguistic, and rhetorical background to establish the context of Chaucer's work.

ENGL 306 - The Secret Life of Words and Sentences
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
What is a phoneme? What does the expression "It's only semantics" really mean? How are words formed? What is stylistics? This course will answer these questions, and others, in its study of the structure of the English language. Designed for those considering careers in teaching, writing, research, the legal professions, and computer programming, the course will explore phonetics, grammar, discourse analysis, and semantics, among other features of the language. Formerly ENGL 404 Structure and Form of English.

ENGL 310 - Renaissance Poetry and Prose
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
This course presents the achievements of sixteenth-century British literature with an understanding of its

admixture of Medieval and High Renaissance elements. It enables students to understand the historical, religious, and sociological backgrounds of the period. (Previously titled: The Sixteenth Century.)

ENGL 315 – Shakespeare
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
A critical reading of selected works. Students gain familiarity with the syntax and lexicon of Shakespeare's language, and develop a basic understanding of the cultural and intellectual background in which Shakespeare lived and out of which he practiced his art.

ENGL 316 - Shakespeare's Tragedies
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
A study of Shakespeare's major or representative tragedies such as Hamlet, Othello, King Lear, and Macbeth. The course will involve close textual readings of selected plays as well as viewings of film presentations of them. If possible, the class will attend a dramatic performance. The tragedies will be examined in the context of Shakespeare's time and culture and the theatrical conventions particular to that time and culture.

ENGL 317 – Hemingway
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
This course follows Ernest Hemingway, through his writings, from his early days in Paris knocking on Gertrude Stein's door to his final moments in Ketchum, Idaho. Readings will include some of his major novels, short stories, and non-fiction. Additionally, the course will consider the interrelated effects of Hemingway's self-engineered celebrity status — as the rugged bearded world traveler — which coincided precisely with the rise of modern media technology, and exceeded his literary fame even within his lifetime.

ENGL 319 - Advanced Creative Writing
Credit(s): 3
Prerequisite(s): ENGL 217, or ENGL 218, or ENGL 219, or ENGL 265, or permission of instructor.
This course is a seminar-style advanced creative writing workshop. Students read and write in two of three genres (poetry, fiction, nonfiction) and revise their writing projects based on feedback. A writing portfolio is compiled and publishing one's work is discussed.

ENGL 325 - The Seventeenth Century: Poetry and Prose
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
A study of representative English literature written between 1600 and 1660. Students become familiar with the major literary modes of the period, and consider this literature in relation to the religious, political, social, and economic context of its time. Readings from Donne, Jonson, Marvell, Herbert, Locke, among others.

ENGL 330 - The Eighteenth Century
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
Students analyze representative works of prose, poetry and drama written by authors of the period. They identify the neoclassical tenets of decorum, clarity, reason, and elegance by attention to the distinctive literary and poetic forms of the age.

ENGL 335 - The Major English Romantics
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
A study of the achievements of the major Romantic poets and their contributions to literature and to the history of ideas. Students acquire an understanding of the period in England between 1798 and 1830 (approximately), particularly in terms of its aesthetic concerns. Attention is focused on how these concerns were shaped by the sociopolitical milieu.

ENGL 340 - The Major Victorians
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
An examination of the major writers of poetry and prose in England during the nineteenth century. Students read poems and essays in terms of their style, their role in the history of English literature, and the ways in which they reflect the distinctive historical issues of the period.

ENGL 353 - African-American Literature
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
This course is a survey of writings by African-American artists starting with the nineteenth century, moving up through the Harlem Renaissance, and continuing through the millennium. The primary focus is on literature but the course may also include other art forms. In addition to studying literature and art, students will consider the cultural and historical context of the works studied.

ENGL 357 - Contemporary Nobel Laureates in Literature
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
Contemporary Nobel Laureates introduces students to recent winners of the Nobel Prize for Literature who fall outside of the British/ Western literary tradition. The course will use a cross section of literary forms although the core will revolve around three novels: Naguib Mahfouz' Palace Walk, Toni Morrison's Song of Solomon and Gabriel Garcia Marquez' One Hundred Years of Solitude.

ENGL 365 - American Romanticism
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
A study of the prominent works of nineteenth century American literature to see the shape of the European Romantic movement as it crosses the Atlantic and enters American culture. Students may discuss: the Puritan roots of the Transcendental movement; the Radical movement in America; the state of religion in antebellum America; the impact of growing industrialization on American society; the artist's reaction to the nervousness and dislocation of the period. Texts include works by Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson.

ENGL 370 - American Realism
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
A review of transcendentalism to prepare for contrasting with post-Civil War realism. Readings in Twain,

James, Howells will be followed by a consideration of the impact of literary naturalism on the writings of Crane, Dreiser, Wharton. Newly reconsidered narratives are also examined, including those of Chopin, Jewett, Freeman, and American slaves.

ENGL 380 - Workplace Experience in English I
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in English include corporations, non-profit organizations, magazines, radio and TV stations. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required.

ENGL 381 - Workplace Experience in English II
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in English include corporations, non-profit organizations, magazines, radio and TV stations. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required.

ENGL 385 - Masterpieces of European Literature
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
This course examines a selection of representative works by European masters in translation. The specific content may vary with each instructor; the range from which works are selected spans the Middle Ages to the Post-Modern Era.

ENGL 397 - Independent Study in Literature
Credit(s): 1-3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192.
A self-directed course to pursue some literary interest not included in existing English courses. Initiated, designed, and carried out by the student with the approval and guidance of a faculty member**.**

ENGL 400 - Seminar in Literary Research and Writing (cc)
Credit(s): 3
Prerequisite(s): ENGL 112 or ENGL 192 / HONR 192. For English majors in their senior year of study. Permit required.
ENGL 400 is the capstone course for the English major. During the semester, students will be introduced to theory and schools of criticism and study them alongside primary sources, so to develop an informed sense of how literature responds to applied theory and criticism, as well as of how theory and criticism form their own body of literature. Throughout the semester students will work on developing a definitive research paper representing the culmination of the skills (the learning outcomes) developed throughout all of the previous English major coursework. Students will as well create an "English Major Statement" that will require students to reflect upon and then express in essay form all they have learned, experienced, and accomplished throughout their time as English majors in the English program.
This is the Core Course for students in the B.A. English program beginning in Fall 2020.

Entrepreneurship

ENTR 250 - Social Entrepreneurship
Credit(s): 3
Upon completion of this class, students should be able to develop a solid understanding of how to start and run a small business that engages them and members of the community. In teams of approximately 8 – 12, students will either create a new business or consult/help a community business sell actual products/services. The team will be responsible for creating a marketing plan and executing the necessary operations and sales functions.

ENTR 300 - Introduction to Entrepreneurship
Credit(s): 3
Prerequisite(s): MGMT 225; MKTG 220.
This course is the foundation course in the Entrepreneurship specialization. It presents a progressive model of Entrepreneurship which emphasizes the need for entrepreneurs to test the viability of their innovative ideas prior to writing a formal business plan. Given today's highly complex and dynamic global environment where resource scarcity is placing added time pressures on industries, markets and individuals, entrepreneurs are being asked to provide evidence of their products, services, and or technology's ability to add value without requiring their investors to wade through formal, and often lengthy business plans.

ENTR 310 - Entrepreneurial Marketing
Credit(s): 3
Prerequisite(s): MKTG 220; ENTR 300; ECON 210.
This course introduces the students to alternative approaches to marketing targeted at those who are interested in starting small companies. This course is interdisciplinary and covers topics ranging from strategic marketing to finance, operations, and leadership. The approach is built around seven core elements: obsession with opportunity, innovation, calculated risk taking, resource leveraging, strategic balance, customer intimacy, and the leadership of creating industry change. A number of hands-on cases will be used to assess real world problems at the marketing-entrepreneurship interface. Students will also work in teams to create marketing inventions for existing businesses, conduct research outside of the class environment, and will deliver presentations as consulting teams.

ENTR 320 - Entrepreneurial Finance
Credit(s): 3
Prerequisite(s): FINC 235; ENTR 300.
This course explores finance from the perspective of an entrepreneur seeking financing for a start-up operation. Major topics include: financial projections for start-ups, assessing the funds required for a new venture, understanding various financing sources, and locating and negotiating debt and equity financing. Also covered is financial analysis and cash management for entrepreneurial ventures.

ENTR 397 - Independent Study in Entrepreneurship
The student and instructor shall mutually agree on a course of study that will result in a significant student-directed project or research that is appropriate to the Entrepreneurship discipline.
A three-credit project requires a minimum of 135 hours of student-work; however, the credits may be prorated at 45 hours per credit. Any independent study will require Department Chair and School Dean approvals.

ENTR 400 - New Ventures I
Credit(s): 3
Prerequisite(s): ENTR 320.
This course focuses on the identification and evaluation of a new business venture opportunity. The aim of the course is to recognize a potential new product or service with an objective of how to create a new business enterprise surrounding that product/service to realize the value of the opportunity. Students will explore ways to evaluate the viability of opportunities by identifying market and competitive factors, and the targeted customer base, along with the creation of a business plan for approval. Students will gain a better understanding of an entrepreneurial environment, team building, and business development.

ENTR 410 - New Ventures II
Credit(s): 3
Prerequisite(s): ENTR 400. Students must complete this course the term after completion of ENTR 400 and must remain in same campus cohort.
This course builds upon the experience in New Ventures I and provides students with a culminating experience. Students will focus on management structures and challenges of a start-up operation, and the issues of people, resource, and customer relationship management. The course continues to build upon and develop an understanding of Entrepreneurship, management theory and key financial indicators through the sale of a product/service and realization of business plan objectives. Student teams will present their financial results to a panel of experts.

Exercise Science

EXSC 105 - Introduction to Athletic Training
Credit(s): 3
3 hours lecture
This introductory course covers the educational and professional requirements necessary to become a Certified Athletic Trainer, as well as the professional responsibilities once certified. Topics of discussion will include current topics, the history and structure of the National Athletic Trainers Association (NATA), requirements to sit for the Board of Certification examination, and the role of the athletic training professional in the sports medicine setting. The course also includes the use of basic therapeutic modalities and the practice of basic athletic taping and wrapping techniques. *Offered fall and spring semesters.*

EXSC 110 - Foundations of Exercise Science
Credit(s): 3
3 hours lecture
This is an introductory course to the systems and mechanisms regarding the human body's response to exercise. A spectrum of careers will be addressed. Proper utilization of exercise science principles in relation to exercise and fitness will be discussed. *Offered fall and spring semesters.*

EXSC 209 - Emergency Care and Personal Safety: CPR/AED/First Aid
Credit(s): 2
2 hours lecture
Cross-Listed With: HLSC 209
This course will provide students with essential life-saving skills necessary to act as first responders in emergency situations. First responders evaluate and treat patients, acting as transitional care givers until more advanced medical help arrives. In addition, this course will address psychological and ethical issues related to emergency medical care. Successful completion of this course could lead to CPR/AED and First Aid certification. This course does not provide state licensure for ambulance personnel. *Offered fall and spring semesters.*

EXSC 230 - Applied Motor Learning
Credit(s): 3
3 hours lecture
Prerequisite(s): EXSC 110.
This course introduces the theoretical constructs involved in motor skill acquisition and motor control with emphasis on clinical application. Aspects of developing effective training regimes will be emphasized. *Offered fall and spring semesters.*

EXSC 240 - Sports Nutrition
Credit(s): 3
3 hours lecture
Prerequisite(s): BIOL 117
This course focuses on the relationship between nutritional practices and physical performance with emphasis on appropriate diet and current use of ergogenic aids for athletic performance. Review of current literature, teaching resources and consumer publications, and nutritional recommendations for athletes throughout the life cycle will also be included. *Offered spring semester only.*

EXSC 250 - Research Methods in Exercise Science
Credit(s): 3
3 hours lecture
Prerequisite(s): EXSC 110.
This course is an introduction to research methods in the health fitness and performance fields. Special emphasis is placed on choosing appropriate tests, calculation and interpretation of basic statistics, and practical application of measurement principles. Appropriate and professional presentation of research results is also incorporated into the course. *Offered fall and spring semesters.*

EXSC 295 - Special Topics in Exercise Science
Credit(s): 3
This is a special course offered on an occasional basis in response to student and faculty interest in the field of Exercise Science. Topics covered will vary each time the course is offered, allowing for coverage of new subject matter or to provide an opportunity for an instructor with special discipline-specific knowledge to teach a course.

EXSC 360 - Exercise Kinesiology
Credit(s): 3
3 hours lecture
Prerequisite(s): BIOL 131/BIOL 131A, EXSC 230 , PHYS 160 or PHYS 120
This course provides the student with a strong, functional understanding of anatomy. A comprehensive study of structure and function with regard to joints, muscles/tendons, ligaments and application of basic physics principles are covered. Material will include osteokinematics, arthokinematics, static and dynamic stability, and muscle activity to facilitate the learner's ability to analyze movement. *Offered fall & spring semesters.*

EXSC 370 – Biomechanics
Credit(s): 3
3 hours lecture
Prerequisite(s): EXSC 360.
This course will examine the anatomical and mechanical concepts of human motion as they relate to performance. Description and assessment of human movement will be addressed. Special emphasis will be placed on applying the mechanical principles of human motion to sports performance and fitness activities. *Offered spring semester only.*

EXSC 383 - Concepts of Personal Training
Credit(s): 3
3 hours lecture
Prerequisite(s): EXSC 360.
This course will prepare students for employment within the performance and personal training job markets. Appropriate program design and progression principles, as well as certification and marketing will be emphasized. The course will further develop the student's ability to instruct and guide people through fitness programs appropriately. This course will prepare the student for personal training national certifications offered by the NSCA, ACSM, and NASM.

EXSC 385 - Strength and Conditioning
Credit(s): 3
3 hours lecture

Prerequisite(s): EXSC 360.
This course will emphasize applying knowledge of anatomy and physiology to the design of and application to appropriate strength and conditioning programs. Emphasis will be placed on assessment, needs analyses, and designing weight training programs to enhance performance variables. The course will further your knowledge of exercise technique and the ability to instruct others appropriately. Upon completion of this course students will be prepared to sit for the NSCA CSCS certification. *Offered fall semester only.*

EXSC 397 - Independent Study in Exercise Science
Credit(s): 1-3
Individual readings and research in areas of Exercise Science. Registration with permission of the instructor and the Program Director.

EXSC 460 - Exercise Physiology (cc)
Credit(s): 3
3 hours lecture
Prerequisite(s): BIOL 131/BIOL 131A, EXSC 250.
Corequisite(s): EXSC 460A must be taken concurrently with EXSC 460. In the event that a student must withdraw from EXSC 460, they must also withdraw from EXSC 460A. Students that wish to take the lecture component alone will require program authorization.
An in-depth study of the human body's physiological response to the stress of exercise. Emphasis is on acute changes to the respiratory, cardiovascular, and muscular systems as well as long-term training adaptations to these systems and the underlying mechanisms. *Offered spring semester only.*

EXSC 460A - Exercise Physiology Lab
Credit(s): 1
3 hours lab
Prerequisite(s): BIOL 131/BIOL 131A, EXSC 250
Corequisite(s): EXSC 460 must be taken concurrently with EXSC 460A. In the event that a student must withdraw from EXSC 460, they must also withdraw from EXSC 460A.
This course complements material learned in EXSC 460 and provides students in-depth application of exercise physiology concepts covered in lecture. *Offered spring semester only.*

EXSC 490 - Exercise Testing and Prescription
Credit(s): 3
3 hours lecture
Prerequisite(s): **EXSC 360, EXSC 460 & EXSC 460A.**
Corequisite(s): EXSC 490A must be taken concurrently with EXSC 490. In the event that a student must withdraw from EXSC 490, they must also withdraw from EXSC 490A. Students that wish to take the lecture component alone will require program authorization.
This capstone course of the Exercise Science Program utilizes all knowledge gained in relevant previous coursework. Emphasis will be placed on functional tests most appropriate for exercise administration to accommodate the client's needs ranging from exercise, to fitness, to high-level competitive athletics. *Offered fall semester only.*

EXSC 490A - Exercise Testing and Prescription Lab
Credit(s): 1
3 hours lab

Prerequisite(s): EXSC 360, EXSC 460 & EXSC 460A
Corequisite(s): EXSC 490 must be taken concurrently with EXSC 490A. In the event that a student must withdraw from EXSC 490, they must also withdraw from EXSC 490A. This course complements material learned in EXSC 490 and provides students in-depth application of exercise testing and prescription concepts covered in lecture. *Offered fall semester only.*

EXSC 492 - Exercise Prescription for Special Populations
Credit(s): 3
3 hours lecture
Prerequisite(s): EXSC 490.
This course is designed to acquaint students with the principles of exercise testing and prescription for special populations (i.e. diabetes, cancer). The effects of exercise on the process of aging will also be examined. Selection and organization of activities for a range of ages and fitness levels are covered. Current research in the areas of exercise physiology and medicine will serve as the basis for development of safe and effective exercise programs for these populations. *Offered spring semester only.*

EXSC 493 - Exercise Science Capstone
Credit(s): 3
3 hours lecture
Prerequisite(s): EXSC490.
Students in this course will hone skills in conducting and interpreting fitness assessments and utilizing the results to design appropriate and individualized exercise programs. This course will also focus on preparation for ACSM or NSCA professional certification (EP-C of CSCS). Resources for the Exercise Physiologist *Offered spring semester only.*

EXSC 495 - Exercise Science Internship
Credit(s): 3
3 hours lecture
Prerequisite(s): EXSC 360, EXSC 460 and approval from program director.
This course is designed to give students the opportunity to acquire practical knowledge, under a qualified supervisor, in a selected work setting within the field of exercise science. This is a culminating educational field experience in which students apply content from coursework under careful observation and in cooperation with a skilled practitioner. Students must have successfully completed a minimum of 90 credits and be in good academic standing to register for internships. (Three credits requires 150 hours.)

EXSC 496 - Exercise Science Internship
Credit(s): 3
3 hours lecture
Prerequisite(s): EXSC 360, EXSC 460 and approval from program director.
This course is designed to give students the opportunity to acquire practical knowledge, under a qualified supervisor, in a selected work setting within the field of exercise science. This is a culminating educational field experience in which students apply content from coursework under careful observation and in cooperation with a skilled practitioner. Students must have successfully completed a minimum of 90 credits and be in good academic standing to register for internships. (Three credits requires 150 hours.)

EXSC 497 - Exercise Science Internship
Credit(s): 3

3 hours lecture
Prerequisite(s): EXSC 360, EXSC 460 and approval from program director.
This course is designed to give students the opportunity to acquire practical knowledge, under a qualified supervisor, in a selected work setting within the field of exercise science. This is a culminating educational field experience in which students apply content from coursework under careful observation and in cooperation with a skilled practitioner. Students must have successfully completed a minimum of 90 credits and be in good academic standing to register for internships. (Three credits requires 150 hours.)

FINC 235 - Financial Management
Credit(s): 3
Prerequisite(s): ACCT 120.
A study of the major issues comprising financial management from the perspective of the business decision maker. Topics to be covered include: financial statement analysis; funds flow concepts; tax and other organizational considerations in forming business; current and long term asset management; types of instruments of corporate finance; capital markets and their regulation. An overview of international finance and global ethics in financial decisions will complete the course. Spreadsheets will be utilized in problem solving.

FINC 330 - Corporate Finance
Credit(s): 3
Prerequisite(s): ACCT 120, CISC 120/MATH 120, FINC 235.
A survey of the financial structure of the firm, its demand for funds to finance the acquisition of assets and the sources available to satisfy this demand. The course focuses on how companies invest in real assets, how they raise the funds to pay for these investments, and how these assets ultimately affect the value of the firm. Analysis of the firm's capital structure and alternative short- and long-term financing sources and techniques will be covered. Major attention will be given to applications of time value, bond and stock valuation, working capital and cash flow management, capital budgeting project analysis, risk and return in investment decisions, and the dividend decisions of a corporation. It is a web-enhanced course emphasizing the study of the major areas of corporate finance from the perspective of the chief financial officer.

FINC 340 - Information Sources and Systems
Credit(s): 3
This course provides a working knowledge of information sources and systems and the Internet. Systems include financial accounting and database systems used by organizations. The course emphasizes the process of evaluating and integrating information from different sources from the purpose of effecting organizational change. (Opened only to Organizational Management Students).

FINC 345 - Financial Statement Analysis
Credit(s): 3
Prerequisite(s): ACCT 120, ACCT 121; FINC 235; MATH 116.
Practical application of the techniques of financial statement analysis; analytical methods used for various disclosures; interpretation and understanding of characteristics of financial statements; industry reporting standards; contemporary reporting and analysis problems; examination of actual published statements.

FINC 346 - Student Managed Investment Fund
Credit(s): 3
Prerequisite(s): FINC 235. A minimum GPA of 3.5 and Dean's authorization required.
This course is designed to enhance students' academic pursuits in the study of finance by offering exposure and participation in investment research and analysis, portfolio management and strategy, and group decision-making. Students in the Finance specialization will manage the SMIF, enrolled in a class specifically designed to further the management of an actual investment portfolio at the college.

FINC 380 - Workplace Experience in Finance I
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Finance include financial services, business, health care, government and non-profit organizations. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. Open Elective credit only.

FINC 381 - Workplace Experience in Finance II
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Finance include financial services, business, health care, government and non-profit organizations. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. Open Elective credit only.

FINC 397 - Independent Study in Finance
The student and instructor shall mutually agree on a course of study that will result in a significant student-directed project or research that is appropriate to the Finance discipline.
A three-credit project requires a minimum of 135 hours of student-work; however, the credits may be prorated at 45 hours per credit. *Any independent study will require Department Chair and School Dean approvals.*

FINC 399 - Internship in Business
Credit(s): 3
Cross-Listed With: INBU 399, MGMT 399, MKTG 399, SPMG 399
Prerequisite(s): Completion of 60 credits, a minimum GPA in the major of 3.0 and the approval of the chair of undergraduate business. May not be used as a major-level business course.
Students majoring in business are given an opportunity to supplement classroom learning with on-the-job experience. The school assists students in finding appropriate compensated opportunities and ensuring that the actual work is a meaningful supplement to the classroom experience. Open elective credit only.

FINC 420 - Financial Planning and Analysis
Credit(s): 3
Prerequisite(s): ECON 125, ECON 221, FINC 235.
This course is designed to teach the students how to use financial information to provide corporate and business management reports to enable and enhance informed decision making. Financial Planning and Analysis (FP&A) reports are based on data generated from the financial and operating systems. The focus of the course will be to develop students' skill in thinking and analysis in Corporate Finance as well as FP&A rather than just preparing presentations in Excel or PowerPoint for senior management.

FINC 442 - Investment Management
Credit(s): 3
Prerequisite(s): ACCT 120, ACCT 121 and or FINC 235.
The investment of funds by individuals, institutions, and investment bankers. Subjects covered include the analysis of types of investments, the mechanics of investing, and forecasting of market trends.

FINC 449 - Problems in Financial Management
Credit(s): 3
Prerequisite(s): ENGL 112; ECON 125; CISC 120/MATH 120.
Advanced Finance course, which intensively surveys financial techniques and decisions pertinent to the attainment of corporate financial policy objectives. Topics included are current and capital asset management, risk analysis, financing techniques, and dividend policy decision. The course will make extensive use of the case study method, decision simulation, and computerized analytical tools.

FINC 450 - Applied Research Analysis in Finance
Credit(s): 3
Prerequisite(s): ENGL 112; ECON 125; FINC 235; any 3 Finance specialization courses.
Advanced Finance course, which intensively surveys financial techniques and decisions pertinent to the attainment of corporate financial policy objectives. Topics included are current and capital asset management, risk analysis, financing techniques, and dividend policy decision. The course will make extensive use of the case study method, decision simulation, and computerized analytical tools. Course should be taken in senior year. Students should have completed 3 of their specialization courses before registering for FINC 450.

French

FREN 115 - French for Communication
Credit(s): 3
A beginning French course designed to help develop listening and speaking skills in the French language. The course will help students deal with real everyday situations (identifying needs, shopping, seeking medical assistance, gathering information, etc.). The aim of the course is to enable students to understand basic spoken French within the limits of the topics presented in the course, including (but not limited to) business, travel, and social interaction. This course is not open to students who have studied French in high school for more than two semesters or to students who have native or near native fluency in French.

FREN 116 - Communicating in French
Credit(s): 3
Prerequisite(s): FREN 115 or the equivalent; two years of high school French; or approval of the Language program director. Please note that candidates for New York State Teacher Certification and Mercy College English Literature majors must take two courses (six credits) in a second language. These two courses must be in the same second language.
This course is a continuation of FREN 115 and is designed to further the progress made by students who will continue to learn the basic elements of French structure and vocabulary necessary for an ability in this language. The main emphasis of the course is on speaking and understanding French as it is spoken today in France and in over thirty countries throughout the world.

FREN 160 - Translation Techniques
Credit(s): 3
Prerequisite(s): FREN 116 or the permission of the Program Director.
This course is designed for students who will be doing translations from French to English and from English to French. These translations can be both written and spoken. Translations can include business, commerce, health care, social work, legal, as well as literary topics.

FREN 265 - Reading and Composition
Credit(s): 3
Prerequisite(s): FREN 116 or permission of the Program Director.
This course will provide students a thorough review of essential grammar points as well as an introduction to more idiomatic constructions leading to an advanced understanding of the French language. Short stories, essays, and other academic writing will be utilized for a stylistic study of modern French.

FREN 295 - Special Topics in Literature and Linguistics
Credit(s): 3
Intensive study of a major work, author, genre, theme, literary period, or specialized language/9 topic. *Offered in response to particular interests of students and faculty.*

FREN 397 - Independent Study in French
Credit(s): 1-3
Prerequisite(s): FREN 116 and FREN 265 or permission of Program Director.
The life and works of an outstanding author. Guided readings and discussion of the works of the author chosen by the student after consultation with a mentor; presentation of the results of such study required.

Health Sciences

Students enrolling in health science courses must earn at least a letter grade of C or higher in all Prerequisite courses required for their major. Students in the health science major may not repeat a course required for their major more than once.

HLSC 102 - Introduction to Health Professions
Credit(s): 3
This course is designed to expose students to the details regarding and scopes of practice of various health care professions as well practitioners' roles as part of the health care team. The historical and current U.S. health care system will be briefly discussed including policies, areas of reform, and reimbursement. Health care professions will be presented through discussion boards and lecture. Students' knowledge will be further augmented via case studies, classroom assignments and group presentations. This course will enhance the ability of students to make decisions regarding future areas of professional study and increase their understanding of health care as a whole.

HLSC 200 - Issues in Personal Health
Credit(s): 3
Prerequisite(s): **ENGL 111,**
This course provides an introduction to understanding major factors that influence personal health including access to care, nutrition, physical fitness, mental health, stress management, disease prevention, violence and the role of the environment. Popular controversies surrounding these topics will be debated and students will learn to support their positions using scientific data. Evidence-based decision making to modify behavior and improve personal health will be utilized to create a personal health plan as well as health promotion materials. Course concepts are reinforced through selected readings, discussion and service learning.

HLSC 201 - Medical Terminology
Credit(s): 2
Introduction to the specific language of medicine, including of medicine, including concepts and terms used to describe disease, to analyze tests and test results and to describe the structures and function of the body.

HLSC 205 - Standard Safety Precautions for the Health Care Professional
Credit(s): 1
This course presents an overview of universal/standard precautions recommended by the Center for Disease Control (CDC), reviews the Office of Safety and Health Administration's blood borne pathogen regulations, and covers prevention of transmission of various infectious diseases. Responding to emergency situations (fire, medical codes, chemical exposures, etc.) will be covered.

HLSC 209 - Emergency Care and Personal Safety
Credit(s): 2
2 hours lecture
Cross-Listed With: EXSC 209
This course will provide students with essential life-saving skills necessary to act as first responders in emergency situations. First responders evaluate and treat patients, acting as transitional care givers until more advanced medical help arrives. In addition, this course will address psychological and ethical issues related to emergency medical care. Successful completion of this course will lead to CPR/AED and First Aid certification by the American Red Cross. This course does not provide state licensure for ambulance personnel.

HLSC 210 - Overview of Occupational Therapy Practice
Credit(s): 1
This course presents an overview of the profession of occupational therapy including the continuum of settings in which occupational therapists work, the process of providing occupational therapy services across different age and practice settings, and the occupational therapist's collaboration with other team members of an interdisciplinary team. Through lectures, small group discussions, assignments, and observational video experiences students will also develop a personal definition of occupational therapy and be introduced to the current occupational therapy literature, professional organizations, and current issues facing the practice of occupational therapy.

HLSC 215 - Cultural Competence in Health Care (cc)
Credit(s): 3
This course will explore the influence cultural beliefs, values, and practices have on perspectives of health and illness and the provision of health care. An overview of various models to develop cultural competence will be presented and approaches to providing culturally competent care will be practiced through a variety of case scenarios and classroom activities. The course will enhance students' abilities to understand, evaluate, and provide culturally sensitive and competent human services to members of diverse groups.

HLSC 225 - Introduction to Accessing and Reading Scholarly Literature
Credit(s): 1
Prerequisite(s): ENGL 111.
This course will cover the basics of professional literature searches and scientific writing including where and how to access peer reviewed scientific journals as well as the basic structure of scientific research articles. At the completion of the course the student will be able to locate various types of scientific articles in academic and peer reviewed publications by using multiple databases and search engines, and will be able to summarize the articles found in these publications in preparation for a complete literature review and synthesis.

HLSC 250 - Global Health
Credit(s): 3
This course provides an introduction to critical global health concepts including delivery of healthcare and health ethics. Students will analyze global health data and compare it to that of the US to gain an understanding of global social determinants of health. Topics will include nutrition (including hunger and obesity), access to water, vaccination, violence against women and communicable and non-communicable diseases.

HLSC 275 - Health Policy and Advocacy
Credit(s): 3
Prerequisite(s): HLSC 102 or HLSC 250.
This course deepens students' understanding of the interdisciplinary nature of health policy in America, and the role of public health educators as agents of change. Current and historical health policies shaping healthcare in America will be discussed, including the significance of the socio-political milieu leading to health policy legislature. Students will learn about the role of health educator specialist to engage and inform others, as well as influence policy at the society level as part of the U.S. political process. Group presentations, research papers, class assignments and discussions will deepen students' knowledge of health policy and the contributions of health educators in shaping the dialogue of healthcare in America. Topics covered include

health insurance and the managed care industries, the pharmaceutical industry, smoking, women's health, substance abuse, public health law and safety and the food industry.

HLSC 295 - Topics in Health Sciences
Credit(s): 3
An analysis of the current theory, research or clinical practice issues in the health sciences. Specific topics such as complementary and alternative medicine, group work, and HIV/AIDS, are announced each semester by the Division.

HLSC 302 - Pathology for Rehabilitation
Credit(s): 3
Prerequisite(s): BIOL 130/BIOL 130A and BIOL 131/BIOL 131A (strongly recommended) or BIOL 160/BIOL 160A and BIOL 161/BIOL 161A.
This course examines the basis and effects of pathological conditions on individuals across the lifespan. Typical physiology is discussed along with pathology as it relates to the individual's rehabilitation potential. Disorders of the following systems are investigated: genetic, cardiovascular, respiratory, endocrine, genitourinary, renal, gastrointestinal, hepatic, immune, metabolic, integumentary, hematological, lymphatic, visual, and musculosketal systems. Students will investigate the etiology, epidemiology, clinical presentation, and medical and surgical management of individuals with pathologies of these systems and demonstrate a general understanding of their impact on rehabilitation management. Completion of online learning modules in Blackboard are required as part of this course.

HLSC 303 - Human Anatomy with Cadaver Lecture
Credit(s): 3
3 hours lecture
Prerequisite(s): BIOL 130/BIOL 130A and BIOL 131/BIOL 131A or BIOL 160/BIOL 160A and BIOL 161/BIOL 161A with grades of B or better in the course sequence. Students must have achieved a cumulative grade point average of 2.75 on a 4.0 scale. Students seeking special permission that have not met the Prerequisite requirements must submit their request and rationale in writing to the Program Director for possible approval.
Corequisite(s): HLSC 303A must be taken concurrently with HLSC 303. In the event that a student must withdraw from HLSC 303, they must also withdraw from HLSC 303A. Students who wish to take the lecture component alone will require department authorization.
This course provides an in-depth study of structures of the body with emphasis on structures involved in movement. A detailed study of the skeletal and muscular systems will be followed by consideration of the neurovascular system.

HLSC 303A - Human Anatomy with Cadaver Laboratory
Credit(s): 1
3 hours lab
Prerequisite(s): BIOL 130/BIOL 130A and BIOL 131/BIOL 131A or BIOL 160/BIOL 160A and BIOL 161/BIOL 161A with grades of B or better in the course sequence. Students must have achieved a cumulative grade point average of 2.75 on a 4.0 scale. Students seeking special permission that have not met the Prerequisite requirements must submit their request and rationale in writing to the Program Director for possible approval.
Corequisite(s): HLSC 303A must be taken concurrently with HLSC 303. In the event that a student must withdraw from HLSC 303, they must also withdraw from HLSC 303A.

This course complements material learned in HLSC 303 and provides students an in-depth knowledge of structures of the human body through cadaver dissection.

HLSC 314 - Clinical Kinesiology and Applied Physics
Credit(s): 4
Prerequisite(s): HLSC 303/HLSC 303A.
This course is designed to study and analyze human movement and principles of physics in a person-environment-occupation context. Learning activities emphasize the understanding of how movement is integrated into the performance of activities of daily living and applied to individual environments. Kinesiology of the upper and lower extremities and trunk will be examined, and will include detailed discussions on both normal kinesiologic function and pathokinesiology. The connection between the principles of physics and its relation to human movement will be emphasized. Hands-on experience will give the student practical experience for a better understanding of how human movement is integrated into daily life skills. Completion of online learning modules in Blackboard are required as part of this course. *Offered fall and spring semesters.*

HLSC 344 - Group Process for Health Professionals
Credit(s): 3
Prerequisite(s): ENGL 112, COMM 110, and PSYN 101.
The course focuses on the application of group process theory to work within professional groups, as well as to therapeutic client groups. Theory, research and behavioral process basic to all groups are identified and their application in the professional use in health care small groups is observed, analyzed and synthesized. Emphasis is on role development, leadership skills, and promotion of decision-making and accountability as a member of professional groups and leader of therapeutic groups. Group process issues that affect health care delivery are explored. Health promotion with clients in small groups is a central goal. *Offered fall and spring semesters.*

HLSC 350 - Health Communication
Credit(s): 3
Prerequisite(s): ENGL 112, HLSC 201, HLSC 215.
This course is aimed at future health scientists and health professionals who wish to learn how to communicate more effectively about their work and area of study with their patients, the public, the media, potential funders, employers as well as their colleagues in other disciplines. This course emphasizes effective strategies for improving verbal (both oral and written) and non-verbal communication of health science topics as well as promoting and communicating meaningful connections with health through visual and multimedia presentations.

HLSC 380 - Workplace Experience in Health Science I
Credit(s): 3 per semester
90 hours of Field Work, 13 didactic semester hours
Prerequisite(s): HLSC 102 or Program Director approval.
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Health Science include hospitals, medical facilities, small and large physical/occupational therapy practices. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the Workplace experience. Career and Professional Development department approval required.

HLSC 381 - Workplace Experience in Health Science II
Credit(s): 3 per semester
90 hours of Field Work, 13 didactic semester hours
Prerequisite(s): HLSC 102 or Program Director approval.
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Health Science include hospitals, medical facilities, small and large physical/occupational therapy practices. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the Workplace experience. Career and Professional Development department approval required.

HLSC 390 – Epidemiology
Credit(s): 3
Prerequisite(s): BIOL 130/BIOL 130A and BIOL 131/BIOL 131A or BIOL 160/BIOL 160A and BIOL 161/BIOL 161A, BHSC 370.
Epidemiology is the study of the distribution and determinants of health-related states or events (including disease), and the application of this study to the control of diseases and other health problems. This course will explore the causal factors and modes of transmission of human diseases utilizing statistical tools and biomedical concepts. Students will learn to identify and describe public health problems, formulate research hypotheses, select appropriate research designs, interpret study results and apply the results towards the design of prevention and control of health-related events.

HLSC 395 - Health Promotion and Program Intervention
Credit(s): 3
Prerequisite(s): HLSC 200
This course provides students with a deeper understanding of health promotion and disease prevention through program planning principles and theories. Students will be actively engaged with public health marketing, communication strategies and, health education and health promotion through hands-on group projects and activities at Mercy College and the surrounding community. Needs assessments of students' identified priority population, as well as assessments of the social, physical and political environment will help to inform their action plan interventions through real-world application. Students will learn about the significance of program planning models for health promotion programs and the theoretical underpinnings that guide them.

HLSC 396 - Evaluating Health Promotion Programs
Credit(s): 3
Prerequisite(s): HLSC 200, PSYN 370
This course provides students with a foundation in qualitative and quantitative evaluation standards for health promotion education programs. Students will learn the importance of incorporating appropriate evaluation methods during program planning and development stages. Identification and application of evidence-based tools and metrics will be covered, as students analyze data provided during hands-on exercises, and incorporate cutting-edge technology in program evaluations. Group and individual projects, tests and class activities will reinforce content learning. Deeper learning of program evaluations will also build upon student applications in their capstone course.

HLSC 397 - Independent Study in Health Science
Credit(s): 1-3
Prerequisite(s): HLSC 102.

In depth service learning projects, research, and other special projects undertaken in a specific area of Health Science under the direction of a faculty member. Registration with the permission of the instructor and the program director.

HLSC 399 - Field-Based Experience in Health Science
Credit(s): 3
Prerequisite(s): HLSC 102, 15 credits of Major Requirements, and Program Director approval.
This course is designed for students to study the professional world of healthcare environments. Students will be led to make a meaningful connection between their classroom learning and co-running healthcare internship or job experience. Internships must be prepared with Career & Professional Services the semester prior to matriculation in this course. Possible workplace sites acceptable for matriculated students include hospitals, satellite & community medical facilities, and small private medical practices. The course offers students tools to analyze and apply the lessons they have learned to their future career. Topics focused on ethics, diversity, communication skills, stress management, and other key topics help the student integrate their classroom knowledge with their experiences in the field.
135 hours of field work, 15 didactic semester hours.

HLSC 400 - Health Sciences Capstone
Credit(s): 3
Prerequisite(s): HLSC 200, HLSC 215.
This course explores the concept of health promotion and serves as a synthesis experience for the major. Students choose a topic in health care, review relevant literature, interview community members, and develop, implement and evaluate a health promotion project. Achievement is determined through an annotated bibliography, class presentations and a written summary of the health promotion project.

HLSC 402 - Scientific Writing
Credit(s): 2
Prerequisite(s): ENGL 112 and HLSC 225.
Health Care Practitioners need to become informed consumers of the scientific literature, with the ability to process and synthesize scientific information. They must be able to recognize factual information and logical arguments and apply critical analysis to other forms of acquiring knowledge such as authority, rationalization and intuition. Additionally, they need to understand research methods and their evaluation and application. The course is designed as an introduction to critical thinking and to allow the student to be able to search, summarize, synthesize and process the scientific literature. The course should help students to think more critically about evaluating research studies, the arguments of others and to understand logical and persuasive arguments in science. *Offered fall and spring semesters.*

HLSC 410 - Applied Neuroscience for the Rehabilitation Professional
Credit(s): 4
Prerequisite(s): HLSC 303/HLSC 303A.
. Primary roles and functions, knowledge of the physical structures involved and the neural pathways that link systems will be reviewed. This course will review health conditions and impairments of these systems and the impact of impairments on activity limitations and participation restrictions and the rehabilitative process. Application of concepts and knowledge will be linked to clinical problems and case studies from a therapist's perspective through the study of the sensory systems, motor learning, neurobehavioral presentations and an introduction to neurological assessment. Case studies will be used both in class and in online discussions to facilitate the integration of neuroscience theory and clinical application of concepts. This

course requires student participation and completion of assignments using the College's distance learning technology. *Offered fall and spring semesters.*

HLSC 420 - Foundations of Occupational Therapy
Credit(s): 3
Prerequisite(s): HLSC 210.
This course introduces students to many of the general topics related to the scope of occupational therapy practice that will be revisited throughout the occupational therapy program. Students learn the impact of historical events on the development and current practice of occupational therapy and begin to explore the role of engagement in occupations and purposeful activity in promoting health, growth and fulfillment of human needs across the life span. The Occupational Therapy Practice Framework provides the foundation for study of occupational therapy service delivery and documentation. The contemporary paradigm of occupation-based, client centered, and evidence-based practice is introduced, and accompanied by learning activities that practice and reinforce professional and ethical values, diversity and cultural humility, therapeutic use of self, and activity analysis. The structure and function of occupational therapy professional organizations are introduced, along with the exploration of core values and standards of practice. Problem-based learning is also introduced. Students are introduced to and expected to practice self-directed learning through the use of small group discussion, lectures, and independent and group assignments. *Offered spring and summer semesters.*

History

HIST 101 - European History to 1500
Credit(s): 3
An overview of European history from antiquity to 1500: the rise and fall of Greece and Rome; the Middle Ages; the Italian and Northern Renaissance; the beginning of the Reformation.

HIST 102 - European History Since 1500
Credit(s): 3
An overview from the Reformation to the present: the Counter Reformation; the Age of Discovery; absolutism and parliamentarianism; the Scientific Revolution and the Enlightenment; the French Revolution; the development of political and economic ideologies; World War I; the Russian Revolution; the emergence of Fascism and Totalitarianism; World War II and its aftermath.

HIST 105 - American History through 1877
Credit(s): 3
A general survey from the Age of first contact through the end of Reconstruction, covering such major developments as the emergence and growth of the 13 colonies; the founding and organization of the nation state; changing political, social, and economic patterns; and the origins and impact of the Civil War. Extensive map work is required.

HIST 106 - American History Since 1877
Credit(s): 3
A general survey from the end of Reconstruction to the recent past. Major themes will be the development of American domestic politics; the nation's emergence as a world power; changes in American society, economy, and culture; and the influence of past events on contemporary life. Extensive map work is required.

HIST 117 - Introduction to Asian History
Credit(s): 3
Prerequisite(s): **.**
An overview of the main periods of Asian history: ancient, traditional, and modern; exploration of political, social, economic, and cultural developments; emphasis on China, India and Japan.

HIST 118 - Introduction to African History
Credit(s): 3
This course examines the rise of African civilizations, outside influences on African societies, the period of European colonization, the independence movements, and some of the challenges facing the continent today.

HIST 119 - Introduction to Latin American History
Credit(s): 3
An overview of Latin American history: the pre-Columbian past; European conquest and colonial rule; the independence movements; and subsequent internal and external challenges to nation building in the 19th and 20th centuries.

HIST 189 - Geography and the World
Credit(s): 3

The course offers an introduction to the study of geography and geographic methods with a focus on the two major divisions of the field: physical geography (the natural world) and human geography (the cultural world). You will learn how geographers view, interpret, and understand the Earth.

HIST 200 - The Black Church in the Urban Community
Credit(s): 3
An examination of the Black church and Black theology, and their contributions to the Kingdom of God and the Christian community. Examines the salvation experience of Black people, social issues, preaching, and worship. Student will study the historical antecedents of the development of the Black Church to gain a better understanding of the progression and continuous stages of movement of Black Churches and denominations and their centrality to African American culture and communities; Students will evaluate and synthesize their understanding of the uniqueness of the Black Church to the larger social, theological, political arenas, in which it has participated. *Only open to students in the B.A. Liberal Arts and Science program.*

HIST 220 - Methods in the Madness: An Introduction to Research Methods
Credit(s): 3
Prerequisite(s): ENGL 111.
This course is designed to train students to do research and present their research findings in writing and orally. Students will learn how to pose research questions, find and analyze appropriate sources, and synthesize information from those sources. Students will gain a better understanding of the diverse resources available to study the past and learn how to conduct research through a wide variety of sources.

HIST 228 - Problems in Gender and Women's History
Credit(s): 3
Prerequisite(s): ENGL 111.
This course is a survey of women's and gender history from the period of the 18th century to the present. Attention will focus on specific problems and issues in women's and gender history that span multiple geographical regions. Topics include the study of feminism, masculinity, gendering war, family life, immigration, and sex work.

HIST 232 - Early Modern Europe
Credit(s): 3
Prerequisite(s): ENGL 111.
The transition of economics, institutions, society and culture, c.1300–c.1600, with particular attention given to the periods of the Renaissance and Reformation in Europe. Formerly HIST 307.

HIST 233 - History of the Middle East
Credit(s): 3
Prerequisite(s): ENGL 111.
This is a survey course on Middle Eastern history and culture with a considerable emphasis on the impact of religion. The primary emphasis of the course will be to understand the historical and cultural background of the major problems facing the Middle East today.

HIST 239 - American Studies I
Credit(s): 3
Cross-Listed With: ENGL 239
Prerequisite(s): ENGL 112.

An interdisciplinary approach to American character and culture, treating such themes as the frontier tradition; the American hero; the impact of popular culture; the significance of race, ethnicity, and gender; and national values and ideals.

HIST 243 - History of Modern Japan
Credit(s): 3
Prerequisite(s): ENGL 112
This course explores Japanese history in multiple dimensions - political, economic, social, and intellectual - from the seventeenth century to the twentieth century. Starting with the history of Tokugwa Japan (1603-1868), the course outlines the modern history of Japan, investigating Japan's modernization and industrialization since the Meiji Restoration (1868), imperialization that culminated in the Pacific War (1941-1945), the U.S. Occupation (1945-52), and postwar economic development.

HIST 244 - Popular Culture in East Asia
Credit(s): 3
Prerequisite(s): ENGL 112
This course explores popular cultures in East Asia from the 18th century to the present. Using interdisciplinary techniques and sources, the course will address such subjects as cinema, popular songs, sports, fashion, food, and the internet, and investigate the emergence of cities as centers for popular culture, and connections between popular cultures and technology, ideology, and gender.

HIST 250 - The Immigrant Experience
Credit(s): 3
Prerequisite(s): ENGL 111.
This course broadly examines the history of immigration in American history since the colonial period. Special attention will be paid to issues surrounding race, ethnicity, nationality, gender, and religion. The course will examine questions of inclusion and exclusion, resistance and accommodation, and the image of the U.S. as a diverse and plural nation coupled with the desire for assimilation.

HIST 252 - African American History to Reconstruction
Credit(s): 3
Prerequisite(s): ENGL 111.
This course is a survey of the early history of African Americans in the United States, beginning with their African origins and culminating with the end of Reconstruction. It analyzes how Africans and their descendants both transformed and were transformed by American society. Topics include the study of slavery as a global institution, the Atlantic Slave Trade, the transformation of Africans to African Americans, the antislavery movement, and the American Civil War and Reconstruction.

HIST 253 - African American History since Reconstruction
Credit(s): 3
Prerequisite(s): ENGL 111.
This course examines the African American experience from the end of Reconstruction to the present. Topics include the rise of Jim Crow, migration and urbanization, the civil rights movement and its aftermath, and contemporary issues facing African Americans.

HIST 254 - Latinos/as in the U.S.
Credit(s): 3

This course examines the historical, social, political, economic and cultural experiences, as well as state of Latino Americans, the largest ethnic minority in the United States. The course will focus on the people who can trace their origins to Mexico, the Caribbean, and countries of Latin America. The main emphasis will be on the experiences of Mexican Americans, Puerto Ricans, and Cubans, the three largest United States Latino / Hispanic groups. In addition, attention will be given to other Latino groups that have more recently arrived to the United States, from other Spanish speaking Western Hemisphere nations. Extensive Examination will focus on the impact these groups are collectively having on society, both in the United States and their countries of origin. (*Formerly HIST 352*).

HIST 260 - History of Puerto Rico
Credit(s): 3
This course will introduce Puerto Rico and Puerto Ricans within the context of the Caribbean island and their communities within the United States. After four centuries of Spanish colonial rule, Puerto Rico was incorporated into the U.S. since 1898. Since then, the link between the island and the US has tightened political, economic, and cultural ties between the two entities, in some ways eroding, but in others reinforcing, Puerto Ricans' sense of community and nationhood. While the integration between peoples resulted in renegotiation of power where Puerto Ricans were issued some rights to control their own internal affairs on the island, some of the basic features of the original colonial equation have actually remained the same; in some respects, they have only become more acute.

HIST 263 - The Black Atlantic: Literature/History
Credit(s): 3
Cross-Listed With: ENGL 263
Prerequisite(s): ENGL 111.
This course examines the historical background of the Third World, the rise of nationalist movements, and the issues that face these nations today. The course follows an interdisciplinary approach that includes the study of Third-World literature.

HIST 266 - US - Latin American Relations
Credit(s): 3
This course focuses on the history of relations between Latin America and the United States from early nineteenth century to the present. We will explore how and why the U.S. became a world power by the end of the nineteenth century and examine the economic, political, cultural, and social repercussions of this shift in Latin America as these nations struggle to define themselves as sovereign entities. We should be mindful of the various internal conditions of Latin American nations that have prompted different responses from Washington D.C. While part of this course explores cases of intervention and conflict, we will also examine how Latin America has influenced U.S. policy and culture.

HIST 290 - Honors Topics in History
Credit(s): 3
Cross-Listed With: HONR 290
Prerequisite(s): ENGL 111 or ENGL 191 and CINQ 101 or CINQ 190
This course explores a current topic in the field of history as determined by the instructor. Possible themes include The French Revolution, Public History, and China between the World Wars, and will be advertised to honors students before registration. No background in the disciplinary content is necessary, but students should expect increased academic rigor befitting an honors course. *This course fulfills the Historical and Global Perspectives general education requirement.*

HIST 295 - Topics in History
Credit(s): 3
Prerequisite(s): ENGL 111.
This offering will vary from term to term, allowing for the coverage of new subject matter or the opportunity to make available an instructor's special knowledge. In other words, each time this course is offered, the subject matter will be different so a more specific course description is not possible here.

HIST 301 - The World of Antiquity
Credit(s): 3
Prerequisite(s): ENGL 112
An examination of the significance of the cultures and societies of ancient Greece and Rome.

HIST 303 - The Enlightenment
Credit(s): 3
Prerequisite(s): ENGL 112
This course covers the period of the Enlightenment in Europe, 1680-1789. Particular attention is paid to the ideas of philosophers of this period and how their work influenced the state, society, and culture.

HIST 304 - Medieval Culture and Society
Credit(s): 3
Prerequisite(s): ENGL 112
An examination of the elements that contributed to the formation of Western culture and society; the innovations and ideas of the "High Middle Ages"; and the interplay of popular culture and the critical spirit.

HIST 308 - History of 19th Century Europe
Credit(s): 3
Prerequisite(s): ENGL 112
This course examines Europe in the "long nineteenth century," beginning with the French Revolution and the Napoleonic Era ending with the outbreak of World War I. The course will focus on the development of modernity in the political, social, ideological, and economic realm.

HIST 309 - History of 20th Century Europe
Credit(s): 3
Prerequisite(s): ENGL 112
Beginning with World War I and ending with the collapse of the Soviet Union, this course seeks to examine the relations between people and countries as ideologies, governments, and society shift dramatically.

HIST 310 - The History of Central Europe
Credit(s): 3
Prerequisite(s): ENGL 112
This course will examine the social, political, economic, and cultural development of the lands traditionally known as Poland, Hungary, Czechoslovakia, and the Baltic States from the Congress of Vienna to the present.

HIST 311 - World War II in Europe
Credit(s): 3
Prerequisite(s): ENGL 112.
This course examines the history of World War II in Europe. This course will focus narrowly on how Europe

allowed for the formation of fascist regimes, how Europe responded to the hostility of Nazism, and examines the enduring legacy of World War II. Special attention will be paid to the issues surrounding the social and cultural impact of the war on everyday citizens and its enduring legacy.

HIST 314 - Tudor and Stuart England
Credit(s): 3
Prerequisite(s): ENGL 112
This course covers the turbulent sixteenth and seventeenth-century when the Tudor and Stuarts reigned in England. This course will focus on the impact of the English Renaissance, Reformation, Civil War, the Glorious Revolution, and issues of succession affected politics, society, the economy, and culture of England.

HIST 317 - World War II in America
Credit(s): 3
Prerequisite(s): ENGL 112
This course examines the Second World War with a focus upon the United States. This course forms part of a larger sequences of courses which present World War II from a global comparative perspective. Particular attention will be given to the Great Depression, the war abroad and on the home front, and the origins of the Cold War.

HIST 318 - The French Revolution and Napoleon
Credit(s): 3
Prerequisite(s): ENGL 112
This course focuses on the French Revolution and Napoleonic period, from 1789 to 1815. This course will engage in analysis of cultural, social, political, and economic conditions in France before 1789. The course will follow the Revolution through its successive phases and analyze and critique the rise of Napoleon and his influence on Europe.

HIST 320 - Historiography and Historical Method (cc)
Credit(s): 3
Prerequisite(s): ENGL 112, program approval and satisfactory completion of at least 18 major credits in history.
An introduction to historiography and historical method through guided readings in primary sources and secondary literature. This course is organized around topics that will give the student experience in the recognition, critique, and writing of historical narrative. Use of the computer in historical research will be stressed. This required course for History majors is to be taken senior year.

HIST 321 - America in the Gilded Age and the Progressive Era: 1877–1920
Credit(s): 3
Prerequisite(s): ENGL 112
This course is about the United States in the late nineteenth and early twentieth centuries. The first part of the course will cover the settling of the Great Plains; the burgeoning industrial revolution; and the emergence of big business, taking into account the many opportunities and abuses which resulted from these developments. The period was also characterized by a high degree of domestic turmoil as the military suppressed the Indians; racist and xenophobic groups targeted minorities and immigrants; and workers and farmers fought for their causes. The second part of the course will focus on American expansionism, including the Spanish-American War, and on the reforms of the Progressive Era during the presidencies of Theodore Roosevelt, William Howard Taft and Woodrow Wilson.

HIST 322 - The American Revolution
Credit(s): 3
Prerequisite(s): ENGL 112.
This course examines the origins of the American independence movement, the struggle between the rebellious colonies and the British Empire, and the resulting governments created in the new nation. Special attention will be given to the social, political, and economic changes sparked by the Revolution.

HIST 324 - History of the United States Since 1941
Credit(s): 3
Prerequisite(s): ENGL 112
An intensive study of the recent past. The course considers such subjects as America and World War II; the development of the Cold War and the Vietnam involvement; the nature of the Eisenhower era, the Kennedy years, and the protest period of the 1960s, and the difficulties of the Nixon-Ford-Carter administrations of the 1970s; the Reagan era of the 1980s and the aftermath.

HIST 327 - 20th Century Russia
Credit(s): 3
Prerequisite(s): ENGL 112
This course will examine the social, economic, cultural, and international, as well as political, development of Russia from the final years of Tsarist rule through the Bolshevik Revolution to its emergence as one of the world's superpowers in the 1990s.

HIST 332 - China in History: From Antiquity to the Present
Credit(s): 3
Prerequisite(s): ENGL 112
The history of China, including origins of its society and culture; the development of classical Chinese civilization during the age of feudalism; the development of China's "super-power" status during the age of bureaucratic empire; the setbacks and struggles during the interregnum of the Western onslaught; and China's reemergence as a superpower today.

HIST 333 - Asia in Revolution
Credit(s): 3
Prerequisite(s): ENGL 112
A study of the gigantic upheavals in society and culture that comprise Asia's ongoing response to the challenge of Western power. Highlighted will be Gandhian nonviolent resistance, Maoist guerilla warfare, Japanese militarism, and the subsequent economic counter-challenge of the Japanese-led Pacific rim.

HIST 336 - Africa: Colonialism and Independence
Credit(s): 3
Prerequisite(s): ENGL 112
The composition of colonial rule and systems of administration; the rise of nationalist movements and the emergence of independent nations; the new nations of Africa and current social, political, and environmental problems.

HIST 337 - World War II in Asia
Credit(s): 3
Prerequisite(s): ENGL 112

This course explores World War II in the Pacific theater and its legacies, covering the late nineteenth century into the 1960s. We will investigate how Japan became an imperial power capable of waging a world war, how people lived under and within the Japanese empire, and how the atomic bombings in Hiroshima and Nagasaki affected Asia during the aftermath of the war and the Cold War that followed.

HIST 342 - The Early American Republic
Credit(s): 3
Prerequisite(s): ENGL 112
This course examines American history from the end of the American Revolution to the sectional crises of the 1850s. The course will particularly focus on the political, economic, and social changes of the new nation along with its foreign policy and interactions with the world.

HIST 344 - Slavery and the Civil War
Credit(s): 3
Prerequisite(s): ENGL 112
The question of slavery; States' Rights; the coming of war; Lincoln's Presidency; the issues of Reconstruction and Republican policies.

HIST 365 - The American Presidency
Credit(s): 3
Cross-Listed With: POLS 365
Prerequisite(s): ENGL 112
A review of the office and its occupants covering the legal, constitutional and political development of the Executive Branch, as well as the contributions of several major presidents.

HIST 367 - American Foreign Policy
Credit(s): 3
Cross-Listed With: POLS 367
Prerequisite(s): ENGL 112
An exploration of the development of the political, military, economic, and cultural relations of America with the rest of the world. How United States foreign policy is made.

HIST 379 - History of the Family in America
Credit(s): 3
Prerequisite(s): ENGL 112
This course will study the evolution of the family in America from Colonial times to the present. It will be concerned with such aspects as child rearing, husband-wife relationships, and the family unit as a social, cultural, and economic institution. As part of the required work, each student will write the history of his or her own family.

HIST 395 - Advanced Special Topics in History
Credit(s): 3
Prerequisite(s): ENGL 112
This offering will vary from term to term, allowing for the coverage of new subject matter or the opportunity to make available an instructor's specific knowledge. Special topics at the 300-level will be a more narrow and specific topic than in lower level courses.

HIST 397 - Independent Study in History
Credit(s): 1-3
Prerequisite(s): ENGL 112
A course designed to take into account the individual student's historical interests. Offered under the direction of a faculty advisor.

HIST 399 - Internship in History
Credit(s): 3
Prerequisite(s): ENGL 112
The History Program is interested in making available learning experiences in non-classroom settings. Under the Intern Program, qualified juniors and seniors receive academic credit for work done in historical societies, archives, museums, and restorations. The programs assist students in finding appropriate opportunities and ensuring that the actual work is a meaningful supplement to the undergraduate classroom experience. I. Standards: 60 college credits, a minimum overall GPA of 2.75, a minimum GPA in the student's major of 3.0, and at least six credits in History. II. Credit Options: A) Internships in the local area require a supervisory faculty member and usually will be worth three credits B) A maximum of six credits may be applied toward a History major; and a maximum of three credits toward a History minor. Additional credits may be applied toward the general requirements in Social Science, or may count as Liberal Arts and Sciences electives, or as Open Electives. III. Procedures: Interested students should contact the director of the History Program or the director of the History Intern Program. The application process requires a transcript, a letter of recommendation from a faculty member, the written consent of the student's advisor, and a departmental interview. The decision of the Programs on whether to allow a student to hold an internship may be appealed to the Office of the Associate Dean of Academic Administration on procedural issues, but not on the matter of the Program's judgment.

HIST 495 - Senior Seminar in History
Credit(s): 3
Prerequisite(s): ENGL 111, ENGL 112; HIST 320.
The Senior Seminar in History, a required course for History majors, is to be taken during the senior year. There are several aspects to this course: the comprehensive assessment of what has been learned in the major course of study, the writing of research papers under the supervision of a faculty mentor, and the discussion of research methods and results in a supportive collegial environment.

Honors

Honors courses foster a unique learning environment where students are given focused opportunities to deepen their learning and develop skills in collaboration and self-directed learning. Honors courses are reserved for students admitted to the Honors Program. However, students who have completed at least 15 credits at the College and who have a Mercy GPA of 3.2 or higher may enroll in Honors courses, if space is available. For more information on the Honors Program please see the Global Honors Program section of the catalog.

HONR 190 - Honors Critical Inquiry
Credit(s): 3
Cross-Listed With: CINQ 190
Prerequisite(s): For Honors students only.
Honors Critical Inquiry is a General Education course in which reading, thinking, and information literacy essential transferable skills are introduced, reinforced and assessed. Each section of CINQ 190 focuses on a particular topic; students analyze assigned readings, prepare and respond to arguments related to the topic, and complete projects that require research and assessment of relevant print and online sources. CINQ 190 is the honors-level version of CINQ 101, which is required of all entering freshmen and of transfer students with 30 credits or less. May replace general education requirement CINQ 101.

HONR 191 - Honors English I
Credit(s): 3
Cross-Listed With: ENGL 191
Prerequisite(s): For Honors students only.
This course will focus on the development of critical reading and critical thinking skills and the development of formal academic writing skills. This will be done through close readings and analyses of literary texts of diverse literary traditions from the ancient world to the early modern world. Writing assignments include essay writing and the writing of a research paper. *This course replaces the general education requirement* ENGL 111.

HONR 192 - Honors English II
Credit(s): 3
Cross-Listed With: ENGL 192
Prerequisite(s): ENGL 111 or HONR 191. For Honors students only.
This course will focus on the development of critical reading and critical thinking skills and the development of formal academic writing skills. This will be done through close readings and analyses of literary texts of diverse literary traditions from the modern world. Writing assignments include essay writing and the writing of a research paper. *This course replaces the general education requirement* ENGL 112.

HONR 193 - Honors Math
Credit(s): 3
3 semester hours, 2 hours Math Lab per week.
Cross-Listed With: MATH 193
Prerequisite(s): For Honors students only.
This course is intended for all Honors Program students. Emphasis is placed on varied methods and manipulations. Algebraic techniques that have applications in the student's anticipated area of specialization are studied. Topics will include: linear and quadratic equations; inequalities; graphing; polynomials; factoring;

operations with rational and irrational expressions; systems of linear equations and others like trigonometry. *This course replaces general education requirement* MATH 116.

HONR 194 - Honors Oral Communication
Credit(s): 3
Cross-Listed With: COMM 194
Honors Oral Communications focuses on the study of the nature of speech, sound production, and communication process. Classroom activity involves practical experience in the skills of the oral communication process. It provides practice in organizing and presenting speeches for various purposes, including persuasion. The class critically analyzes the process of community and investigates how the mediums of communication and language are used, manipulated, controlled, and reinvented by this process. Aristotelian principles of rhetoric will be applied to contemporary controversial issues, identified and analyzed by students. *This course replaces general education requirement* COMM 110.

HONR 195 - Honors Introduction to Psychology
Credit(s): 3
Cross-Listed With: PSYN 195
This course encompasses the PSYN 101 introduction to Psychology. In addition, the course includes a wide range of readings focusing on contemporary and historical issues of interest in psychology. Students may have the opportunity to participate in an experiment. This course replaces general education requirement PSYN 101.

HONR 196 - Honors Spanish I
Credit(s): 3
Cross-Listed With: SPAN 196
Prerequisite(s): SPAN 115 or the equivalent; or three years of high school Spanish; or approval of the Program Director of Modern Foreign Languages.
This honors Spanish course is the Honors equivalent of Spanish 116; it is designed to further the progress made by students in developing basic communication skills in Spanish. Students will continue to learn and develop the basic elements of the grammatical structure of the Spanish language and the vocabulary necessary for increasing students' written and oral communicative competence in Spanish. Furthermore, students will be applying their developing knowledge of Spanish vocabulary and the grammatical structure of the Spanish language to a variety of reading and writing activities designed to deepen and expand students' knowledge of the Spanish language and the cultures of the Spanish speaking world. *This course fulfills the Language and Cultural Perspectives general education requirement*.

HONR 290 - Honors Topics in History
Credit(s): 3
Cross-Listed With: HIST 290
Prerequisite(s): ENGL 111 or HONR 191 and CINQ 101 or HONR 190
This course explores a current topic in the field of history as determined by the instructor. Possible themes include The French Revolution, Public History, and China between the World Wars, and will be advertised to honors students before registration. No background in the disciplinary content is necessary, but students should expect increased academic rigor befitting an honors course. *This course fulfills the Historical and Global Perspectives general education requirement.*

HONR 291 - Honors Topics in Religion
Credit(s): 3
Cross-Listed With: RELG 291
Prerequisite(s): ENGL 111 or HONR 191 and CINQ 101 or CINQ 190
This course explores a current topic in the field of religious studies as determined by the instructor. Possible themes include Interfaith Dialogue, World Religions, and The Problem of Evil, and will be advertised to honors students before registration. No background in the disciplinary content is necessary, but students should expect increased academic rigor befitting an honors course. *This course fulfills the Ethical Perspectives general education requirement.*

HONR 292 - Honors Topics in Art History
Credit(s): 3
Prerequisite(s): ENGL 111 or ENGL 191 and CINQ 101 or CINQ 190
This course explores a current topic in the field of religious studies as determined by the instructor. Possible themes include Interfaith Dialogue, World Religions, and The Problem of Evil, and will be advertised to honors students before registration. No background in the disciplinary content is necessary, but students should expect increased academic rigor befitting an honors course. *This course fulfills the Ethical Perspectives general education requirement.*

HONR 293 - Honors Topics in Music
Credit(s): 3
Cross-Listed With: MUSI 293
Prerequisite(s): ENGL 111 or HONR 191 and CINQ 101 or HONR 190
This course explores a current topic in the field of musicology as determined by the instructor. Possible themes include Music & Culture, The Psychology of Music, and Twentieth Century American Music, and will be advertised to honors students before registration. No background in the disciplinary content is necessary, but students should expect increased academic rigor befitting an honors course. *This course fulfills The Arts general education requirement.*

HONR 295 - Special Topics in Honors
Credit(s): 3
Prerequisite(s): For Honors students only.
An offering of current interdisciplinary topics that varies from term to term allowing for the coverage of new subject matter of interest to students and faculty, or the opportunity to make available an instructor's special expertise.

HONR 296 - Honors Spanish II
Credit(s): 3
Cross-Listed With: SPAN 296
Prerequisite(s): SPAN 116 or HONR 196 or the equivalent.
This upper level Spanish course is designed for Honors students who are native speakers of Spanish or have high competency Spanish language skills. The purpose of this course is to develop students' reading and writing skills in Spanish through a study of critical Latin American issues. This is carried out through a variety of media, such as literature, film, journalism, and historical texts.

HONR 298 - Honors Topics in Economics
Credit(s): 3
Cross-Listed With: ECON 298
Prerequisite(s): ENGL 111 or HONR 191 and CINQ 101 or HONR 190
This course explores a current topic in the field of economics as determined by the instructor. Possible themes include Personal Finance, Game Theory, and Economic Development and will be advertised to honors students before registration. No background in the disciplinary content is necessary, but students should expect increased academic rigor befitting an honors course. *This course fulfills Social Perspectives general education requirement.*

HONR 299 - Honors Topics in Philosophy
Credit(s): 3
Cross-Listed With: PHIL 299
Prerequisite(s): ENGL 111 or HONR 191 and CINQ 101 or HONR 191
This course explores a current topic in the field of philosophy as determined by the instructor. Possible themes include The Nature of Persons, Faith and Reason, and Transformative Experiences, and will be advertised to honors students before registration. No background in the disciplinary content is necessary, but students should expect increased academic rigor befitting an honors course. *This course fulfills the Ethical Perspectives general education requirement.*

HONR 390 - Honors Junior Seminar
Credit(s): 3
Cross-Listed With: JRSM 390
Prerequisite(s): ENGL 112 or HONR 192 and COMM 110 or COMM 194 and MATH 115 or MATH 116 or MATH 193.
The Junior Seminar is designed as a general education capstone course to be taken by all Mercy College students as a requirement for graduation. Its purpose is to ensure that students have achieved acceptable performance in the practical application of skills taught in the basic courses: 1) critical reading, 2) critical thinking, 3) critical writing, 4) information literacy, 5) quantitative analysis, and 6) public speaking. Honors Junior Seminar students engage in projects ranging from intensive research and essay-writing, to digital storytelling, to service learning. Students document, self-assess, and showcase their learning achievement in an ePortfolio. Students will register for the course after completing 60 credits and before attaining 91 credits. *This course replaces general education requirement JRSM 301.*

HONR 490 - Honors Capstone
Credit(s): 3
Prerequisite(s): JRSM 301 or JRSM 390 or HONR 390. Satisfactory progress in the Honors Program, for Honors students only.
In the Capstone course of the Honors Program, students develop a project (e.g. research paper, creative work laboratory experiment, community-based learning project, etc.) that explores a topic of intellectual or social significance from an interdisciplinary perspective. Under the guidance of a faculty member, students craft innovative questions, investigate the relevant scholarly literature, select appropriate methods for executing the project (individually or in teams), and present their findings to a public audience. Time commitment for the course will vary depending on the type of project and will be coordinated with the faculty member.

Humanities

These interdisciplinary, thematic courses are only used in the B.S. Business Management degree.

ENGL 111 is a Prerequisite for all Humanities courses numbered 200 and above.

HUMM 100 - American Experience
Credit(s): 3
This seminar introduces students to the humanities. Drawing on creative literature and the arts, as well as historical commentary, students explore the experience of racial and ethnic minorities, immigrants, migrants, and working people. Students trace the contribution to our culture from European, African, Latin, Asian, and Native American origins. Traditions attitudes, social values and practices are explored; and the effects on Americans of commonly shared experiences, such as the Great Depression and 9/11 are investigated. This seminar draws substantively on the experiences of students both as individuals and as members of various communities and groups. *This course is only open to students in the B.A. Liberal Arts and Sciences Program.*

HUMN 226 - Business, Values, and Modern America
Credit(s): 3
The emergence of modern forms of business and the relationship of business to society. The socialization process one undergoes upon entering a modern business or corporation. Especially recommended for business students.

HUMN 295 - Topics in Humanities
Credit(s): 3
Intensive study of a theme or topic, which lends itself to a humanistic, interdisciplinary approach. *Offered in response to particular interests of students and faculty.*

HUMN 320 - Interdisciplinary Humanities
Credit(s): 3
In the context of the ethical model presented in the earlier ethics course, this course examines human values revealed by works of art, literature, history and philosophy as applied to career/life assessment and organizational mission.

International Business

INBU 250 - International Business
Credit(s): 3
Global decision making requires a framework for understanding international trade, investment, and cross-cultural interactions. This course discusses managerial challenges arising from different cultural, socioeconomic and political settings, modes of entering foreign markets and the rise of the global corporation.

INBU 375 - International Marketing
Credit(s): 3
Prerequisite(s): MKTG 220, INBU 250.
The international dimensions of marketing. Topics include: the international environment of international marketing, international market research, product adaptation, pricing strategies, promotion, channels of distribution, and marketing organization. Focus is first on export marketing and then on multinomial marketing.

INBU 380 - Workplace Experience in International Business I
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in International Business include corporations and small businesses. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. Open Elective credit only.

INBU 381 - Workplace Experience in International Business II
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in International Business include corporations and small businesses. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. Open Elective credit only.

INBU 397 - Independent Study in International Business
The student and instructor shall mutually agree on a course of study that will result in a significant student-directed project or research that is appropriate to the International Business discipline.
A three-credit project requires a minimum of 135 hours of student-work; however, the credits may be prorated at 45 hours per credit. *Any independent study will require Department Chair and School Dean approvals.*

INBU 399 - Internship in Business
Credit(s): 3
Cross-Listed With: FINC 399, MGMT 399, MKTG 399, SPMG 399
Prerequisite(s): Completion of 60 credits, a minimum GPA in the major of 3.0 and the approval of the chair of undergraduate business. This course may not be counted as a major level business course.
Students majoring in business are given an opportunity to supplement classroom learning with on-the-job experience. The School assists students in finding appropriate compensated opportunities and ensuring that the actual work is a meaningful supplement to the classroom experience. Open elective credit only.

INBU 444 - International Management
Credit(s): 3
Prerequisite(s): MGMT 225, INBU 250.
The international dimensions of management. Topics include: the environment of international management, strategic planning, managing political risk, organizing international operations, decision-making, control, human resource management, communication and motivation. Gives special treatment to the problems of intercultural management.

INBU 447 - International Finance
Credit(s): 3
Prerequisite(s): INBU 250.
The international dimensions of finance. Topics include: the environment of international finance, foreign exchange markets, exchange rate determination, managing foreign exchange exposure, financing international trade, international cash management, multinational capital budgeting and long-term financing.

INBU 450 - Applied Research Analysis in International Business
Credit(s): 3
Prerequisite(s): ENGL 112; INBU 375, INBU 444, INBU 447.
A research project to examine problems faced by companies wanting to export or to manufacture in foreign countries. Integrates marketing, management, and finance functions. Focuses on real-world situations giving students experience at dealing with problems they are likely to encounter in their careers. Students should have completed 3 of their specialization courses before registering for INBU 450.

International Relations and Diplomacy

IRDP 110 - World Cultures
Credit(s): 3
Cross-Listed With: SOCL 110
This is an introductory course to the anthropology and political aspects of cultural and linguistic difference. A spectrum of issues concerning human origins and expansion, and regional and linguistic differences, are addressed. Use of anthropological and linguistic understanding in relation to international affairs and diplomacy is discussed.

IRDP 252 - Globalization
Credit(s): 3
Cross-Listed With: SOCL 252
Prerequisite(s): SOCL 101 - Introduction to Sociology.
This course is an introduction to the process of rapidly increasing globalization and its impact on the role of the state. The course will look at the process of increasing inter-connectedness between societies, where events in one part of the world have increasing effects on people and societies far away. Advances in market integration, information technology, cultural diffusion and homogenization, and the growth of power among non-state actors have all contributed to the emergence of global communities, issues, and actions. The course focuses on the changing interactions among states, individuals, the private sector, and civil society – and the consequences for the world's economic, social, and political structures and actors. The course explores globalization's costs, benefits, and challenges.

IRDP 295 - Contemporary Issues in International Relations and Diplomacy
Credit(s): 3
An analysis of current topics that vary from term to term allowing for the coverage of new subject matter of interest to students and faculty, or the opportunity to make available an instructor's special expertise.

IRDP 356 - International Negotiation and Diplomacy
Credit(s): 3
Cross-Listed With: POLS 356
This course provides an introduction to the core concepts, processes, and techniques of international negotiation and diplomacy. The course focuses on the role of diplomacy by governments (Track I diplomacy) and other types of diplomacy (Track II and III diplomacy). In addition, the course will address the nature of international conflict, negotiation in an international context, mediation, arbitration, conflict management, negotiation dynamics, strategy and tactics, agreement implementation, the role of economic and psychological incentives and constraints, and other factors like the influence of force, culture, and power. The course draws on exercises and role-playing, as well as case studies of real-world events.

IRDP 370 - International Relations
Credit(s): 3
Cross-Listed With: POLS 370
This course is an introduction to the theory and practice of international relations. A spectrum of issues is addressed, including differing perspectives on the state, sovereignty, the international system, international organizations, international law, regional integration, conflict and cooperation, international finance, trade, transnationalism, interdependence, human rights, international development, environmental issues, the role

of diplomacy, and foreign policy. Students will be introduced to the variety of theoretical perspectives in political philosophy and learn to apply these frameworks to current affairs issues. This course emphasizes both theoretical and practical approaches to international relations.

IRDP 372 - International Organizations: Fundamentals
Credit(s): 3
Cross-Listed With: POLS 372
This course is an introduction to international governmental and non-governmental organizations as well as other types of transnational organizations. The course focuses on the fundamentals of the United Nations and the role of the Member States. The course will address how different types of international organizations function in a rapidly changing world. Students will explore how international cooperation can provide solutions to global challenges. The focus on peacekeeping, economic development, and human rights will serve to expand the student's understanding of global politics.

IRDP 373 - International Organizations: Model UN
Credit(s): 3
Cross-Listed With: POLS 373
Prerequisite(s): IRDP 372 (POLS 372).
This course involves preparation for and participation in Model United Nations conferences. Each year colleges and universities send delegations of students to represent countries at Model UN conferences, meetings, and committees. Topics include international peace and security, disarmament, development and finance, peacekeeping operations, human rights, transnational justice, education, environmental issues, humanitarian assistance, and gender issues. Preparation is extensive and involves thorough understanding of the functioning and the work of the UN and the committees that students are assigned to. In depth research and analysis of the country to be represented is also required. Students are expected to demonstrate their skills by presenting, negotiating, and networking with other delegations to identify and draft possible solutions to the issues being discussed. The course culminates in a five-day stay in New York City in which students participate in meetings in and near UN headquarters.

IRDP 420 - International Security, Threats, and Conflicts (cc)
Credit(s): 3
This course is an introduction to international security issues and their root causes. Students will identify traditional and emerging issues which threaten international security. Topics addressed include interstate and intrastate conflict, terrorism, nuclear and arms proliferation, illicit trade and piracy, cybersecurity violations, human rights violations, displaced persons and refugees, and humanitarian emergencies. Root causes discussed include economic causes (developmental inequality, poverty), social and cultural causes (corruption, failed states, religious conflict), and natural causes (water, food, and energy scarcity, global public health challenges, environmental challenges). Students will learn to conduct early warning and risk analyses of security issues and explore potential solutions.

IRDP 431 - Study Abroad 1
Credit(s): 3
This course assigns credit for study abroad. Students taking IRDP 431 pursue an approved course of study in a foreign based institution of higher learning.

IRDP 432 - Study Abroad 2
Credit(s): 3
These courses assign credit for study abroad. Students taking IRDP 431 or IRDP 432 pursue an approved course of study in a foreign-based institution of higher learning.

IRDP 441 - Model UN 2
Credit(s): 3
Prerequisite(s): IRDP 372 (POLS 372) and IRDP 373 (POLS 373).
This course assigns credit for advanced structured participation in the Model UN team of Mercy College or for participation in Model UN related activities on an individual basis. The course is made available for students that have completed IRDP 373 - International Organizations: Model UN (POLS 373), and wish to participate in the Model UN team of Mercy College or in Model UN related activities for a second time. They will be expected to take a leadership role such as being the head of delegation, deputy head of delegation, committee chair, rapporteurs, or any other senior position. The Model UN 2 course builds knowledge, skills, abilities and competencies required for careers related to diplomacy and the work of international organizations. This course is designed to provide opportunities for students to further develop their skills, learn about the regional and global relations of the nations they represent, and to better understand the dynamics of negotiation and the art of communication.

IRDP 442 - Model UN 3
Credit(s): 3
Prerequisite(s): IRDP 372 (POLS 372) and IRDP 373 (POLS 373).
This course assigns credit for advanced structured participation in the Model UN team of Mercy College or for participation in Model UN related activities on an individual basis. The course is made available for students that have completed IRDP 373 - International Organizations: Model UN (POLS 373), and wish to participate in the Model UN team of Mercy College or in Model UN related activities for a third time. They will be expected to take a leadership role such as being the head of delegation, deputy head of delegation, committee chair, rapporteurs, or any other senior position. The Model UN 3 course builds knowledge, skills, abilities and competencies required for careers related to diplomacy and the work of international organizations. This course is designed to provide opportunities for students to further develop their skills, learn about the regional and global relations of the nations they represent, and to better understand the dynamics of negotiation and the art of communication.

IRDP 461 - Internship 1
Credit(s): 3
This course assigns credits for having conducted an internship in a service organization, a non-governmental organization, or an international organization with global scope. Students enhance their global understanding through practical work. Over the course of their internship students develop expertise on global problems and interactions across cultures. Students gain a strong working understanding of the organizations where they pursue their internship, particularly as regards their mission, management practices, and relationships to communities, governments, and international organizations. Students are expected to write a report evaluating their experiences which includes written feedback from their supervisors. Students are required to seek approval at least one semester in advance.

IRDP 462 - Internship 2
Credit(s): 3
This course assigns credits for having conducted an internship in a service organization, a non-governmental

organization, or an international organization with global scope for a second time. Students enhance their global understanding through practical work. Over the course of their internship students develop expertise on global problems and interactions across cultures. Students gain a strong working understanding of the organizations where they pursue their internship, particularly as regards their mission, management practices, and relationships to communities, governments, and international organizations. Students are expected to write a report evaluating their experiences which includes written feedback from their supervisors. Students are required to seek approval at least one semester in advance.

IRDP 471 - Capstone Project 1
Credit(s): 3
Students work with the instructor to design a capstone project that draws upon knowledge and skills that the students have attained throughout their courses to explore a new top of their interest. The capstone project provides students with the necessary research, argumentation, and writing/presentation skills for a career related to international relations. Students will utilize independent research, critical analysis, ethical reflection, and written and oral communication skills in synthesizing previous course work and extending and developing original ideas.

IRDP 472 - Capstone Project 2
Credit(s): 3
Students work with the instructor to further develop a capstone project that draws upon knowledge and skills that the students have attained throughout their courses to explore a top of their interest. The capstone project provides students with the necessary research, argumentation, and writing/presentation skills for a career related to international relations. Students will utilize independent research, critical analysis, ethical reflection, and written and oral communication skills in synthesizing previous course work and extending and developing original ideas. Students will be expected to complete their project and make a presentation at the end of the semester.

Italian

ITAL 115 - Italian for Communication
Credit(s): 3
A beginning Italian course designed to help develop listening and speaking skills in the Italian language. The course will help students with real everyday situations (identifying needs, shopping, seeking medical assistance, gathering information, etc.). The aim of the course is to enable students to understand basic spoken Italian within the limits of the topics presented in the course, including (but not limited to) business, travel and social interaction. This course is not open to students who have studied Italian in high school for more than two semesters or to students who have native or near-native fluency in Italian.

ITAL 116 - Communicating in Italian
Credit(s): 3
Prerequisite(s): ITAL 115 or the equivalent; two years of high school Italian; or approval of the Language program director. Please note that candidates for New York State Teacher Certification and Mercy College English Literature majors must take two courses (six credits) in a second language. These two courses must be in the same second language.
This course is a continuation of ITAL 115 and is designed to further the progress made by students in developing basic communication skills in Italian. Students will continue to learn the basic elements of Italian structure and vocabulary necessary for an ability to communicate in this language. A large emphasis of the course is on speaking and understanding Italian as it is spoken today in Italy and in other parts of the world.

ITAL 160 - Translation Techniques
Credit(s): 3
Prerequisite(s): ITAL 116 or permission of the Program Director.
English/Italian and Italian/English. This course is designed for people who will be doing literary and technical translation in both languages.

ITAL 215 - Intermediate Italian I
Credit(s): 3
Prerequisite(s): ITAL 116 or the equivalent, three years of high school Italian, or approval of the Modern Foreign Languages Program Director.
This intermediate Italian course is a continuation of ITAL 116. It allows students to develop their listening, speaking, reading, and writing skills in the Italian language, and helps students navigate real-life situations through both oral and written communication. It gives students an understanding of Italian grammar and syntax and allows students to gain an appreciation of Italian culture. Topics covered in this course include formal and informal social interaction, travel, arts and leisure, and commerce.

ITAL 216 - Intermediate Italian II
Credit(s): 3
Prerequisite(s): ITAL 215 or the equivalent, four years of high school Italian, or approval of the Modern Foreign Languages Program Director.
This intermediate Italian course is a continuation of ITAL 215. It allows students to develop their listening, speaking, reading, and writing skills in the Italian language, and helps students navigate real-life situations through both oral and written communication. It gives students an understanding of Italian grammar and

allows students to gain an appreciation of Italian culture. Topics covered in this course include formal and informal social interaction, current events, arts, professions and lifestyle.

ITAL 265 - Reading and Composition
Credit(s): 3
Prerequisite(s): ITAL 116 or permission of the Program Director.
This course will provide students with a thorough review of essential grammar points as well as an introduction to more idiomatic constructions leading to an advanced understanding of the Italian language. Short stories, essays and other academic writing will be utilized for a stylistic study of modern Italian.

ITAL 295 - Special Topics in Literature and Linguistics
Credit(s): 3
Intensive study of a major work, author, genre, theme, literary period, or specialized language/topic. *Offered in response to particular interests of students and faculty.*

ITAL 397 - Independent Study in Italian
Credit(s): 1-3
Prerequisite(s): ITAL 116 and ITAL 265 or permission of Program Director.
The life and works of an outstanding author: guided readings and discussion of the works of the author chosen by the student after consultation with the seminar director; a presentation of the results of such study required.

Junior Seminar

JRSM 301 - Junior Seminar
Credit(s): 3
Prerequisite(s): ENGL 112 and COMM 110 and MATH 115 or MATH 116
The Junior Seminar is designed as a general education capstone course to be taken by all Mercy College students as a requirement for graduation. Its purpose is to ensure that students have achieved an acceptable performance in the practical application of the skills taught in the basic courses. Each section of this course will focus on an individual topic and students will bring the diversity of their interests and/or their area of concentration to the examination of the topic. The course will be conducted in an intensive seminar format; students will research various aspects of the selected topic and give multiple presentations in written and oral form. Students will register for the course after completing 60 credits and before attaining 91 credits. For students with a prior bachelor's degree, a liberal arts elective may be substituted for Junior Seminar 301.

JRSM 390 - Honors Junior Seminar
Credit(s): 3
Cross-Listed With: HONR 390
Prerequisite(s): ENGL 112 or ENGL 192 and COMM 110 or COMM 194 and MATH 115 or MATH 116 or MATH 193
The Junior Seminar is designed as a general education capstone course to be taken by all Mercy College students as a requirement for graduation. Its purpose is to ensure that students have achieved acceptable performance in the practical application of skills taught in the basic courses: 1) critical reading, 2) critical thinking, 3) critical writing, 4) information literacy, 5) quantitative analysis, and 6) public speaking. Honors Junior Seminar students engage in projects ranging from intensive research and essay-writing, to digital storytelling, to service learning. Students document, self-assess, and showcase their learning achievement in an ePortfolio. Students can register for the course after completing 60-90 credits. This course replaces general education requirement JRSM 301.

LAWS 120 - Business Law I
Credit(s): 3
Prerequisite(s): ENGL 110 or placement at ENGL 111 level.
Introduction to business law. The nature and sources of law, courts, and court procedure; criminal law and torts; contracts; and the law of sales are the topics explored.

LAWS 130 - Introduction to Legal Studies
Credit(s): 3
Prerequisite(s)/Corequisite(s): ENGL 110 or placement at ENGL 111 level.
This course evaluates the methods and processes of the judicial, administrative, and legislative branches of government; the role of the paralegal in the legal field; the present law concerned with the authorized and unauthorized practice of law; the ethical standards applicable to paralegals and attorneys and introduces the student to legal terminology. In addition, the student will learn the basic system and procedures used in the practice of law and in law offices. Students will be introduced to the federal and New York State court systems. Some of the areas of law students will be introduced to include: tort law, probate, trusts and estates, civil procedure and criminal procedure.

LAWS 150 – OSHA
Credit(s): 3
The student will gain a working knowledge of General Industry codes, standards and requirements resulting from the Occupational Safety and Health Act (OSHA). Methods of record-keeping and initiating pre-OSHA compliance surveys and implementation of regulations will be covered. Critical evaluation based on theoretical information and field inspections will be discussed.

LAWS 203 - Law of Evidence
Credit(s): 3
The general nature of judicial (and administrative) proof; the common law of evidence; the statutory law of evidence; contemporary procedural evidentiary rules, criminal and civil.

LAWS 205 - Aging and the Law
Credit(s): 3
Cross-Listed With: SOCL 205
Prerequisite(s): PSYN 101, or SOCL 101 or the equivalent.
This course will introduce students to legal issues affecting older adults. Some of the topics to be covered are: Health Care Proxies, Living Wills, Medicare, Medicaid, Social Security Benefits, Elder Abuse, Conservatorships, Nursing Homes and Long Term Estate Planning.

LAWS 210 - Exploring the Courts of New York
Credit(s): 3
This "Learning on Location" course will allow students to learn about and visit the New York State courts and the federal courts in New York State. Hypothetical fact patterns will be utilized to help students identify the appropriate court and its jurisdiction. Students will identify and draft the necessary forms required for various actions in the court of original jurisdiction, in the intermediate appellate court, and in the highest

appellate court. Students will observe court proceedings and present oral and written reflections on what they observed.

LAWS 220 - The Art of Legal Reasoning
Credit(s): 3
This course is an introduction to the techniques of legal reasoning. The student will learn how to read statutes and other written laws; the logic of legal precedence; and how to analyze judicial opinions. The techniques of identifying key facts, legal issues, holdings and rules of law will be explored. The student will also learn how to apply these legal rules to hypothetical fact patterns

LAWS 234 - Criminal Law
Credit(s): 3
Cross-Listed With: **CRJU 234**
The objective of this course is to acquaint the student with the historical background of Criminal Law, jurisdiction, the mental elements necessary to commit crime, the major crimes and recent changes in the law brought about by court cases. Comparison will be made as to what the law is elsewhere and what the law is in the State of New York.

LAWS 235 - Argumentation, Debate and the Court Room
Credit(s): 3
Prerequisite(s): COMM 110.
The study and practice of the art of persuasive techniques used in the courtroom. The student will prepare a case for trial by researching the legal issues, gathering and analyzing evidence, examining witnesses and finally presenting the case for trial. Emphasis is on basic research skills, analytical thinking, preparation and presentation of oral arguments.

LAWS 250 - Criminal Procedure
Credit(s): 3
Cross-Listed With: CRJU 250
This course will acquaint the student with the criminal procedures that are followed in most states throughout the nation. The path of the criminal will be traced from arrest, to arraignment, to the grand jury, to trial, etc. The New York Criminal Procedure Law and court cases that have defined, limited and interpreted criminal procedure will be discussed.

LAWS 255 - Managing Human Conflict I
Credit(s): 3
Cross-Listed With: PSYN 255, SOCL 255, POLS 255
Prerequisite(s): SOCL 101 or PSYN 101.
This course introduces the student to the field of conflict analysis and resolution through the examination of theory and role-play. Major theories of conflict studies are considered and the student will explore whether these theories are useful in the resolution of conflict. The student will be introduced to the various forms of conflict resolution such as negotiation, mediation and arbitration.

LAWS 256 - Managing Human Conflict II
Credit(s): 3
Cross-Listed With: PSYN 256, SOCL 256, POLS 256
Prerequisite(s): LAWS 255/PSYN 255/SOCL 255/POLS 255.

This course continues the study of the theories utilized in conflict resolution. The language of conflict management will be explored and the active listening skills of the student will be developed. The theory and application of negotiation will be studied and applied through role-play.

LAWS 261 - Free Speech, Media and the Law
Credit(s): 3
Cross-Listed With: MEDA 261
A course that explores the shifting relationship between free expression and media technologies. From a philosophical and legal foundation, it immerses students into the technological, social and cultural issues surrounding the First Amendment, including privacy rights, pornography, copyright, and libel. The course challenges students by posing a critical question: Are there any forms of free speech that should be restricted? If so, which ones — and who decides?

LAWS 295 - Contemporary Issues in Legal Studies
Credit(s): 3
An analysis of current topics that arise such as: conflict resolution, technology and the law, health law, privacy rights and other topics. Specific topics to be covered will be announced by the program director.

LAWS 310 - Introduction to the Law School Experience
Credit(s): 3
This course is designed to bridge the gap between college and law school. The course will focus on how to approach the study of law including psychological tips for studying law. The course will begin with topics for LSAT preparation. Students will be introduced to time management skills, note taking in law school, and will continue their study of civil and criminal law: statutory law, briefing cases, and the courts and court systems. Students will be introduced to the Socratic method used in law school classes and will learn how to review, study, and practice taking law school type examinations. Students will also analyze and apply the law to various hypothetical fact patterns.

LAWS 340 - Business Law II
Credit(s): 3
Prerequisite(s): LAWS 120.
Commercial paper, agency, corporate and partnership law; creditor-borrower relations; secured transactions; insurance; bankruptcy; and property law are some of the areas under study.

LAWS 345 - Employment Law
Credit(s): 3
Cross-Listed With: BHSC 345
This course will explore the legislation that impacts employer/employee relationships in our society. Emphasis will be placed on the regulatory environment applicable to employment law and will focus on understanding the principles of the most commonly litigated issues such as: discrimination, sexual harassment, whistle blowing/employer retaliation and the impact of these lawsuits in the workplace.

LAWS 355 - Mediation Theory and Practice
Credit(s): 3
Cross-Listed With: PSYN 355, SOCL 355, POLS 355
Prerequisite(s): LAWS 255/PSYN 255/SOCL 255/POLS 255.
This course examines the theory and practical application of mediation, integration of ethical and policy issues

and application through role-play. The course will focus on the study of how the various applications of mediation theory affect the mediation process and the court's role in the development of mediation. Role-play is an important component of this course.

LAWS 360 - Practicum in Conflict Resolution
Credit(s): 3
Cross-Listed With: POLS 360, PSYN 360, SOCL 360
Prerequisite(s)/Corequisite(s): LAWS 256/PSYN 256/SOCL 256/ POLS 256 or PSYN 355/SOCL 355/POLS 355.
This course assists students in bringing together the theoretical and practical skills developed in the program through case studies and field projects.

LAWS 361 - Constitutional Law and Policy (cc)
Credit(s): 3
Cross-Listed With: POLS 361
Prerequisite(s): LAWS 130
An examination of major constitutional problems in the United States; analysis of Supreme Court decisions concerning federalism; separation of powers; individual rights.

LAWS 364 - Community, State and Regional Politics
Credit(s): 3
Cross-Listed With: POLS 364
Structure and function of subnational governments in the United States; politics of intergovernmental conflict and cooperation, including emerging developments in federalism; problems of policy formulation and administration, involving such issues as taxation, transportation, education, welfare, and population shifts.

LAWS 380 - Workplace Experience in Laws I
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Legal Studies include dispute resolution centers, courts, law offices, corporations and government offices. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required.

LAWS 381 - Workplace Experience in Laws II
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Legal Studies include dispute resolution centers, courts, law offices, corporations and government offices. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required.

LAWS 401 - Survey of Environmental Law
Credit(s): 3
A survey of Federal and New York laws relating to environmental protection and hazardous waste materials which are of interest to the safety professional.

Liberal Arts and Sciences

The below courses are only open to students in the CNR B.A. Liberal Arts and Sciences program (formerly known as the School of New Resources).

LAS 800 - Ways of Knowing
Credit(s): 6
In the academy, each discipline operates within its own independent realm; however, this seminar seeks to analyze and synthesize the interrelatedness of the epistemological underpinnings of the liberal arts. Since the dawn of history, the major enterprise undertaken by human beings has been to know themselves in relation to the surrounding world. Sometimes this was for pragmatic reasons such as the building of societies, the improvement of living conditions, scientific invention, commerce and/or conquest. At other times it was to understand, religiously, psychologically, and philosophically, their place in the world and the universe at large. This course will explore humankind's quest for the ways of knowing that have emerged from this great journey. Utilizing a historical perspective, this course will explore the interplay of the various liberal arts disciplines as they have merged and shaped our modern worldview. A Life Arts Project is required.

NRLA 100 - Experience, Learning and Identity
Credit(s): 6 credits for students who began the program prior to Spring 2019 and in Spring 2019 / 3 credits for students beginning the program in Fall 2019
This seminar is the foundation of the educational program at New Resources and is designed to help new and returning students make the transition to the academic world. This seminar stresses critical reading, active discussion and reflective writing. Readings are drawn from the fields of education, philosophy, literature, psychology, and the social and natural sciences. The classroom becomes a forum in which students are able to explore their philosophies of education, learning styles, understanding of the liberal arts, and ways of relating experiences to academic pursuits. Through the reading and discussion of significant books, students will be able to shape their identities as adult learners in the School of New Resources.
The objectives of this seminar are: to give adults a sense of themselves as learners; to develop a sense of academic community, its rigors and its pleasures; to enable new students to acquire the skills requisite for academic and professional life; and to enable them to understand the full potential of a liberal arts education. This course is only open to students in the B.A. Liberal Arts and Sciences Program.

NRLA 150 - First Year Orientation
Credit(s): 3
College is a journey marked by expectation and achievement. This required freshman orientation course introduces the central outcomes of the college degree: the development of critical, empathetic, and creative thinking skills. Through this course, students will refine these skills, along with associated habits of mind and routines critical to success throughout their undergraduate journey. Course activities and assignments will support independent research and critical problem solving and help students strengthen oral presentation skills. Students will be introduced to college-level academic expectations and professional prospects, objective analysis versus ideological thinking, and the benefits of global thinking.
In addition to assisting the adult learner with the development of those skills for success in college, such as accepting personal responsibility in an active student role, time management, and study skills that focus on quality versus quantity of time and effort. Each semester, the School's faculty will choose a piece of fiction or non-fiction literature that will be required reading for this class. This text will be the central focus of the

writing assignments for the class. *This course is only open to students in the B.A. Liberal Arts and Sciences program.*

NRLA 200 - Career Interest Review
Credit(s): 2
This course introduces students to career development (career defined to mean the course of one's life) and examines the relationships between a Liberal Arts Curricula, their Area of Interest and Career Goals. Special attention is paid to the liberal arts curricula appropriate to career choices.
This course is only open to students in the B.A. Liberal Arts and Sciences program.

NRLA 220 - Milestone I: Learning Inside and Outside the Classroom
Credit(s): 3
Students in this milestone course will have the opportunity to assess, explore and reflect upon their strengths, weaknesses, and interests in their preparation for their career. This course combines college classroom activities to prepare students for a career in their area of interest, such as creating resumes, and preparing for interviews. SNR emphasizes the importance of students' learning beyond the classroom, while contributing their skills to local communities. *This course is only open to students in the B.A. Liberal Arts and Sciences program.*

NRLA 250 - Milestone II: Liberal Arts Tapestry
Credit(s): 3
The experience of this course is to establish and reinforce a culture of interdisciplinary studies among the liberal arts seniors at the School of New Resources. Students will explore their strengths and weaknesses, interests and values, increasing their ability to make sound career decisions in a constantly transforming employment landscape. In a real world context, students will engage in integrative learning, make connections among concepts and experiences and reflect on what liberal arts contributed to their education. *This course is only open to students in the B.A. Liberal Arts and Sciences program.*

NRLA 275 - Designing the Future
Credit(s): 2
This course focuses on the social institution of work and how it affects students' plan for their future. Students examine such topics as the purpose of work, changes in the work force, organized labor, and the social, economic and psychological impact of discrimination. Students analyze their transferable skills and knowledge gained from college, work and life experiences in order to develop an individual plan for their futures after graduation. Students also learn practical skills, such as information interviewing, networking, resume writing, which will increase their ability to handle transitions across the adult life span and demonstrate general liberal arts competencies. *This course is only open to students in the B.A. Liberal Arts and Sciences program.*

NRLA 400 - Ways of Knowing in the Liberal Arts (cc)
Credit(s): 6 credits for students who began the program prior to Spring 2019 and in Spring 2019 / 3 credits for students beginning the program in Fall 2019
In the academy, each discipline operates within its own independent realm; however, this seminar seeks to analyze and synthesize the interrelatedness of the epistemological underpinnings of the liberal arts. Since the dawn of history, the major enterprise undertaken by human beings has been to know themselves in relation to the surrounding world. Sometimes this was for pragmatic reasons such as the building of societies, the improvement of living conditions, scientific invention, commerce and/or conquest. At other times it was to understand, religiously, psychologically, and philosophically, their place in the world and the universe at

large. This course will explore humankind's quest for the ways of knowing that have emerged from this great journey. Utilizing a historical perspective, this course will explore the interplay of the various liberal arts disciplines as they have merged and shaped our modern worldview. *This is for students in the B.A. Liberal Arts and Sciences program only.*

Libraries and Information Science

LISC 295 - Topics in Information Studies
Credit(s): 3
Prerequisite(s): ENGL 111 or placement in ENGL 112.
Special course offered on an occasional basis in response to student and faculty interest in the field of Information Studies. Topics covered will vary each time the course is offered, allowing for coverage of new subject matter or to provide an opportunity for an instructor with special discipline-specific knowledge to teach a course. Special topics to be covered will be announced by the Library Division. Topics could include Digital Storytelling, Social Media, Instructional Design and Development, Knowledge Management, Oral History and Tradition, Storytelling and Folk Literature, History of Printing and Publishing, Information Policy and Intellectual Freedom, Records and Information Resource Management, and so on.

Life Achievement

LFAC 301 - Life Achievement Portfolio Development (Formerly: Life Achievement Portfolio Preparation)
Prerequisite(s): ENGL 112
This course guides students through a thoughtful and reflective review of their prior learning experiences in order to identify college level learning in a manner that facilitates accurate assessment. This is accomplished through the development of an online e-portfolio that is submitted at the end of the semester for evaluation by Mercy College faculty. The portfolio is structured in such a way as to go beyond a narrative of experiences. Students must distinguish between experience and achievement and recognize the interconnection between learning, practice, theory, and academic modes of thought. The portfolio documents student learning that was acquired from life and work experience. Students may earn up to 27 additional credits toward their Mercy College degree program through the evaluation of the learning as documented in the students' portfolios. *Permission from the Office of Educational Assessment is required for registration. Offered online only*

Linguistics and Comparative Literature

FORL 233 - Comparative Romance Literatures
Credit(s): 3
This course introduces students to the method of comparing the main romance literatures (France, Italy, Spain) through a study of selected themes, genres and periods, and includes a discussion of the relationship of the national literatures to the other parts of these countries. Required of all language majors.

FORL 295 - Special Topics in Linguistics and Comparative Literature
Credit(s): 3
Intensive study of a major work, author, genre, theme, literary period, or specialized language/9 topic. *Offered in response to particular interests of students and faculty.*

FORL 397 - Independent Study in Linguistics and Comparative Literature
Credit(s): 3
The life and works of an outstanding author. Guided readings and discussion of the works of the author chosen by the student after consultation with the seminar director; a presentation of the results of such study required.

Management

MGMT 225 - Principles of Management
Credit(s): 3
An introduction to the skills needed by managers to successfully compete in both local and global markets. Historical and contemporary ideas will be used to provide insights into values such as environmental awareness, group dynamics and organizational skills used by effective managers. Special emphasis will be placed on the development of application skills using sound management principles.

MGMT 255 - Information Systems for Management
Credit(s): 3
This course examines the impact and role that information technologies and computer information systems have on the manager's ability to achieve and maintain 'competitive advantage' in the business environment. Students will become proficient in the use and application of contemporary database management systems to enhance the managers' ability to more effectively achieve the goals of the organization. Spreadsheets will be utilized in problem solving. *Core Course for A.A.S. in Business.*

MGMT 325 - The Business of Persuasion
Credit(s): 3
The Business of Persuasion introduces students to behaviors associated with the ability to influence the actions and attitudes of others for the purpose of generating compliance responses. Specifically, the course considers the role which variables such as personality, trust, consistency, consensus, reciprocity, authority and scarcity play when employees attempt to influence a stakeholder's decision-making process. Emphasis is placed on developing and applying persuasion skills using experiential exercises and case analysis.

MGMT 340 - Organizational Behavior
Credit(s): 3
Prerequisite(s): MGMT 225.
This management course focuses on people, the human resource of the firm. Individual and group behavior are explored. Motivational theory and techniques will be examined. Case studies and incidents analysis are used.

MGMT 345 - Organizational and Industrial Psychology
Credit(s): 3
Prerequisite(s): MGMT 225.
Introduction to industrial and organizational psychology including personnel selection and training; assessment of aptitude, ability, and attitude; employee relations and motivation; work environment; advertising; and consumer research.

MGMT 380 - Workplace Experience in Management I
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Management include corporations, small businesses, banks, and financial institutions. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. Open Elective credit only.

MGMT 381 - Workplace Experience in Management II
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Management include corporations, small businesses, banks, and financial institutions. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. Open Elective credit only.

MGMT 397 - Independent Study in Management
The student and instructor shall mutually agree on a course of study that will result in a significant student-directed project or research that is appropriate to the Management discipline.
A three-credit project requires a minimum of 135 hours of student-work; however, the credits may be prorated at 45 hours per credit. *Any independent study will require Department Chair and School Dean approvals.*

MGMT 399 - Internship in Business
Credit(s): 3
Cross-Listed With: FINC 399, INBU 399, MGMT 399, MKTG 399
Prerequisite(s): Completion of 60 credits, a minimum GPA in the major of 3.0 and the approval of the chair of undergraduate business. This course may not be used as a major level business course. Open elective credit only.
Students majoring in business are given an opportunity to supplement classroom learning with on-the-job experience. The School assists students in finding appropriate compensated opportunities and ensuring that the actual work is a meaningful supplement to the classroom experience.

MGMT 425 - Managerial Behavior
Credit(s): 3
An exploration of the ideas and forces that shape the process of management in the world's communities. Particular emphasis will be placed on the managerial decision-making process and its linkage to subsequent behaviors in the organization and/ or the larger society. Leadership will be introduced as a necessary subset of effective organizational role. The major dynamic of this course will be dedicated to ensuring a student outcome where leadership and management are neither separable nor practiced independently. Topics will include: globalization, intercultural management, dealing with diversity, project management, separating the important from the trivial and the effective resolution of conflict.

MGMT 446 - Human Resource Management
Credit(s): 3
Prerequisite(s): MGMT 225.
Introduction to the theory and practice of personnel management including manpower planning, recruitment and selection, training and development, wage and salary administration, employee benefits, employee relations, and EEO compliance. Emphasis is placed upon the proper utilization of each human resource function as a means for motivating employees to achieve organizational objectives.

MGMT 450 - Applied Research Analysis in Management
Prerequisite(s): ENGL 112, 15 credits of business courses numbered 295 or above. Students should have completed 3 of their specialization courses before registering for MGMT 450. All Business and Accounting majors must complete MGMT 460 - Strategic Management (cc) as their capstone requirement for the major. Senior-level discipline course for students specializing in management or general business. Will be conducted

as a seminar course utilizing case studies to examine managerial challenges that organizations face in the current dynamic work environment. Focuses on real world situations giving students experience at dealing with problems they are likely to encounter in their careers. Course should be taken in junior or senior year after completion of specialization courses.

MGMT 460 - Strategic Management (cc)
Credit(s): 3
Prerequisite(s): ACCT 121; ECON 210, ECON 220, ECON 221; ENGL 112; ENTR 410 or FINC 450 or INBU 450 or MGMT 450 or MKTG 450 or SPMG 450 *(450 level courses are not required for accounting majors).*
Senior-level capstone course for all Business and Accounting majors. Requires students to use the tools and techniques covered in the various disciplines of business to identify problems and devise future plans for business organizations. Students will be required to propose solutions for complex real-world business problems that are broad in scope to simulate the actual problems faced by today's global manager. Students will be required to demonstrate strong case method skills, work collaboratively in teams and produce effective written and oral presentations to support their analysis. Students should have a majority of their concentration courses completed prior to registering for this course. *Required in the last semester for all business and accounting majors. No substitutions, transfers, or tutorials allowed for this course. Only offered in spring and fall.*
This is the core course for B.S. General Accounting, B.S. Management Accounting, B.S. Public Accounting, B.S. Business Administration: Data Analytics, Entrepreneurship, and Sport Management concentrations, and the Dual B.S./MBA Business Administration program.

MGMT 465 – Entrepreneurship
Credit(s): 3
A course in which students will learn the technique of developing and evaluating new business ventures. Actual projects will be examined. The world of venture capital will be studied. Entrepreneurial abilities of the students will be developed.

MGMT 490 - Integrative Project - Part I
Credit(s): 3
This project, which is carried out under the guidance of a faculty mentor, is a paper in which the student integrates the knowledge acquire in the program and applies it to a real world situation, In Part I the students selects and researches a topic, then presents a detailed outline with the sources of information used. (Opened only to Organizational Management students.)

MGMT 495 - Integrative Project - Part II
Credit(s): 3
This project, which is carried out under the guidance of a faculty mentor, is a paper in which the student integrates the knowledge acquired in the program and applies it to a real world situation. In Part II the student writes the paper that was researched and outlined in Part I.

Marketing

MKTG 220 - Principles of Marketing
Credit(s): 3
An introduction to marketing as a functional area of business enterprise, and an analytical survey of the problems encountered in developing, pricing, promoting and distributing goods and services. Emphasizes the role of the consumer in the marketplace.

MKTG 344 - Advertising
Credit(s): 3
Prerequisite(s): MKTG 220.
Managerial analysis of principles and practices in advertising. Topics include: the relationship of advertising to public relations and publicity, creation and production of advertising, advertising budgeting and evaluation, demand stimulation, media selection and market research.

MKTG 345 - Digital Marketing
Credit(s): 3
Prerequisite(s): MKTG 220; MGMT 255.
Digital Marketing is designed to help students use marketing concepts in the 21st century. Development of a digital business infrastructure, development of tiered infrastructure, definition of digital management metrics, basic search engine optimization, advanced social media strategy, online market research, and online marketing ethics are all components of the new marketing world that must be explored and analyzed. Students will have an understanding of digital branding, Web 2.0, and the online customer.

MKTG 348 - Art of Selling (formerly "Sales Management")
Credit(s): 3
Prerequisite(s): MGMT 255; MKTG 220.
Sales is one of the most critical functions of any business. From developing required soft skills (professional speaking, writing and presenting) to understanding the strategic relevance of how sales drives revenues, today's business student must have a complete working knowledge of how companies build, operate and market this important (often entry-level) discipline.

MKTG 350 - Media and Entertainment Marketing (formerly "Entertainment Marketing")
Credit(s): 3
Prerequisite(s): MKTG 220.
Upon completion of this class, students will have a solid understanding of how marketers and media/content suppliers develop effective strategies, leveraging omni-channel platforms. In addition to traditional media this probes utilizing branded entertainment and other content-driven platforms in pursuit of reaching today's consumers through multiple touch-points at home, at work and throughout the marketplace.

MKTG 380 - Workplace Experience in Marketing I
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Marketing include corporations, small businesses, nonprofit organizations. Professional development is enhanced through

meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. Open Elective credit only.

MKTG 381 - Workplace Experience in Marketing II
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Marketing include corporations, small businesses, nonprofit organizations. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required. Open Elective credit only.

MKTG 397 - Independent Study in Marketing
The student and instructor shall mutually agree on a course of study that will result in a significant student-directed project or research that is appropriate to the Marketing discipline.
A three-credit project requires a minimum of 135 hours of student-work; however, the credits may be prorated at 45 hours per credit. Any independent study will require Department Chair and School Dean approvals.

MKTG 399 - Internship in Business
Credit(s): 3
Cross-Listed With: FINC 399, INBU 399, MGMT 399, MKTG 399, SPMG 399
Students majoring in business are given an opportunity to supplement classroom learning with on-the-job experience. The School assists students in finding appropriate compensated opportunities and ensuring that the actual work is a meaningful supplement to the classroom experience. Prerequisites: Completion of 60 credits, a minimum GPA in the major of 3.0 and the approval of the chair of undergraduate business. This course may not be used as a major level business course. Open elective credit only.

MKTG 440 - Marketing Research
Credit(s): 3
Prerequisite(s): ECON 125; MGMT 225; MKTG 220.
The design, implementation, and analysis used by marketing research is discussed. Market identification, surveys, sampling procedures, sales parameters, product and consumer information are topics that are investigated.

MKTG 442 - Marketing Strategy and Branding (formerly "Marketing Management")
Credit(s): 3
Prerequisite(s): ECON 125, MGMT 225, MKTG 220.
Marketing strategy and branding are the foundation of a marketing plan. This course will focus on understanding, developing and applying marketing strategy and branding as it pertains to target segmentation, positioning, product, promotion, distribution and pricing. It is structured to sharpen student's ability to approach real-life brand issues from a strategic perspective. This course encourages students to think critically, solve challenging problems and develop skills such as oral communication, research/data evaluation and teamwork. These skills are essential for entry-level marketing professionals.

MKTG 445 - Market Assessment
Credit(s): 3
This course examines market structures and marketing research techniques that are used to identify and assess opportunities Students use these techniques to assess markets, select products or services to meet the

needs of targeted customers, and develop appropriate marketing strategies. The course emphasizes the value of making connections between fields in order to identify market trends. (Opened only to Organizational Management students.)

MKTG 450 - Applied Research Analysis in Marketing
Credit(s): 3
Prerequisite(s): ENGL 112; any 3 Marketing specialization courses.
This senior-level course is the marketing capstone for those students specializing in marketing. The course examines market structures and marketing research techniques that are used to identify and assess opportunities. Students use these techniques to assess markets, select products or services, meet the needs of targeted customers, and develop appropriate marketing strategies. The course emphasizes the value of making connections between fields in order to identify market trends. Students should complete 3 of their specialization courses before registering for MKTG 450.

Mathematics

Students enrolling in mathematics courses must earn at least a letter grade of C in all prerequisite courses except for MATH 115 and MATH 120. MATH 116 requires a minimum grade of B as a Prerequisite. Students taking MATH 120, MATH 131, MATH 231, MATH 327, and MATH 329 will have to spend substantial time outside of class working with computers.

MATH 108 - Introduction to Math Concepts
Credit(s): 2
This course is designed to introduce students to fundamental concepts in number theory (including the binary system as an introduction to computers, data organization and tabulation), algebra, trigonometry and mathematical logic. At the end of the semester, students will be able to perform arithmetic operations with polynomials, solve quadratic and linear equations, use the Pythagorean Theorem to solve problems, and understand the basic concepts in statistics. *This course is only open to students in the B.A. Liberal Arts and Science program.*

MATH 112 - Fundamentals of Algebra
Credit(s): 4 credits for students who began the program Prior to Spring 2019 / 3 credits for students who began the program in Spring 2019 and Fall 2019
This course is designed to help students understand the basic concepts in algebra. The topics include: symbols and sets of numbers, order of operations, exponents, radicals, polynomials, inequalities, adding, subtracting, multiplying, and dividing real numbers. Solving quadratic equations and graphing linear equations. *This course is for students in the B.A. Liberal Arts and Sciences program only.*

MATH 113 - Geometry for Graphic Design
Credit(s): 3
Prerequisite(s): CISC 120/MATH 120.
Students will learn geometry concepts needed to understand computer graphics and to use intelligently the available software tools. They will learn how to fix the position of a pixel on the computer screen using the screen coordinate system, how to find the closest point to a given point, middle point of two given points, and the centroid of a set of points. The students will know how to describe the elementary geometrical shapes, rectangles, ovals, and polygons in two dimensions, and spheres and parallelepipeds in three dimensions. They will also be introduced to basic properties: center, area, surface area, and volume. The behavior of the graphic shapes under translation, rotation, reflection, and scaling will be explained. Students will learn how to draw shapes satisfying certain constraints, like making a picture the mirror image of another.

MATH 115 - Mathematics for the Liberal Arts
Credit(s): 3
This course in an introduction to mathematical applications in the real world as they relate to the liberal arts, stressing logical thinking and problem solving. Topics include: mathematical ways of thinking, number sequences, functions and their graphs, counting methods, probability and statistics. The controlled, self-paced course is taking place in SmartMath labs.

MATH 116 - College Algebra
Credit(s): 3
This course is intended for business, computer, mathematics and science majors. Emphasis is placed on varied methods and manipulations. Algebraic techniques that have applications in the student's anticipated area of

specialization are studied. Topics will include: linear and quadratic equations; inequalities; graphing; polynomials; factoring; operations with rational and irrational expressions; systems of linear equations and others. . The controlled, self-paced course is taking place in SmartMath labs.

MATH 117 - Introduction to Statistical Reasoning
Credit(s): 3
Prerequisite(s): None.
A survey of statistical concepts and reasoning. This course will focus on the role that statistics plays in the real-world and in our lives. Instead of mathematical rigor, students will learn how to collect data through sampling and experimentation, read graphical and numerical summaries, understand change phenomena, and to interpret statistical inferences made by confidence intervals and hypothesis tests. Will include reading articles that are statistically oriented.

MATH 120 - Introduction to Computers and Application Software
Credit(s): 3
Cross-Listed With: CISC 120
Prerequisite(s): (There is a Division placement test for a waiver of this course.)
An introduction to computers and computing including the history of computers, the role of computers in a technological society, descriptions of computers and associated hardware, binary and hexadecimal number systems, and the use of a word processor, spreadsheet and database as tools in problem solving. Prospective students who have significant computer experience may take the departmental waiver exam for CISC 120/MATH 120. If the student passes the waiver exam the student is still required to take a MATH or CISC area disciplinary course or any other General Education certified course.

MATH 122 – Statistics
Credit(s): 3
Prerequisite(s): MATH 115 or MATH 116, and CISC 120/MATH 120.
A survey of statistical material and techniques, with special reference to economic and business data. Methods of collecting, charting, and analyzing statistical data; frequency distributions; introduction to discrete probability; normal curve analysis; introduction to hypothesis testing and confidence intervals; linear regression and correlation; index numbers.

MATH 125 - Mathematics for the Sciences
Credit(s): 3
2 hours lecture, 2 hours lab
Prerequisite(s): MATH 116 or the equivalent.
This course is an introduction to the mathematical applications used in chemistry and biology. It is required of students registered for CHEM 160 - General Chemistry I Lecture and CHEM 122 - Foundations in Chemistry unless they can demonstrate knowledge of this content by passing a placement exam. Topics include: exponential and logarithmic functions, significant figures, scientific notation, the SI system and metric conversions, the application of the quadratic formula to acid-base calculations, and graphical analysis of data using curve-fitting software. Statistical methods of data analysis used in chemistry and biology will be introduced. Methods of collecting, graphing and analyzing statistical data, normal curve analysis, use of confidence intervals, and linear regression analysis will be explored.

MATH 127 – Statistics
Credit(s): 4 credits for students who began the program Prior to Spring 2019 / 3 credits for students who began

the program in Spring 2019 and Fall 2019
This course is designed to serve as a general introduction to mathematical statistics for students in all academic areas. The course presents the basic statistical ideas, techniques, and elementary research design applicable to such disciplines as social science and education. Topics to be studied include introduction to statistics, frequency distribution, measures of central tendency and variability, elementary probability, normal distribution, confidence interval, hypothesis testing, correlation and regression. *This course is only open to students in the B.A. Liberal Arts and Sciences program.*

MATH 131 - Foundations of Computing I
Credit(s): 3
2 semester hours, 2 hours lab
Cross-Listed With: **CISC 131**
Prerequisite(s): CISC 120/MATH 120 and MATH 116 or departmental approval.
An introduction to the fundamental concepts of object-oriented programming, including classes, objects, and basic program control flow statements. Using the programming language, Java, students are introduced to principles of software design and reuse.

MATH 155 - Quantitative Reasoning
Credit(s): 2- (students in the program prior to Spring 2019) / 3- (students in the program as of Spring and Fall 2019)
This course is designed to teach students how to think competently about quantitative information. Students will learn how to take real world problems, translate them into the language of mathematics, and solve them. Topics include thinking critically, numbers in the real world, financial management, statistical reasoning, probability, and mathematical modeling. This is a course for Liberal Arts students not majoring in mathematics, science, or any curriculum requiring the study of Calculus. *This course is only open to students in the B.A. Liberal Arts and Sciences program.*

MATH 193 - Honors Math
Credit(s): 3
3 semester hours, 2 hours Math Lab per week
Cross-Listed With: HONR 193
Prerequisite(s): For Honors students only.
This course is intended for all Honors Program students. Emphasis is placed on varied methods and manipulations. Algebraic techniques that have applications in the student's anticipated area of specialization are studied. Topics will include: linear and quadratic equations; inequalities; graphing; polynomials; factoring; operations with rational and irrational expressions; systems of linear equations and others like trigonometry. *This course replaces general education requirement* MATH 116.

MATH 200 - College Algebra
Credit(s): 4 credits for students who began the program Prior to Spring 2019 / 3 credits for students who began the program in Spring 2019 and Fall 2019
Prerequisite(s): MATH 112
This course is designed to develop the analytical skills of students in algebra and apply the knowledge needed in their areas of interest such as Psychology, Social Sciences, Accounting, Nursing, Finance, Marketing, Management, Computer Science, Environmental Science and other fields of studies. Topics to be discussed include Real numbers and Algebraic Expressions, Linear Equations and Inequalities in one variable, Graphs of Equations, Inequalities, and Functions, Systems of Equations, Exponents and Polynomials, Rational

Expressions, Equations and Functions, Rational Exponents and Radicals, Quadratic Equations and Functions, Exponential and Logarithmic Functions, Conic Sections, Sequences and Series. College Algebra is a quantitative skilled course required to graduate with a Liberal Arts degree. *This course is only open to students in the B.A. Liberal Arts and Sciences program.*

MATH 201 – Precalculus
Credit(s): 3
2 semester hours, 2 hours lab
Prerequisite(s): MATH 116 or a minimum grade of B in high school intermediate algebra.
An introduction to real-valued functions and their graphs including polynomial, rational, exponential, logarithmic, and trigonometric functions. Functions will be represented symbolically, numerically, graphically, and verbally. Real-world applications will be used to introduce the concepts. Graphing calculators will be used throughout the course.

MATH 212 - Calculus for Business and the Life Sciences
Credit(s): 4
Prerequisite(s): MATH 201 or the equivalent.
A course in calculus for pharmacy, business, and social science majors. Analytic geometry, derivatives, the definite integral, exponential and logarithmic functions, applications. Students who wish a more thorough treatment of calculus should take MATH 260 and MATH 261 instead of MATH 212.

MATH 231 - Foundations of Computing II
Credit(s): 3
2 semester hours, 2 hours lab
Cross-Listed With: CISC 231
Prerequisite(s): MATH 131/CISC 131 or departmental approval.
This course continues the exploration of fundamental concepts of object-oriented programming using the programming language, Java. Students are introduced to the principles data structures, as well as elementary file input/ output and exception handling and GUI.

MATH 244 - Discrete Structures
Credit(s): 3
Prerequisite(s): MATH 201.
Introduction to the mathematical foundation of computer science. Logic, set theory, switching circuits, Boolean algebra, finite state machines, induction, combinatorics, graphs and trees are some of the topics that will be covered. *Offered in fall and summer semesters.*

MATH 260 - Calculus I
Credit(s): 4
Prerequisite(s): MATH 201.
This course will introduce students to Calculus. Topics include limits, derivatives, differentiation rules, applications of differentiation, antiderivatives, and the Fundamental Theorem of Calculus.

MATH 261 - Calculus II
Credit(s): 4
Prerequisite(s): MATH 260.
This course continues the study of Calculus after Calculus I. Topics include the definite and indefinite

integrals, the Fundamental Theorem of Calculus, techniques of integration, numerical methods, improper integrals, applications of the integral to real world problems, sequences and series.

MATH 307 - Number Theory
Credit(s): 3
Prerequisite(s): MATH 201.
This course covers divisibility theory in the integers, prime numbers, congruences, some number theoretic functions, and Diophantine equations. The material is especially useful for students interested in teaching high school mathematics. *Offered in spring semester.*

MATH 315 - Linear Algebra
Credit(s): 3
Prerequisite(s): MATH 260.
Vector spaces; matrices; algebra of matrices; systems of linear equations; linear transformations in vector spaces; eigenvectors and eigenvalues; similarity; congruence; bilinear and quadratic forms. *Offered in the fall semester.*

MATH 327 - Computer Graphics
Credit(s): 3
Prerequisite(s): MATH 260 and MATH 231/CISC 231.
Introduction to the principles behind the science of computer graphics; fundamental graphics algorithms techniques with emphasis on algorithms suitable for raster display devices; representation and transformations of objects in two and three dimensions; clipping; projections; ray tracing; color and shading.

MATH 329 - Numerical Analysis
Credit(s): 3
Prerequisite(s): CISC 131/MATH 131
Corequisite(s): MATH 261.
Solutions of equations and systems; interpolation and approximation; numerical integration; curve fitting; solutions of ordinary differential equations; Monte Carlo methods; computer applications. *Offered in spring semester.*

MATH 350 - Probability: Theory and Applications
Credit(s): 3
Prerequisite(s): MATH 261.
Combinatorial methods; discrete and continuous probability; probability distributions and densities; expected value and moments; special probability distributions and densities.

MATH 351 - Statistics: Theory and Applications
Credit(s): 3
Descriptive statistics; sampling distributions; point and interval estimation; hypothesis testing, theory and applications; regression and correlation. Prerequisite : MATH 261; MATH 350 or departmental approval.

MATH 352 - Mathematical Methods in Data Science
Credit(s): 3
Prerequisite(s): MATH 260.
Understanding data as information and using it to solve problems and make decisions. Graphics for data

visualization. Algorithms for data cleaning, mining, and processing. Using inference algorithms for explanation, predication, and classification. Using machine learning to solve supervised and unsupervised problems. *Offered in fall semester.*

MATH 360 - Calculus III
Credit(s): 4
Prerequisite(s): MATH 261.
This course continues the study of Calculus after Calculus II. Topics include vectors and vector functions, functions of several variables, partial derivatives, and multiple integrals. *Offered in fall semester.*

MATH 362 - Differential Equations
Credit(s): 3
Prerequisite(s): MATH 261.
An introduction to the study of ordinary differential equations. Topics include: first order linear equations, higher order equations, method of undetermined coefficients and variation of parameters, Laplace transform, power series solutions, Fourier Series and solution of partial differential equations by the method of separation of variables. *Offered in fall semester.*

MATH 365 - Algebraic Structures
Credit(s): 3
Prerequisite(s): MATH 315.
This course introduces the student to the major topics of group theory and it also includes an introduction to rings and integral domains. Some of the group theory topics that are covered are permutations, cyclic groups, direct products, isomorphisms, normal subgroups and homomorphisms. *Offered in spring semester.*

MATH 370 - Complex Variables
Credit(s): 3
Prerequisite(s): MATH 261.
This course is an introduction to the fundamental concepts of complex analysis. Topics include the geometry of the complex plane, Euler's Formula, functions of a complex variable, derivatives and analyticity, contour integrals, Cauchy's Integral Theorem, Cauchy's Integral Formula, and series representations.

MATH 380 - Workplace Experience in Mathematics I
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Math include corporations, small businesses, nonprofit organizations and schools. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required.

MATH 381 - Workplace Experience in Mathematics II
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Math include corporations, small businesses, nonprofit organizations and schools. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required.

MATH 395 - Special Topics in Mathematics
Credit(s): 3
Prerequisite(s): Variable depending on topic.
A special area of mathematics depending on student interest. Topics include applied mathematics; point-set topology; history of mathematics; complex variables, differential equations; number theory; geometry.

MATH 397 - Independent Study in Mathematics
Credit(s): Variable 1-3
Prerequisite(s): Variable depending on topic.
Individual projects or readings undertaken in a specific area of Mathematics. Registration with the permission of the Instructor, the Department Chairperson, and the Associate Dean for Academic Administration.

MATH 417 - Mathematical Modeling (cc)
Credit(s): 3
Prerequisite(s): CISC/MATH 231 and MATH 350 or MATH 360.
This is the capstone course for the math majors. It integrates all the mathematical concepts learned in earlier courses to solve real-world problems. Aspects of model construction and selection will be taught along with the analysis of existing models. Topics may include: discrete dynamical systems; model fitting, simulation models; continuous optimization models; and probabilistic models. *Offered in spring semester.*

MATH 460 - Advanced Calculus I
Credit(s): 3 per semester
Prerequisite(s): MATH 360.
A systematic, rigorous approach to calculus. Topics include: the real number system, limits, continuity, differentiability, integration theory, and point set theory.

MATH 461 - Advanced Calculus II
Credit(s): 3 per semester
Prerequisite(s): MATH 360.
A systematic, rigorous approach to calculus. Topics include: the real number system, limits, continuity, differentiability, integration theory, and point set theory.

McNair Scholars Program

The Ronald E. McNair Scholars program, funded by the U.S. Department of Education, provides students with faculty research mentorship and guidance through the PhD graduate application process. Please see "Programs of Special Interest" for further details. The program provides students with two sequenced courses, focusing on critical inquiry, research methods and capstone project development.

MCNR 370 - Research Design and Statistics
Credit(s): 3
An introduction to research design, experimental method and thesis development, including: the logic and nature of research design; the basic concepts in the experimental process, such as hypotheses, sampling, control and statistical analyses. Literature review and the statistical method are applied to independent projects, as are data collection, data description and data analysis (with statistical software, e.g., SPSS for Windows), presentation skills, use of online professional databases, and use of the Internet. Students are sensitized to the rights of participants in research. *Offered in the Fall semester only. Permission of McNair Scholars Program Director Required.*

MCNR 371 - Advanced Research & Writing
Credit(s): 3
The McNair Scholar's project gives students the opportunity to explore in-depth an area of special interest and to make a contribution to learning in that area. Each McNair Scholar works with a faculty advisor in designing and implementing an independent research project. *Offered in the Spring semester only. Permission of McNair Scholars Program Director is required.*

Media Studies

Media Studies is a comprehensive program that provides students the opportunity to study journalism, radio and television production, and film as a method of interpreting culture. Analytical, technical, and practical skills are gained through academic course work, hands-on studio application, and internships with local media outlets.

ENGL 111 is a Prerequisite for all media studies courses except MEDA 145, MEDA 240, MEDA 275, and all radio and television production courses.

MEDA 110 - Radio Production I
Credit(s): 3
This is a basic techniques course for the disc-jockey, newscaster, interviewer, and commercial announcer. Hands-on training provided with broadcast quality consoles, microphones, and playback equipment; a survey of FCC rules and regulations required for many entry-level positions in radio. Studio lab hours assigned.

MEDA 115 - Fundamentals of Television Production (cc)
Credit(s): 3
A theory, practice and production course in which students learn the basics of television production in a multi-camera, television studio setting. Discussed are the history and origination of TV, the organizations and business environment in which TV occurs, such as the FCC, networks and affiliate relationships, "above" and "below the line" personnel; program and script formats, basic aesthetic and technical lighting and sound principles, introduction to lenses and the basic principles of shot composition and framing.
This is the core course for Media Studies: Radio and Television Production concentration.

MEDA 120 - Television Studio Production
Credit(s): 3
Prerequisite(s): MEDA 115.
Through lecture, demonstration and practice, the principles and techniques of television studio production and the application of this knowledge through 2–4 minute scenes produced by students; feedback and evaluation of video by peers and teachers. Lectures, planning sessions, and studio hours; roles of producers and directors; control room, cameras, lighting, audio and other technical apparatus; roles of crew members; script writing; graphics; set design; television acting; practical application of lecture material in the form of program recordings.

MEDA 130 - News Reporting
Credit(s): 3
Prerequisite(s): ENGL 111
This course deals with the fundamentals of news reporting and writing, covering the work, goals, skills, and responsibilities of the professional journalist. Emphasis is placed on story structure, lead development, and news judgment. Attention is also given to feature writing elements and techniques of interviewing.

MEDA 132 - Copy Editing and Layout
Credit(s): 3
Prerequisite(s): ENGL 111
A course designed to familiarize students with the skills of a copy editor, including editing for accuracy, news

value, style, and grammar. Attention is also given to publication layout, headline and caption writing, as well as photo scaling and cropping.

MEDA 134 - The Feature Article I (cc)
Credit(s): 3
Prerequisite(s): ENGL 111
This course covers the fundamentals of writing feature articles for print and digital media. Students will develop their own voice and style by profiling interesting people and places with descriptive and emotional writing. Pulitzer Prize winning articles are studied to develop story organization, the use of quotes and leads. This is the core course for Media Studies: Journalism concentration.

MEDA 144- Understanding Movies
Credit(s): 3
A basic overview of the historical development of film with an emphasis upon the aesthetic elements of cinema, its particular terminology and interrelationships with other arts. Students will discover how to read films through selected readings, screenings and written reports.
As of Spring 2021, MEDA 144 can be taken to fulfill the General Education Art Requirement, once of 18 Additional Liberal Arts requirements, and Media Studies major electives.

MEDA 145 - Media in America
Credit(s): 3
This is a course that traces the history and development of newspapers, wire services, magazines, radio, television and broadcast networks. Students discuss the trends and current challenges in media as well as the role of advertisers, media owners and the public in affecting the content of the media.

MEDA 154 - Publicity Writing
Credit(s): 3
Cross-Listed With: COMM 154
Prerequisite(s): ENGL 111.
This course covers the variety of persuasive writing forms and techniques used by the public relations professional to invite media coverage of corporate/client events and activities, to promote awareness and use of products and services, and to encourage consumer/audience support of corporate issues. Students will learn how to prepare press releases, pitch letters, press kits, public service announcements and copy for brochures and promotional materials.

MEDA 200 - Television Performance
Credit(s): 3
Prerequisite(s): ENGL 111
This is a course that emphasizes interviewing on camera, talk show hosting, acting for television commercials, ad-libbing and the production of a television audition tape.

MEDA 201 - Interviewing Techniques for Today's Media
Credit(s): 3
Prerequisite(s): **ENGL 111**
Students will learn interviewing strategies for self-evaluation and critique. Lessons and assignments focus on interviewing techniques used by reporters in radio, Television, print and digital information gathering.

MEDA 209 - Film and Culture (cc)
Credit(s): 3
Prerequisite(s): ENGL 111.
Introduction to the development of film genres and the traditions associated with special types of storytelling with attention given to formal analysis. This course examines the film industry including the people who made movies and those who censored them. There will be an introduction to ethnicity, social classes, along with human sexuality and gender as presented in movies from its earliest years along with the basics of writing about film. This is the Core Course for Media Studies, Film and Culture concentration.

MEDA 210 - Advanced Radio Production
Credit(s): 3
Prerequisite(s): MEDA 110. Additional course fee may apply.
Development of skills in recording and editing techniques, preparing and airing shows, timing and formats. Emphasis on developing capable and responsible communicators, producers, and engineers; interpretation of radio copy; remote broadcasting, microphone principles, and the radio broadcast team; auditions for possible assignment to "on-air" shifts and staff positions in production, engineering and management. Studio lab hours assigned.

MEDA 211 - The Language of Film
Credit(s): 3
Prerequisite(s): ENGL 111.
This course is the study of the filmic vocabulary and techniques. It includes the interpretation of the film frame, editing strategies, and the formalists and realist codes of cinematic expression and the poetics of film while considering cultural and directorial variations.

MEDA 212 - The Hollywood Western
Credit(s): 3
Prerequisite(s): ENGL 111.
This course is dedicated to one of the first and most representative American film genres. There will be an examination of the aesthetic, psychological, gender and symbolic implications of this genre with an introduction to major texts, directors and stars central to its creation and evolution.

MEDA 213 - Studios and Stars in Hollywood's Golden Age, 1930–1950
Credit(s): 3
Prerequisite(s): ENGL 111.
This course is a study of the formative years of Hollywood as the film capital of the world; the rise of institutional glamour, the star system, the "Hollywood" story, all encapsulated by the Hollywood production system. Included are the influences of actors, directors, genres as well as the Hayes Code and their influences on cinematic language and technique.

MEDA 214 - The Dark Genres: Film Noir, Science Fiction, Horror, and the Gangster Film
Credit(s): 3
Prerequisite(s): ENGL 111.
Who knows what evil lurks in the hearts of men? Hollywood developed a number of special kinds of storytelling traditions that answered the question. Suspense, outer space, the supernatural, and crime all became metaphors for our worst secrets and nightmares. Study the psychology, aesthetics, gender and racial issues involved in the traditional Hollywood choices of image, stars, music, and stories for its dark genre.

MEDA 215 - Video Editing Workshop
Credit(s): 3
Prerequisite(s): MEDA 115
This course specializes in developing and producing video segments through video editing. Emphasis on creative approaches to assigned projects and development of post-production skills: planning, writing, and arrangements for remote set-ups.

MEDA 220 - Advanced Television Production
Credit(s): 3
Prerequisite(s): MEDA 120.
A more detailed study of the areas introduced in Television Studio Production, focusing on set design, lighting, script writing, engineering, hardware, costumes, make-up, props, special effects, graphics and film for television.

MEDA 221 - Masters of Film: Griffith, Welles, and Hitchcock
Credit(s): 3
Prerequisite(s): ENGL 111.
An introductory investigation of the careers and works of three giants of film history: D.W. Griffith, Orson Welles, and Alfred Hitchcock. Attention will be given to the historical era of each director and how they contributed to the dominant cinematic style of their day, their influences upon contemporaries as well as filmmakers who followed, their personal artistic visions and the implications of their works for psychological, gender, genre and cultural studies.

MEDA 222 - News Publication Practicum I
Credit(s): 3
Prerequisite(s): ENGL 111
This course is dedicated to the development and publication of the College news publication, The Impact. Students will report, write, and edit stories intended for both the newspaper and website. Students will also write their own columns and produce podcasts.

MEDA 230 - Entertainment Writing
Credit(s): 3
Prerequisite(s): ENGL 111.
This course is a study and practice of critiquing contemporary entertainment as art with journalistic integrity. Students will read and write their own reviews of popular entertainment mediums such as films, television shows, books, music, theatrical plays and restaurants.

MEDA 231 – Propaganda
Credit(s): 3
Cross-Listed With: COMM 231
Prerequisite(s): ENGL 111
This course focuses on the development, principles, techniques, and results of mass persuasion from its beginnings in ancient civilizations to its transformation in the modern technological society. Students study mass persuasion and political propaganda during war and peace, with emphasis on its impact on current-day political affairs through readings, viewing of films, and emphasis on its impact on current-day political affairs, viewing of films and video, examination of graphic and print materials and class discussions. The objective is to hone critical reasoning to identify semantic and perceptual techniques used for mass persuasion.

MEDA 232 - Investigative Reporting
Credit(s): 3
Prerequisite(s): ENGL 111
From All the President's Men to Spotlight, students will discuss the impact investigative reporting has in society. The course will introduce basic investigative reporting skills, and their values of accountability and public service. The course also provides practical experience in conducting interviews and obtaining public records. In addition to reporting techniques, attention is given to journalism ethics and responsibility.

MEDA 233 - Film and Gender
Credit(s): 3
Prerequisite(s): ENGL 111.
Is there a woman in this movie or just a cultural fantasy? Is the hero forceful or sadistic? Selected film that highlight gender issues. Attention to the gender implications of cinematic language (film frame, sound, shot patterns, narrative structure); introduction to the major texts of gender criticism from, Laura Mulvey, 1977, to the present.

MEDA 234 - The Feature Article II
Credit(s): 3
Prerequisite(s): ENGL 111 and MEDA 134.
Using the basics learned in The Feature Article I, students research and write more advanced nonfiction articles that are suitable for publication in a print or digital magazine. Students explore first person feature writing as well as narratives and long form profiles. In addition to refining writing style and technique, this course studies the magazine marketplace and the method of selecting the right article idea for the right magazine.

MEDA 235 - Screen Comedy and Clowns
Credit(s): 3
Prerequisite(s): ENGL 111.
The world needs to laugh and comedy gives more than pleasure. It is a cultural escape valve allowing us to "joke" about forbidden subjects, permitting us to talk about race, gender, and social classes. The first films made included comedies and this course studies the stars (some comics, others clowns) and directors who have made the world's great comedic films. Examples reviewed are representative of the silent film era, screwball comedies, as well as to the social comedies of the 1940s and 1950s, with a review of the liberation comedies of the 1960s and 1970s along with contemporary examples of the genre.

MEDA 240 - Magazine Elements and Design
Credit(s): 3
A course designed to develop skills in all aspects of the magazine industry. Students will study the modern magazine landscape while developing a proposal for their own publication creation. Attention is given to the interrelationship between art and editorial: choosing art, design, print and layout. This class also examines the historical development of magazines in America.

MEDA 246 - Elements of Theatre
Credit(s): 3
Cross-Listed With: COMM 246
Prerequisite(s): ENGL 111
Students are taught to appreciate the many elements that come together to create the total theatre experience.

Beginning with the cultural impulses toward theatrical expression, through the development of written texts, the spoken word, acting and movement, the use of color, lighting, and the stage space and extending to the aftermath of performance to reviews, students will recognize the multi-dimensional, multi-layered nature of the theatrical event. They will be introduced to the responsibilities of the actor, the director, and the critic in this exploration of theatre production and its all-important audience. Attendances at professional and amateur performances supplement the classroom experience.

MEDA 250 - The Art and Film of Television
Credit(s): 6- (students in the program prior to Spring 2019) / 3- (students in the program as of Fall 2019)
This seminar analyzes a variety of ways in which motion pictures and video images communicate. By studying a broad spectrum of fiction, documentary, experimental films and video tapes, students will explore such questions as:

1. How are films made and who makes them? 2. What are the effects upon our senses of movement, lights and colors, and sound? 3. What is involved in the editing process 4. How do film makers convey vast networks of meaning and ideas? 5. What is the relationship between art and entertainment, individual creativity, and industrial process in these media? 6. How can we measure the quality of film?
Sequences from various films will be seen and analyzed, and students will also develop a Media Consumption Questionnaire, using Survey Monkey, and distribute to individuals not in the class and prepare feedback to be discussed and handed in.
This course is only open to students in the B.A. Liberal Arts and Sciences Program.

MEDA 251 - Sports Reporting
Credit(s): 3
Prerequisite(s): ENGL 111
Students will learn the mechanics in covering sporting events and in preparing articles for print and digital formats. Award winning sports stories will be analyzed. Attention is also given to certain dynamics in sports reporting: the relationship between reporter and sports personality, the function of the "beat" reporter, and the reporter's responsibilities in dealing with the business arm of the sports establishment.

MEDA 252 - The Practice of Public Relations
Credit(s): 3
Cross-Listed With: COMM 252
Prerequisite(s): ENGL 111 and MEDA 154
A course designed to provide an understanding of public relations in our society: how it is planned, produced and evaluated. The key types of communication required for productive public relations are examined. Weekly writing assignments are required to develop familiarity with the practices of professional public relations. As a final project, students will develop a campaign program, create appropriate materials for the press, and become familiar with the scope of communication channels available for effective public relations.

MEDA 253 - European Trends in Film
Credit(s): 3
Prerequisite(s): ENGL 111.
This class offers the rich traditions of the national film industries across the Atlantic; analysis of the complication love-hate relationship between French, British, Italian, German, Russian, Spanish, Scandinavian cinema and Hollywood. (Other European works may be included.) There will be an introduction to historically important directors, stars, and films.

MEDA 255 - Creative Advertising|
Credit(s): 3
Cross-Listed With: COMM 255
Prerequisite(s): ENGL 111
A hands-on course that first examines the functions of advertising and h ow advertising is created, then has students write, develop, and produce advertising scripts for television and radio. The course also provides students with a behind-the-scenes look at corporate advertising.

MEDA 258 - Fundamentals of Writing for Film and Television
Credit(s): 3
Prerequisite(s): ENGL 111
This course is about the basic craft of storytelling for the screen; traditional dramatic structure in a visual medium. Issues addressed include the premise, dialogue, characterization, and narrative plot structure. Class work will include workshop discussion of short writing exercises, the examination of professional scripts, and discussion of exemplary professional films and TV programs.

MEDA 261 - Free Speech, Media and the Law
Credit(s): 3
Cross-Listed With: LAWS 261
Prerequisite(s): ENGL 111
This course explores the shifting relationship between free expression and media technologies. From a philosophical and legal foundation, it immerses students into the technological, social and cultural issues surrounding the First Amendment, including privacy rights, pornography, copyright and libel. The course challenges students by posing a critical question: Are there any forms of free speech that should be restricted? If so, which ones and who decides?

MEDA 262 - Introduction to Acting
Credit(s): 3
Cross-Listed With: COMM 262
Prerequisite(s): ENGL 111
Students explore the basis of acting in the reality of doing. The course aims to facilitate an encounter between the student-actor and those personal impulses that happen within the collaborative framework of the classroom-theater. Emphasis is placed upon gaining an understanding of the actor's primary instrument for performance, himself, while developing a basic technique for working within the context of a theatrical performance.

MEDA 263 - Scene Performance
Credit(s): 3
Cross-Listed With: COMM 263
Prerequisite(s): ENGL 111
Provides opportunity for students to learn and practice the skills actors need in order to live truthfully, moment-to-moment in the given imaginary circumstances of a scene. Scenes from the classics and from contemporary dramatists will be studied.

MEDA 265 - Introduction to Playwriting
Credit(s): 3
Cross-Listed With: ENGL 265

Prerequisite(s): ENGL 112
Introduction to Playwriting This course will offer a step-by-step practical guide for the budding playwright from idea or scenario through to a finished one-act play. We will focus on developing full characters within articulate environments and illustrating concepts through dramatic situations.

MEDA 275 – Photojournalism
Credit(s): 3
Cross-Listed With: ARTT 275
This course consists of two principal components: a historical or topical survey of approaches to photojournalism in newspapers and magazines from the time of the perfection of the halftone process to the present, including digital publications; field assignments involving coverage of local events and, where possible or appropriate, part-time work with a publication. Students must supply their own digital cameras.

MEDA 282 - Play Production (Formerly titled: Play Directing)
Credit(s): 3
Cross-Listed With: COMM 282
Prerequisite(s): ENGL 111
Students experience first-hand the process of directing theatrical productions from conception through completion while assimilating the principles that control the manner of their art and craft.

MEDA 295 - Topics in Media Studies
Credit(s): 3
Prerequisite(s): ENGL 111
A special course offered on an occasional basis in response to special student and faculty interests in the field of film/ culture, journalism and radio and television**.**

MEDA 303 - Broadcast Journalism
Credit(s): 3
Prerequisite(s): MEDA 215.
Introduction to television news with emphasis on writing and producing "news packages" as seen on television news programs: on-camera stand-ups; sound on tape interviews (S.O.T.S.); reporter voice-overs; B-Roll; journalistic ethics; documentaries; editorials; interviews; formats; television; and cable newscasting technique.

MEDA 310 - Media Ethics
Credit(s): 3
Prerequisite(s): ENGL 111
This course asks students to make decisions about the myriad of ethical problems that confront professional journalists as they seek to report the news. Using a philosophical base, the ideas of Aristotle, Kant, Bentham and Mill, an array of ethical problems are posed - problems dealing with journalistic deception, right of privacy and conflicts of interest. Ethical strategies are devised by students to understand and attempt to resolve these problems.

MEDA 311 - Radio Journalism
Credit(s): 3
This is a creative writing and production course for preparing and evaluating copy; spots, commercials, public service, promotion, drama, editorials, and documentaries.

MEDA 315 - Video Editing II
Credit(s): 3
Prerequisite(s): MEDA 215.
This course builds on its Prerequisite MEDA 215 - Video Editing Workshop. It consists of lecture and studio workshop meetings. Lectures will review more advanced concepts in video editing, how the process has evolved, and potential future technology and its implementation. Assignments will be completed in the studio workshop portion of the class on a non-linear computer based editing platform.

MEDA 321 - Television Field Production
Credit(s): 3
Prerequisite(s): MEDA 215.
A course designed to have students work in teams to cover a variety of assignments in the field. The student will learn how to operate field equipment while working under specific deadline pressures.

MEDA 333 - News Publication Practicum II
Credit(s): 3
Prerequisite(s): ENGL 111 and MEDA 130 or MEDA 134.
Students will be expected to further develop and practice news reporting and feature writing skills while focusing on complex story assignments for The Impact newspaper and website. Students are expected to integrate media reading, lab work, current events, class lecture and discussion into a cohesive understanding and practice of the reporting process. In addition, students perform layout and sectional editing while writing features, sports, news and entertainment.

MEDA 345 - Writing for the Digital Media
Credit(s): 3
Cross-Listed With: COMM 345
Prerequisite(s): ENGL 111
Students will develop writing and reporting skills for digital publications and social media platforms. This course will challenge students to evaluate content based on printed material, images and spoken words while considering journalistic styles and recognizing the demand for specialized digital news content. Students will learn how digital writing compares and contrasts with traditional media, and they will assess the impact of digital publications and platform methods and outcomes.

MEDA 350 - Video Documentary
Credit(s): 3
Prerequisite(s): MEDA 220 or MEDA 321.
An advanced-level production course that is a compilation of video editing, broadcast journalism, television field production and advanced television studio production. Students will study documentary making and produce documentaries in class**.**

MEDA 359 - Advanced Writing for Film and Television
Credit(s): 3
Prerequisite(s): ENGL 111 and MEDA 258.
This course is about storytelling for the screen; the use of basic visual and dramatic techniques to create short scripts. Issues addressed include use of the step outline and the treatment in drafting half hour film and television scripts. Class work will include workshop discussion of student scripts, examination of professional scripts.

MEDA 370 - Understanding Media Technology
Credit(s): 3
Prerequisite(s): ENGL 111 and nine credits required in radio and/or television production.
This non-production media course focuses on the technology utilized in media communication. Designed for nontechnical students, the course offers a comprehensive view of the technologies both past and present that enable today's media: radio, television, satellite communications, and broadband. Through analytical reading, library and Web based research students will organize and write product and media production system overviews and present their work in class.

MEDA 380 - Workplace Experience in Media Studies I

Credit(s): 3
Prerequisite(s): ENGL 111
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students include corporations, non-profit organizations, magazines, radio and TV stations. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required.

MEDA 381 - Workplace Experience in Media Studies II
Credit(s): 3
Prerequisite(s): ENGL 111
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students include corporations, non-profit organizations, magazines, radio and TV stations. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required.

MEDA 385 - The Media Revolution
Credit(s): 3
Cross-Listed With: COMM 385
Prerequisite(s): ENGL 111
The central question this course poses is how has technology affected American culture? Media Ecology examines modern media from various theoretical perspectives while tracing the origins of language and writing to the modern age.

MEDA 386 - Seminar in Media Criticism
Credit(s): 3
Prerequisite(s): ENGL 111
This advanced course is based on the premise that our cultural values and system are largely shaped by media technologies. Students will examine the relationship between culture and media, as presented by popular and academic critics such as H.L. Mencken, Neil Postman, and George Orwell.

MEDA 387 - Challenges in American Journalism
Credit(s): 3
Prerequisite(s): ENGL 111
By stripping away the myths and assumptions made about "the news," we may come to a deeper

understanding about the way in which the journalist perceives the world and selects and writes the news. Using case studies, this seminar examines the issues in American journalism from four perspectives: professional, historical, political, and technological.

MEDA 397 - Independent Study in Media Studies
Credit(s): 1-3
Prerequisite(s): ENGL 111
A self-directed course initiated, designed, and carried out by the student with the consultation and guidance of a faculty member to pursue some special interest in the media.

MEDA 399 - Internship in Media Studies
Credit(s): 3-6
Prerequisite(s): ENGL 111 and 18 credits in Media Studies courses and permission of the Media Studies program director.
The student is given the opportunity to supplement classroom studies with on-the-job experience in the field of media. The student works under employer supervision and reports regularly to a faculty member. Up to three internships are allowable totaling no more than nine credits.

MEDA 400 - Senior Seminar
Credit(s): 3
Prerequisite(s): ENGL 111, MEDA 209 and MEDA 211.
Capstone course: advanced studies in theory. This course allows the intensive exploration of the problematic, profound rifts among the different schools of film theorists. This is an application of theorists to current first-run films and to problematic films in cinema history. Each student will produce a senior dissertation.

Music

MUSI 101 - Elements of Music
Credit(s): 3
Students study the rudiments of music notation, basic musical vocabulary and beginning piano technique. Theoretical concepts include; intervals; major & minor scales; and the fundamental structure of music (melody, rhythm, harmony, form and texture).

MUSI 103 - Theory & Musicianship I
Credit(s): 3
Prerequisite(s): A basic understanding of music notation or MUSI 101.
Students study scales, chord construction, harmonic progression and voice leading, while applying these concepts on the piano and through the analysis of the popular, jazz and classical music repertoire.

MUSI 104 - Theory & Musicianship II
Credit(s): 3
Prerequisite(s): MUSI 103.
A continuation of MUSI 103 with an introduction to composing and harmonizing a melody. Seventh chords, secondary dominant function and borrowed chords from the parallel key are introduced. Variations of minor key harmony are explored. Students apply these concepts on the piano with through simple compositions, voice leading exercises and analysis of various styles of music.

MUSI 107 - Music Appreciation
Credit(s): 3
Prerequisite(s): ENGL 111.
This course serves as an introduction to the diverse styles and traditions of music of the world, drawing selectively on the United States, Western Europe, and other areas of the globe. It is within this context that the course aims to teach the fundamentals of listening, the basic elements of music, and the capacity to think critically about the nature of music in its vast cultural diversity. Directed listening, lectures, videos, and readings.

MUSI 201 - Theory & Musicianship III
Credit(s): 3
Prerequisite(s): MUSI 104.
A continuation of MUSI 104 with an introduction to more advanced compositional techniques. Concepts include: reharmonization; harmonic sequence and modulation; modes; pentatonic scales; suspended chords; extended and altered chords; passing diminished chords. Students apply these concepts through piano exercises, short compositions and analysis.

MUSI 203 - Theory & Musicianship IV
Credit(s): 3
Prerequisite(s): MUSI 201.
A continuation of MUSI 201 with an emphasis on applied composition and keyboard harmony. Students will analyze compositional techniques and the melodic and harmonic language that distinguishes various musical genres. Students will study arranging and orchestral techniques and compose a larger scale composition project based on their skill level and area of interest.

MUSI 218 - History of Jazz
Credit(s): 3
A survey of the major movements in jazz from Dixieland through Bop, including the avant garde movement of the late '60s and early '70s. Focus on the major jazz artists: Louis Armstrong, Charlie Parker, Miles Davis, and John Coltrane. A consideration of the social and psychological implications of jazz. Lectures, recordings, readings, and performances when possible.

MUSI 260 - American Popular Music
Credit(s): 3
A survey of American popular music since 1900 with an emphasis on the influence African Americans and Hispanics have had on its development. Analysis of musical styles and trends including their social and political significance and impact on society worldwide.

MUSI 293 - Honors Topics in Music
Credit(s): 3
Cross-Listed With: HONR 293
Prerequisite(s): ENGL 111 or ENGL 191 and CINQ 101 or CINQ 190
This course explores a current topic in the field of musicology as determined by the instructor. Possible themes include Music & Culture, The Psychology of Music, and Twentieth Century American Music, and will be advertised to honors students before registration. No background in the disciplinary content is necessary, but students should expect increased academic rigor befitting an honors course. *This course fulfills The Arts general education requirement.*

MUSI 295 - Topics in Music
Credit(s): 1-3
This course will vary from term to term, dealing with a subject not covered by existing courses. Topics can range from the intensive study of a single composer or work to the examination of a whole musical genre or milieu.

Music Production and Recording Arts (formerly Music Industry and Technology)

MTEC 100 - Music Business I
Credit(s): 3
Prerequisite(s): ENGL 111.
An overview of the business aspects of creating, producing, distributing and marketing a musical product. Topics include copyright, publishing, licensing, royalties, performance rights organizations, producers, recording and production deals, recording studios and radio stations.

MTEC 101 - Audio Production I
Credit(s): 3
An introduction to fundamental audio theory and concepts including the physics of sound, analog to digital conversion, multi-track and hard-disc recording, signal flow, console operation and mixing. Students complete assigned mixing and recording projects in the Audio Lab.

MTEC 105 - Introduction to Music Technology
Credit(s): 3
Prerequisite(s): No Prerequisites.
A primer for those interested in the latest tools for music production. Students complete creative musical projects on individual workstations using the latest version of Apple's Garage Band, and are also introduced to Apple Logic Pro and Pro Tools LE software. Topics include: acoustics, microphones, digital audio conversion, audio file formats, effects processing, and MIDI recording and editing within the software environment. Open to all majors. No musical experience necessary.

MTEC 110 - Electronic Music I
Credit(s): 3
An introduction to the fundamental concepts and techniques of MIDI-based music production. Students learn basic techniques of computer-based MIDI sequencing and interfacing of related hardware using Emagic's state-of-the-art Logic software. Students complete assigned projects in the Electronic Music Lab.

MTEC 200 - Music Business II
Credit(s): 3
Prerequisite(s): MTEC 100.
A continuation of MTEC 100, this course provides the student producer, engineer or artist with a more detailed study of the various processes and legalities involved in the production and release of a musical product. Special attention is placed on starting a company and developing associated Web-based promotion and distribution.

MTEC 201 - Audio Production II
Credit(s): 3
Prerequisite(s): MTEC 101.
A continuation of MTEC 101, students further develop their theoretical foundations and complete mixing and recording projects in the Digital Audio Lab. In addition, students are introduced to Digidesign's Pro-Tools software.

MTEC 210 - Electronic Music II
Credit(s): 3
Prerequisite(s): MTEC 110.
A continuation of MTEC 110, students continue to develop skills with MIDI sequencing using more advanced features of Logic software. In addition, students learn basic sound design editing skills using synthesizers in the Electronic Music Lab.

MTEC 220 - Recording Studio Workshop I
Credit(s): 3
Prerequisite(s): MTEC 301.
Students develop skills associated with recording engineering in a recording studio environment. Topics include: studio acoustics, microphone techniques, headphone cue systems, alternate recording signal paths, external processors, set-up procedures, studio documentation, mixing and general recording studio protocol.

MTEC 225 - Sound Reinforcement
Credit(s): 3
Prerequisite(s): MTEC 220.
This class explores the technical requirements, processes, and procedures necessary for remote recording and sound reinforcement. Topics include: pre-production, problems with varying acoustic environments, equipment set-up and power requirements for various location applications.

MTEC 230 - Audio System Design and Installation
Credit(s): 3
Prerequisite(s): MTEC 220.
Students are introduced to audio system design and configuration including basic electronic theory and equipment maintenance. Topics include: audio system interfacing, studio wiring and installation.

MTEC 295 - Topics in Music Technology
Credit(s): 3
This course addresses special and specific topics beyond that which is covered within ordinary courses. The course will be offered on an occasional basis with varying topics as determined by student interest.

MTEC 301 - Audio Production III
Credit(s): 3
Prerequisite(s): MTEC 201.
An overview of digital audio theory and applications. Students learn the principles of digital audio and develop skills in digital editing and processing using Digidesign's Pro Tools software.

MTEC 302 - Audio Production IV
Credit(s): 3
Prerequisite(s): MTEC 301.
A continuation of Digital Audio Systems I, students further develop skills in digital editing and processing using Pro Tools software.

MTEC 310 - Electronic Music III
Credit(s): 3
Prerequisite(s): MTEC 210.

Students explore advanced applications in computer-based music production. Topics include the integration of digital audio recording and processing with MIDI in Logic, and other MIDI software tools such as Propellerhead's Reason software and Cycling '74's MAX/MSP. Students complete assigned projects in the Electronic Music Lab and prepare works for concert presentation.

MTEC 315 - Electronic Music IV
Credit(s): 3
Prerequisite(s): MTEC 210.
Students study the theory and practice of sound synthesis. The course covers common types of synthesis, including subtractive, frequency-modulation, wavetable and granular synthesis methods. Students complete assigned projects in the Electronic Music Lab and prepare works for concert presentation.

MTEC 318 - Electronic Music Performance
Credit(s): 3
Prerequisite(s): MTEC 310 or department permission. (Completion of MTEC 315 is recommended).
Students study practices of live electronic music performance. Topics include the Ableton Live 9 software platform, Cycling '74s Max-For-Live software, signal processing hardware in performance, alternate MIDI controllers, MIDI system integration and Electronic Dance Music genres. Students complete individual and collaborative projects in the Electronic Music Lab, culminating in an end-of-semester concert recital.

MTEC 320 - Recording Studio Workshop II
Credit(s): 3
Prerequisite(s): MTEC 220.
A continuation of Recording Studio Workshop I, with an emphasis on more complex recording and mixing techniques explored through full-length recording projects. The course includes a review of all audio concepts covered in previous classes in preparation for a comprehensive exam.

MTEC 325 - Audio for Video
Credit(s): 3
Prerequisite(s): MTEC 302.
Overview of the theory and practice of audio production for video and other related visual media. Topics include: creative and practical concepts of sound design, the production process, multiple media formats and conversion, audio synchronization and time-code, techniques for creating, editing and mixing sound effects, dialogue and music for visual media using Pro Tools software.

MTEC 330 - Recording Studio Production Techniques
Credit(s): 3
Prerequisite(s): MTEC 301, MTEC 220, and MTEC 210.
An advanced course that focuses on the effective and creative use of the recording studio as a tool for music production. Topics include: advanced mixing, record mastering, signal processing, and special effects used for specific styles of music. Additional topics include project planning and time management in the recording studio. Students develop a portfolio by completing album-quality projects using facilities and techniques appropriate to their projects.

MTEC 335 - Survey of Music Production Styles
Credit(s): 3
Prerequisite(s): MTEC 201 and MTEC 210.

The course provides the student with an overview of the history and techniques used in music production of pop music since 1955. Special attention is paid to the principal record producers and innovative engineers, as well as landmark recordings of the era. Students write assigned papers and give short oral presentations of their research.

MTEC 340 - Techniques of Underscoring
Credit(s): 3
Prerequisite(s): MTEC 210, MTEC 325 and MUSI 201.
Students are introduced to the art of composing music for film and television. Topics include: a survey of music in film, the dramatic and psychological impact of music, stylistic considerations, timing and synchronization, acoustic and synthesized instruments, technology and production, the business aspects and licensing music for other visual media. Students score film scenes using MIDI workstations.

MTEC 350 - Advanced Mixing and Editing
Credit(s): 3
Students will develop advanced-level skills in aesthetic and technical aspects of music mixing and editing using Avid Pro Tools software integrated with studio hardware. This course will provide students with a deeper comprehension of mixing and editing tools and techniques applied to various styles and genres. Advanced concepts are covered related to a variety of signal processors, such as equalization, compression/limiting, reverb, delay, building tempo maps, plug-in automation, and multi-band processing. Students will learn to apply critical listening skills and equal emphasis will be placed on aesthetic and technical qualities of their mixes.

MTEC 397 - Independent Study in Music Technology
Credit(s): 1-3
Prerequisite(s): GPA of 3.0, successful completion of at least 75 credits toward their degree, and approval of the program director.
This course is designed to allow highly self-motivated students to develop special skills and conduct advanced research in topics beyond those found among the regular course descriptions. Working closely with a faculty mentor, students pursue subjects in their particular field of interest via guided readings, research and project assignments.

MTEC 399 - Internship in the Music Industry
Credit(s): 3
Prerequisite(s): GPA of 3.0, successful completion of at least 75 credits toward their degree, and approval of the program director.
Students perform supervised work at a company involved in the music industry. Students are required to keep a written log to document the tasks they perform and the skills they acquire. Upon culmination of the internship, students submit the log and a paper summarizing the experience.

MTEC 401 - Senior Project (cc)
Credit(s): 3
Prerequisite(s): Department permission or 105 accumulated credits.
This is a required culminating experience (capstone) for all Music Production and Recording Arts majors. Students will complete a self-directed Senior Project in their individual area of interest under the mentorship of a program faculty member. In addition, students will create an electronic portfolio to collect, refine, reflect

upon, and present work they have completed throughout the program. Students should be in their final semester of their senior year.

NURS 101 - Holistic Self Care
Credit(s): .5
As holism is foundational in nursing theory and practice, students will explore self-care and the interrelatedness of caring, therapeutic presence, and holistic nursing practice. Students are encouraged to examine characteristics of self-care to facilitate personal knowing. Centering approaches, meditation and progressive relaxation techniques will be explored in guided group experiences. Self-care as a reflection of family, social, and cultural, and professional norms will be explored. Holistic, caring-healing interventions will be introduced to facilitate personal and professional development.

NURS 106 - Cultural Issues in Healthcare
Credit(s): 2
This is an introduction to the field of transcultural concepts in healthcare. Culture, as it relates to healthcare behaviors and practices, is viewed through interrelated perspectives of social, political, economic, and religious structures. Cultural competence in and other healthcare professions involves learning about, assessing, understanding, and respecting the values and beliefs of others while having self-knowledge to be able to provide culturally competent care within an ethical, caring-healing framework. Ways of knowing and inter-professional collaboration are essential components of this professional process. This course while generated from the Division of Nursing will take an interprofessional focus and is required of all students enrolled in an undergraduate major in the School of Nursing and Healthcare Professions.

NURS 190 - Physical Assessment
Credit(s): 2.5
This course introduces the student to comprehensive client health evaluation. Assessment of presenting concerns, past medical history, family history, cultural, nutritional, human violence, psychosocial data, and review of systems are included. An organized approach to the physical examination of clients of all ages is explored, with a focus on expected findings in healthy people. Risk assessment and evidence based practice are introduced. Students are required to take NURS 200 with NURS 190A. NURS 200L is a lab that accompanies NUR 200 and is intended for psychomotor skill development.

NURS 190A - Physical Assessment Lab
Credit(s): .5
This course provides the student a foundation in psychomotor skill development for comprehensive client health and physical assessment. Interview techniques and practical experience in history taking are provided. An organized approach to the physical examination of clients of all ages is established. Students are guided throughout the semester in the development of physical exam skills for each body system.

NURS 198 - Health Assessment and Health Promotion
Credit(s): 2
Corequisite(s): NURS 198A must be taken concurrently with NURS 198. If a student must withdraw from NURS 198, they must also withdraw from NURS 198A.
This course focuses on concepts and exemplars related to health assessment and health promotion. Students use the potential findings from health assessments to develop health promotion and disease prevention strategies for various populations. Weekly readings of assigned topics allow students to demonstrate the integration of theory and practice into case studies. The role of communication in the assessment process is

emphasized and barriers to health promotion, disease prevention and related communications are explored. **Note**: Failure in the didactic component (grade less than B-) will result in repeating this course When Offered: *Offered fall semester only.*

NURS 198A - Health Assessment and Health Promotion Nursing Lab
Credit(s): 1
Corequisite(s): NURS 198 must be taken concurrently with NURS 198A. If a student must withdraw from NURS 198A, they must also withdraw from NURS 198.
This course includes the lab experience that introduces the student to concepts and exemplars related to health assessment and health promotion. **Note**: Failure in the lab component will result in repeating this component and auditing NURS 198 When Offered: *Offered fall semester only.*

NURS 200 - Fundamentals of Nursing
Credit(s): 3
Prerequisite(s): **NURS 198.**
Corequisite(s): NURS 200A, NURS 200S. If a student must withdraw from NURS 200, they must also withdraw from NURS 200A and NURS 200S.
This course introduces the student to basic nursing concepts. The emphasis is placed on scientific nursing practice, basic human needs, and the care of clients with diverse needs. Students are encouraged to examine issues central to contemporary nursing practice such as wellness, health promotion, disease prevention, effective communication, ethic and holistic approach to nursing care. The nursing process is the organizing framework for the care provided to meet human needs. Students will develop a strong baseline of nursing knowledge and skills for future nursing practice. **Note**: Failure in the didactic component (grade less than B-) will result in repeating this course When Offered: *Offered spring semester only.*

NURS 200A - Fundamentals of Nursing Lab
Credit(s): 2
Prerequisite(s): NURS 198
Corequisite(s): NURS 200, NURS 200S. NURS 200A must be taken concurrently with NURS 200 and NURS 200S. If a student must withdraw from NURS 200A, they must also withdraw from NURS 200 and NURS 200S.
This course includes the lab experience that introduces the student to basic nursing concepts. The emphasis is placed on scientific nursing practice, basic human needs, and the care of clients with diverse needs. **Note**: Failure in the lab component will result in repeating this component and auditing NURS 200 When Offered: *Offered spring semester only.*

NURS 200S - Fundamentals of Nursing Clinical Experience and Clinical Simulation
Credit(s): 1
Prerequisite(s): NURS 198.
Corequisite(s): NURS 200, NURS 200A. NURS 200S must be taken concurrently with NURS 200 and NURS 200A. If a student must withdraw from NURS 200S, they must also withdraw from NURS 200 and NURS 200A.
This course includes the clinical simulation and clinical practicum that apply to basic nursing concepts. The emphasis is placed on scientific nursing practice, basic human needs, and the care of clients with diverse needs. The course contains a total of 60 clinical placement hours and 15 clinical simulation hours. **Note**: Failure in the clinical component will result in repeating this component and auditing NURS 200 When Offered: *Offered spring semester only.*

NURS 201 - Nursing Management of Wounds and Ostomy
Credit(s): 2
This course introduces the student to comprehensive acute and chronic wounds as well as ostomies. Assessment of the anatomy and physiology of skin, biochemical differences between acute and chronic wounds. The assessment and management of wound ostomies. Identifying risk factors, wound pain management as well as palliative wound care. An organized approach using evidence-based practice with focus on the principles of wound management and the many evolving treatment modalities.

NURS 202 - Nursing Management of Labs / Diagnostic Tests
Credit(s): 2
This nursing elective undergraduate course identifies key aspects of laboratory and diagnostic testing and incorporates them into the application of nursing practice. The course provides the who, what, when, and how of laboratory and diagnostic testing and connects them to clinical presentations, nursing interventions and nursing outcomes.

NURS 203 - Religious Issues in Healthcare
Credit(s): 2
There is growing evidence that a person's religious beliefs have a decided impact upon the health care decisions she or he makes. Hence, some health care professionals and ethics are beginning to advocate more attention be paid to the relationship between religion (spirituality) and health. In this course we will examine this thesis by looking at some of this advocacy as well as some problems that may arise from its implementation.

NURS 204 - Palliative Care Issues
Credit(s): 2
This course offers a focused learning experience for students to develop mindfulness, compassion, and skill in care of clients during life-threatening illness. Didactic and experiential methods will be used to teach students interested in the basic tenets of palliative care. The course focuses on personal/professional self-exploration related to the concepts of loss, grief, suffering, caring, hope, and spirituality. Intellectual discourse occurs in a caring environment that enables students to give and receive peer and faculty support. Nursing strategies address end-of-life care.

NURS 205 - Holistic Nurse Modalities
Credit(s): 2
With a focus on holism as the foundation of basic nursing theory and practice, this course emphasizes the theoretical and philosophical bases that support caring-healing approaches as essential to nursing. Students will explore the interrelatedness of caring, therapeutic presence, and holistic nursing practice. Students are encouraged to examine characteristics of self-care to facilitate personal and professional development. The interventions of relaxation and meditation are explored through guided group experience. Skills are developed in relation to caring-healing modalities.

NURS 206 - Conflict Resolution
Credit(s): 2
Conflict is a natural part of life. However, many people try to avoid conflict or respond to it in harmful ways. This course will teach students more constructive ways to resolve conflict. Students will be introduced to the theory and practice of creative conflict resolution, mutual problem solving, peer mediation and restorative discipline/justice in a context of theory informed holistic nursing. Students will explore primary prevention

strategies to help transform societal violence and promote a culture of respect through guiding constructive dialogue, reflection, and mutual problem solving.

NURS 207 - Domestic Violence and Substance Abuse
Credit(s): 2
This course focuses on the interplay between domestic violence and substance abuse and best-practice philosophies for working with domestic violence survivors and batterers in substance abuse treatment settings. Topics covered include the connection between substance abuse and domestic violence; crisis intervention and treatment planning for the survivor client; characteristics, profiles and treatment issues commonly faced when working with batterers; emotional and behavioral effects of violence on children; screening and assessment issues; and other legal/ethical considerations.

NURS 219 - Human Experience
Credit(s): 3
Students will explore the development of holistic caring-healing relationships with patients and families in a variety of settings. Ways of knowing, therapeutic communication, critical thinking and assessment will provide a context for providing holistic, evidence-based, and inter-professional care. The universal human experience of suffering, crisis, and loss will be examined in diverse developmental/age, gender, multicultural, and spiritual contexts. Dynamics of family, group, and community influences will be considered in the context of transcultural practices and holistic care. Students will be guided in values clarification between the nurse-client lived experience, and health-care professional and client, and theoretical concepts. The personal and professional development of the nurse will be strengthened through personal knowing, narrative, journaling, reflection and self-care.

NURS 220 - Pharmacology for Nurses
Credit(s): 2
Prerequisite(s): CHEM 160, CHEM 160A, NURS 367.
Corequisite(s): NURS 220A.
This course examines pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance and restoration of wellness in diverse individuals across the lifespan. Emphasis is on the principles of pharmacokinetics, pharmacodynamics and pharmacogenetics in the treatment of selected illnesses. The focus is on concepts of safe administration and monitoring the effects of pharmacotherapeutic agents. **Note:** Failure in didactic (grade less than B-) will result in repeating the course. When offered: *Offered spring semester only.*

NURS 220A - Pharmacology for Nurses Lab
Credit(s): 1
Prerequisite(s): CHEM 160, CHEM 160A, NURS 367.
Corequisite(s): NURS 220. If a student must withdraw from NURS 220A, they must also withdraw from NURS 220.
This course includes lab experiences that focus is on concepts of safe administration and monitoring the effects of pharmacotherapeutic agents. Students will participate in case studies and hands on experiences to enhance the understanding and knowledge by applying the content. **Note:** Failure in the lab component will result in repeating this component and auditing NURS 220 When Offered: *Offered spring semester only.*

NURS 222 – Pharmacology
Credit(s): 2.5

This course provides the nursing student with an introduction to pharmacology. The basic concepts of pharmacology, such as pharmacokinetics and pharmacodynamics, therapeutic and toxic effects, dosage calculations, drug testing and approval for major drug classifications are presented. The nursing process is used as a framework for presenting care of the patient as it relates to the drug and drug regimen. Clinically important drug interactions, contraindications, lifespan considerations, patient safety and patient teaching are integrated throughout the course.

NURS 226 - Parent-Child Nursing
Credit(s): 2
Prerequisite(s): NURS 200 and NURS 220.
Corequisite(s): NURS 226S.
This course focuses on evidence-based nursing care of those who are pregnant, parents and newborns. Information from liberal arts, information technology and all courses in the nursing curriculum are applied to parent child situations. Current therapies and interventions will be discussed and evaluated. Patient outcomes will be used to determine effectiveness of nursing care.
Note: Failure in this course (grade less than B-) will result in repeating this course when offered.

NURS 226S - Parent-Child Nursing Clinical Experience
Credit(s): 1
Prerequisite(s): NURS 200 and NURS 220.
Corequisite(s): NURS 226.
This course includes the clinical simulation and clinical practicum that apply the concepts of evidence-based nursing care of those who are pregnant, parents and newborns. The course contains a total of 60 hours. Note: If a student must withdraw from NURS 226S, they must also withdraw from NURS 226.
Failure in the clinical component will result in repeating this component and auditing NURS 226 when offered

NURS 227 - Pediatric Nursing
Credit(s): 2
Prerequisite(s): NURS 200 and NURS 220.
Corequisite(s): NURS 227S- 60 hr-1 cr.
This course focuses on evidence-based nursing care of infants, children, and adolescents. Information from liberal arts, information technology and all courses in the nursing curriculum are applied to pediatric situations. Current therapies and interventions will be discussed and evaluated. Patient outcomes will be used to determine effectiveness of nursing care.
Note: Failure in this course (grade less than B-) will result in repeating this course when offered.

NURS 227S - Pediatric Clinical Experience
Credit(s): 1
Prerequisite(s): NURS 200 and NURS 220.
Corequisite(s): NURS 227 .
This course includes the clinical simulation and clinical practicum that apply the concepts of evidence-based nursing care of infants, children, adolescents and their families. The course contains a total of 60 clinical placement hours.
Note: If a student must withdraw from NURS 227S, they must also withdraw from NURS 227.
Failure in the clinical component will result in repeating this component and auditing NURS 227 when offered.

NURS 240 - Medical Surgical Nursing I Lecture
Credit(s): 3
Prerequisite(s): NURS 200, NURS 220
Corequisite(s): NURS 240S and NURS 240A. If a student must withdraw from NURS 240, they must also withdraw from NURS 240S and NURS 240A.

This course focuses on human behaviors and alterations in those behaviors. Using theories to understand behaviors as well as communication and therapeutic use of self, students have the opportunity to learn in the didactic setting.
Note: Failure in the didactic component (grade less than B-) will result in repeating this course When Offered: *Offered spring semester only.*

NURS 240A - Medical Surgical I Nursing Lab
Credit(s): 1
Prerequisite(s): NURS 200, NURS 220
Corequisite(s): NURS 240, NURS 240S. If a student must withdraw from NURS 240A, they must also withdraw from NURS 240 and NURS 240S.
This course includes the lab experiences that apply the concepts of evidence-based nursing care of adults. Students will participate in case studies and hands on experiences to enhance the understanding and knowledge by applying the content. **Note:** Failure in the lab component will result in repeating this component and auditing NURS 240 When Offered: *Offered spring semester only.*

NURS 240S - Medical Surgical Nursing I - Simulation Lab
Credit(s): 2
Prerequisite(s): NURS 200, NURS 220
Corequisite(s): NURS 240S and NURS 240A. If a student must withdraw from NURS 240, they must also withdraw from NURS 240S and NURS 240A.
This course includes the clinical practicum and clinical simulation experiences that apply the concepts of evidence-based nursing care of adults. The course contains a total of 120 clinical placement hours and 30 clinical simulation hours. **Note:** Failure in the clinical component will result in repeating this component and auditing NURS 240. When Offered: *Offered in spring semester only.*

NURS 241 - Medical Surgical Nursing II
Credit(s): 3
Prerequisite(s): NURS 240.
Corequisite(s): NURS 241A, NURS 241S. If a student must withdraw from NURS 241, they must also withdraw from NURS 241A and NURS 241S.
This course continues to focus on evidence-based nursing care of adult and geriatric clients. Information from liberal arts, information technology and all courses in the nursing curriculum are applied to complicated medical-surgical situations. Current therapies and interventions will be discussed and evaluated. Patient outcomes are used to determine effectiveness of nursing care. **Note:** Failure in didactic (grade less than B-) will result in repeating this course When Offered: *Offered fall semester only.*

NURS 241A - Medical Surgical Nursing II Lab
Credit(s): 1
Prerequisite(s): NURS 240.
Corequisite(s): NURS 241, NURS 241S. If a student must withdraw from NURS 241A, they must also withdraw from NURS 241 and NURS 241S.
This course includes the lab experiences that apply the concepts of evidence-based nursing care of adults. Students will participate in case studies and hands on experiences to enhance the understanding and knowledge by applying the content. **Note:** Failure in the lab component will result in repeating this component and auditing NURS 241 When Offered: *Offered fall semester only.*

NURS 241S - Medical Surgical Nursing II – Simulation
Credit(s): 2
Prerequisite(s): NURS 240.
Corequisite(s): NURS 241, NURS 241A. If a student must withdraw from NURS 241S, they must also withdraw from NURS 241 and NURS 241A.
This course includes the clinical practicum and clinical simulation experiences that apply the concepts of evidence-based nursing care of adults. The course contains a total of 120 clinical placement hours and 30 clinical simulation hours. **Note:** Failure in the clinical component will result in repeating this component and auditing NURS 241 When Offered: *Offered fall semester only.*

NURS 250 - Psychiatric & Mental Health Nursing
Credit(s): 2.5
Prerequisite(s): NURS 200, NURS 220
Corequisite(s): NURS 250S. If a student must withdraw from NURS 250, they must also withdraw from NURS 250S.
This course focuses on human behaviors and alterations in those behaviors. Using theories to understand behaviors as well as communication and therapeutic uses in caring for patients in need of mental health and in mental health settings. **Note:** Failure in the didactic component (grade less than B-) will result in repeating this course When Offered: *Offered spring semester only.*

NURS 250S - Psychiatric and Mental Health Nursing - Clinical Experience and Clinical Simulation
Credit(s): 1.5
Prerequisite(s): NURS 200, NURS 220
This course includes the clinical simulation and clinical practicum that apply to human behaviors and alterations in those behaviors. The course contains a total of 90 clinical placement hours and 24 clinical simulation hours. **Note:** Failure in the clinical component will result in repeating this component and auditing NURS 251. When Offered: *Offered spring semester only.*

NURS 251 - Community Health Nursing: Advocacy for Population Health.
Credit(s): 4
Prerequisite(s): NURS 200, NURS 220
Corequisite(s): NURS 251S. If a student must withdraw from NURS 251, they must also withdraw from NURS 251S.
This course emphasizes advocacy of populations and addresses issues, trends, and patterns of health at local, national and international levels. By doing a thorough community assessment at assigned clinical sites, students will identify community problems and concerns. In collaboration with key persons at their clinical site, students will plan, implement, and evaluate an intervention specific to their clinical community. Nursing activities that promote the health of populations and that advocate for the marginalized will be stressed. Theories and principles of public health national policy and public health nursing will be analyzed and incorporated in both the didactic and clinical components of the course. **Note:** Failure in the didactic component (grade less than B-) will result in repeating this course When Offered: *Offered spring semester only.*

NURS 251S - Community Health Nursing: Advocacy for Population Health - Clinical Experience and Clinical Simulation.
Credit(s): 2
Prerequisite(s): NURS 200, NURS 220.
Corequisite(s): NURS 366, NURS 251. If a student must withdraw from NURS 251S, they must also withdraw

from NURS 251.
This course includes the clinical simulation and clinical practicum that apply to community problems and concerns. The course contains a total of 120 clinical placement hours and 30 clinical simulation hours.
Note: Failure in the clinical component will result in repeating this component and auditing NURS 251 When Offered: *Offered spring semester only*

NURS 260 – Foundations
Credit(s): 2.5
This course introduces students to the concepts of professional nursing practice using a patient centered, caring-healing focus. Students will utilize the knowledge, attitudes, and therapeutic intervention skills necessary for the delivery of professional nursing care for health promotion and disease prevention of individual patients in selected health care environments and the community. Students will gain an understanding of the concepts of holism and caring within an evidence-based ethical framework. Laboratory and clinical experiences will facilitate the development of therapeutic communication and beginning critical thinking and clinical reasoning skills.

NURS 260S - Foundations Synthesis
Credit(s): 2
This course introduces students to the concepts of professional nursing practice using a patient centered, caring-healing focus. Students will utilize the knowledge, attitudes, and therapeutic intervention skills necessary for the delivery of professional nursing care for health promotion and disease prevention of individual patients in selected health care environments and the community. Students will gain an understanding of the concepts of holism and caring within an evidence-based ethical framework. Laboratory and clinical experiences will facilitate the development of therapeutic communication and beginning critical thinking and clinical reasoning skills.

NURS 261 - Ethics in Healthcare
Credit(s): 3
Ethics is an integral part of healthcare practice and has always involved respect and advocacy for the rights and needs of patients regardless of setting. Honesty and acting ethically are two key elements of professional behavior, which have a major impact on patient safety. This course provides a foundation on ethics with emphasis on the importance of ethics in a caring and healing framework. 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 healthcare informatics. Students will develop skills in presenting well-reasoned arguments to participate in inter-professional ethics collaboration and decision making.

NURS 262S - Nursing Care of Women Synthesis
Credit(s): 1
This is the clinical component to NURS 328. This course prepares the student for nursing practice throughout the life cycle of women and the neonate, in the context of their respective families. The focus of this course is on the physiologic, pathologic, social and cultural issues that impact women during different stages of the life cycle. During the childbearing period, the course will address not only those issues that impact this particular stage of the life-cycle, but also roles and relationships within the family and with the newborn. Plans for nursing interventions emphasize the holistic nature of woman's health, patho-physiological concepts and therapeutic nutrition, for both the woman and the newborn. In this synthesis course the student's learning is enhanced through simulations, group discussions, case studies, clinical assessments and teaching plans.

NURS 264 - Nursing Pharmacology
Credit(s): 2.5
Prerequisite(s): BIOL 130 minimum grade of B-, BIOL 130A minimum grade of B-, BIOL 131 minimum grade of B-, BIOL 131A minimum grade of B-, CHEM 160 minimum grade of B-, CHEM 160A minimum grade of B-, BIOL 265 minimum grade of B-, BIOL 265A minimum grade of B-, BIOL 117 minimum grade of B-, MATH 117 minimum grade of B-, PSYN 101 minimum grade of B-.
The general principles of pharmacology, therapeutic uses, mechanisms of action, biotransformation, dosage range, side effects, adverse drug reactions, and drug interactions of each class of drugs, and of selected drugs in each classification will be presented. Emphasis is upon the interaction of client systems and pharmacological agents. The lab component involves a practical application of the general principles of pharmacology, emphasizing the requisite techniques of med-math computation, medication administration, and documentation.

NURS 264A - Dosage Calculations
Credit(s): .5
Prerequisite(s): BIOL 130 minimum grade of B- , BIOL 130A minimum grade of B-, BIOL 131 minimum grade of B-, BIOL 131A minimum grade of B-, CHEM 160 minimum grade of B-, CHEM 160A minimum grade of B-, BIOL 265 minimum grade of B-, BIOL 265A minimum grade of B-, BIOL 117 minimum grade of B-, MATH 117 minimum grade of B-, PSYN 101 minimum grade of B-.
A practical application of pharmacology, emphasizing the requisite techniques of med-math computation and medication administration.

NURS 280 - Medical Surgical Nursing 3
Credit(s): 4
This course prepares the student to care for a diverse, multicultural population of young, middle and older adults with increasingly complex acute and/or chronic health alterations, within a caring-healing framework. This is the third course in a three course sequence. Course content will include Bioterrorism, Trauma, ESRD, ESLF, Pancreatitis, Cardiac related events, Shock, HIV, AIDs, Cancer, DKA, Burns related pathophysiology content, to allow the student to better synthesize scientific theory, ways of knowing nursing, and nursing practice. Using a holistic approach, students collaborate with the interprofessional team to develop a comprehensive plan of care. This professional nursing care is based on respective nursing diagnoses, and the provision of safe, ethical, evidenced-based nursing interventions that supports the client and family to meet personal health goals.

NURS 280S - Medical Surgical Nursing 3 Synthesis
Credit(s): 2
This course is the clinical component to NURS 280. Students will have hands on experiences and care for a diverse, multicultural population of young, middle and older adults with increasingly complex acute and/or chronic health alterations, within a caring-healing framework. This is the third course in a three course sequence. Using a holistic approach, students collaborate with the interprofessional team to develop a comprehensive plan of care. This professional nursing care is based on respective nursing diagnoses, and the provision of safe, ethical, evidenced-based nursing interventions that supports the client and family to meet personal health goals.

NURS 319 - Nurse as a Healer
Credit(s): 1
With a focus on holism as the foundation of basic nursing theory and practice, this course emphasizes the

theoretical and philosophical bases that support caring-healing approaches as essential to nursing. Students will explore the interrelatedness of caring, therapeutic presence, and holistic nursing practice. Students are encouraged to examine characteristics of self-care to facilitate personal and professional development. The interventions of relaxation and meditation are explored through guided group experience. Skills are developed in relation to caring-healing modalities and the therapeutic use of self.

NURS 328 - Nursing Care of Women Life Cycle
Credit(s): 2
This course prepares the student for nursing practice throughout the life cycle of women and the neonate, in the context of their respective families. The focus of this course is on the physiologic, pathologic, social and cultural issues that impact women during different stages of the life cycle. During the childbearing period, the course will address not only those issues that impact this particular stage of the life-cycle, but also roles and relationships within the family and with the newborn. Plans for nursing interventions emphasize the holistic nature of woman's health, patho-physiological concepts and therapeutic nutrition, for both the woman and the newborn. In the synthesis courses the student's learning is enhanced through simulations, group discussions, case studies, clinical assessments and teaching plans.

NURS 361 - Contemporary Concepts in Professional Nursing
Credit(s): 3
This course provides the history and contemporary issues in nursing and their impact on current nursing practice. Additionally, this course addresses student transition into the role of baccalaureate nurse, which consists of professional standards of moral, ethical, and legal conduct.

NURS 362 - Transcultural Nursing
Credit(s): 3
Prerequisite(s): **None**
This course examines cultural aspects of health care. Transcultural issues include (but are not limited to) culture, religion, socioeconomic status, gender and sexual orientation. Examination of cultures includes the understanding that each encounter includes at least 3 cultures: that of nursing, the institution, and the client. An emphasis is placed on recognizing contemporary challenges and developing skills needed for the practice of professional nursing. Students develop the knowledge needed to provide culturally appropriate care. (only required for some RN to BS completion students)

NURS 363 - Nursing Research for Evidence-Based Professional Nursing
Credit(s): 3
Prerequisite(s): MATH 117 or NURS 371.
This course focuses on the research process in nursing as a component of evidence-based nursing practice. Students explore the research process and critique research studies for quality and application to professional nursing practice.

NURS 364 - Nursing Informatics
Credit(s): 3
This course examines information management and technological advances for practice of professional nursing care. The history of nursing informatics, health care information systems, patient privacy and financial considerations are examined. This course explores future directions in computerized integrated health care delivery system for the future.

NURS 365 - Introduction to Health Policy
Credit(s): 3
This course provides an overview of health policy and health economics. The legislative process and its impact on the development of policy at the local, state and national level will be discussed. Health economics are explored through discussions of financing. Students examine public and private payers both for-profit and not-for-profit. Uninsured and underinsured as well as impact of social class and culture as examined. International health policy and economics are discussed as a point of comparison and contrast. Key health policy issues are explored.

NURS 366 - Leadership and Management (cc)
Credit(s): 3
This course examines leadership concepts in the health care delivery system. Theories regarding leadership, management, power, chaos, change, influence, delegation, communication and empowerment are analyzed. Strategies for effective multidisciplinary collaboration are explored. Learning activities are directed toward the professional nurse's development in developing power and expanding one's sphere of influence.

NURS 367 - Pathophysiology and Clinical Reasoning for Nursing
Credit(s): 3
Basic principles and processes are introduced early in the course, including descriptions of cellular biology; genes and genetic diseases; forms of cell injuries; fluids and electrolytes and acids and bases; immunity; and tumor biology. Knowledge of these processes is applied to the pathophysiology of common diseases. The presentation of each disease/disorder entity includes relevant risk factors, pathophysiology, clinical manifestations and a brief review of treatment. Clinical reasoning will be augmented by applying models for nursing clinical judgment to clinical case studies.

NURS 368 - (RN-BS Completion and RN-BS-MS Programs): Health Assessment and Health Promotion
Credit(s): 3
This course focuses on health assessment and health promotion. Students will develop the health assessment skills necessary for professional nursing practice. Weekly readings allow the student to synthesize theory and practice. Health promotion and disease prevention strategies are analyzed for use with various populations. Barriers to health communication are explored and students examine the issues that affect health behaviors. Case study methods are used.

NURS 371 - Statistics for Nurses
Credit(s): 3
Prerequisite(s): MATH 116.
This course is an introduction to the major statistical methods used in summarizing, understanding and interpreting numerical data and research in nursing practice. The course covers a full range of descriptive and inferential statistics including: frequency distributions; measures of central tendency and variability; probability theory; the normal curve model; correlation; and a wide range of statistical tests such as the T test, F test, analysis of variance, and Chi-square.

NURS 382 - Leadership and Management Synthesis
Credit(s): 3
This is the clinical component to NURS 366. Students collaborate with preceptors, mentors, clinical faculty, and the interprofessional team in a variety of clinical settings for development of critical thinking, decision-making, and evidence-based, ethical, and holistic skills, advocacy, organizational knowledge, and leadership

and management applications. Focus is on professional role development, including case management, interprofessional collaboration and communication, coordination, and evaluation of care. Participation in professional role development, legislative activity, and policy activities will enhance analytical, clinical leadership, and organizational knowledge and skills. Organizational structures, including computerized and technological applications, power, influence, authority, and decision-making structures, delegation, and conflict management will be explored.

NURS 397 - Independent Study in Nursing
Credit(s): 1-3
This course allows students to pursue an area of research or clinical practice. Permission of program director or designee required.

NURS 401 - (RN-BS Completion and RN-BS-MS Programs): Community Health Nursing: Advocacy for Population Health
Credit(s): 6
4 lecture hours, 2 credit hours of clinical practicum
Prerequisite(s): Must take at least three of the following courses at Mercy College: NURS 361, NURS 362, NURS 363, NURS 364, NURS 365, NURS 366, NURS 367, NURS 368, or NURS 371.
This course emphasizes advocacy of populations and addresses issues, trends, and patterns of health at local, national and international levels. By doing a thorough community assessment at assigned clinical sites, students will identify community problems and concerns. In collaboration with key persons at their clinical site, students will plan, implement, and evaluate an intervention specific to their clinical community. Nursing activities that promote the health of populations and that advocate for the marginalized will be stressed. Theories and principles of public health national policy and public health nursing will be analyzed and incorporated in both the didactic and clinical components of the course. This course includes 135 clinical hours.

NURS 413 - Mental Health Nursing
Credit(s): 3
This course prepares students to provide nursing care for the psychiatric mental health of individuals, families, and groups in a variety of settings. The focus is on the concept of psychiatric mental health and manifestation of mental illness. Using a holistic framework, psychosocial, biophysical, maturational, and cultural influences on mental health and illness are examined. Therapeutic strategies from nursing and other mental health disciplines will be examined.

NURS 413S - Mental Health Nursing Synthesis
Credit(s): 2
Students apply theoretical concepts of psychiatric/mental health nursing in selected clinical settings. These settings include agencies and community settings that service persons with psychiatric mental health care needs.

NURS 416 - Nursing Care of Children
Credit(s): 2
This course prepares the student for nursing practice with children within the context of their respective families. The course will address physiologic issues of the lifecycle, roles and relationships within the family. The focus of the child-rearing period will be to address families with children from birth through adolescence. Throughout the course, two hours of child abuse prevention and mandatory reporting will be discussed. The

course will address children with acute and chronic health conditions and psychosocial changes that occur during childhood. Within the caring-healing framework, using an inter-professional structure, students develop a plan of care with evidence-based nursing interventions. There is an emphasis on the multi-cultural, holistic nature of clients and their families in the community and the global healthcare system. Through the use of discussions of case studies, and clinical assessments, appropriate care plans are developed for use in the synthesis course.

NURS 416S - Care of Children Synthesis
Credit(s): 2
This is the clinical component to NURS 416 . This clinical course prepares the student for nursing practice with children within the context of their respective families. The course will address physiologic issues of the lifecycle, roles and relationships within the family. The focus of the child-rearing period will be to address families with children from birth through adolescence. The course will address children with acute and chronic health conditions and psychosocial changes that occur during childhood. Within the caring-healing framework, using an inter-professional structure, students develop a nursing plan of care with evidence-based nursing interventions. There is an emphasis on the multi-cultural, holistic nature of clients and their families in the community and the global healthcare system. Through the use of discussions of case studies and clinical assessments appropriate care plans are developed for in this synthesis course.

NURS 424 - Senior Integrative Seminar I
Credit(s): 1
This course offers a focused learning experience for students to develop mindfulness, compassion, and skill in care of clients during life threatening illness. Didactic and experiential methods will be used to teach students the basic tenets of palliative care. The course focuses on personal/professional self-exploration related to the concepts of loss, grief, suffering, caring, hope, and spirituality. Intellectual discourse occurs in a caring environment that enables students to give and receive peer and faculty support. Nursing care strategies that address client/family centered end of life care and community/family resources are emphasized.

NURS 426 - Nursing and the Community
Credit(s): 3
Students will analyze the standards and principles of community/public health nursing focusing on the care of the individuals, families, aggregates, and population in the community. Epidemiologic, environmental, cultural, spiritual, sociopolitical, legal-ethical, public policy and professional aspects of community/public health nursing are discussed. Global health issues and advocacy for vulnerable population are examined. Genomics will be incorporated with an overview of current research. The multidimensional role of the nurse including the case manager, advocate, leader, and change-agent is explored within caring-healing framework and using an inter-professional model for delivery of health care. Informatics will be used in assessing population health, evidence-based practice, and research processes. Strategies for community-based interventions and community partnerships will be evaluated. Population-focused practice will be articulated through reflective learning, critical thinking, and ways of knowing.

NURS 426A - Comm Aggregate Fieldwork
Credit(s): 0
This is a required course for students enrolled in NURS 426 and NURS 426S. It is designed to group students together to complete the projects / assignments associated with these courses.

NURS 426S - Nursing and Community Synthesis
Credit(s): 2
This is the clinical component to NURS 426. Students will provide hands on care in community health settings with the focus of care of the individuals, families, aggregates, and population in the community. Population-focused practice will be articulated through reflective learning, critical thinking, and ways of knowing.

NURS 434 - Senior Integrative Seminar II
Credit(s): 1
This course offers a focused learning experience for students to develop mindfulness, compassion, and skill in care of clients during life threatening illness. Didactic and experiential methods will be used to teach students the basic tenets of palliative care. The course focuses on personal/professional self-exploration related to the concepts of loss, grief, suffering, caring, hope, and spirituality. Intellectual discourse occurs in a caring environment that enables students to give and receive peer and faculty support. Nursing care strategies that address client/family centered end of life care and community/family resources are emphasized.

Occupational Therapy Assistant

No student may take an occupational therapy assistant course without first being admitted to the program.

OCTR 201 - Occupational Therapy Practice for the Assistant: An Overview (cc)
Credit(s): 3
The foundations of the practice of occupational therapy will be explored via didactic and activity-based learning. Areas discussed include the history of the profession, occupational therapy philosophy, scope of practice, ethics, standards of practice and the Occupational Therapy Framework as well as cultural diversity and its impact on health care. Role delineation between the occupational therapy assistant and the occupational therapist are defined and students are introduced to the concept of professionalism. *Offered in fall semester only.*

OCTR 203 - Occupational Therapy Practice for the Assistant: Therapeutic Modalities I
Credit(s): 3
Prerequisite(s): OCTR 201, OCTR 204 (for part-time OTA students).
Corequisite(s): OCTR 201, OCTR 204, OCTR 260 (for full-time OTA students).
A practicum in the most current treatment modalities and standardized testing measurements commonly used with children and adolescents to ameliorate dysfunction and maximize occupational performance in play, school, self-care skills, leisure activities and social participation. *Offered in fall semester only.*

OCTR 204 - Occupational Therapy Practice for the Assistant: Medical Conditions
Credit(s): 3
Prerequisite(s): BIOL 130/BIOL 130A.
Corequisite(s): OCTR 201, OCTR 203, OCTR 260 (for full-time OTA students).
This course focuses on developing an understanding of the basic medical conditions affecting individuals throughout their life-span. Medical conditions are examined from the perspective of pediatrics, adolescence, adulthood and maturity over the course of the semester from the perspective of the occupational therapy assistant. These medical conditions are examined from the point of view of how they affect occupational performance and how occupational therapy intervention may improve the function and quality of life of the client. *Offered in fall semester only.*

OCTR 206 - Occupational Therapy Practice for the Assistant: Therapeutic Modalities II
Credit(s): 3
Prerequisite(s): OCTR 201, OCTR 203, OCTR 204, OCTR 218, OCTR 260.
Corequisite(s): OCTR 207, OCTR 214, OCTR 218.
A practicum in the most current treatment modalities and standardized testing measurements commonly used with adults and the elderly to ameliorate dysfunction and maximize occupational performance in rest and sleep, social participation, work, leisure, and activities of daily living. *Offered in spring semester only.*

OCTR 207 - Occupational Therapy Practice for the Assistant: Synopsis
Credit(s): 3
Prerequisite(s): OCTR 201, OCTR 203, OCTR 204, OCTR 218, OCTR 260.
Corequisite(s): OCTR 206, OCTR 214, OCTR 218.
Concepts relevant to the operation of occupational therapy services will be explored via didactic and activity-based learning as well as through independent group and individual resource review. Topics included in this

course are: evidence based treatment; human resource functions; program evaluation and quality improvement. In addition, management and leadership theory and legal issues will be addressed. Students will also gain valuable information about regulatory agencies, professional organizations, research and wellness. *Offered in spring semester only.*

OCTR 209 - Occupational Therapy Practice for the Assistant: Advanced Clinical Education I
Credit(s): 3 per fieldwork
Prerequisite(s): OCTR 201, OCTR 203, OCTR 204, OCTR 206, OCTR 207, OCTR 214, OCTR 218, OCTR 260.
Supervised full time internships in various clinical and community settings following the completion of all Occupational Therapy Assistant Program didactic coursework. *Semester offered depends on fieldwork site placement.*

OCTR 209A - Clinical Hours
Credit(s): 3
Students enrolled in this no cost course while registered for their first Level II fieldwork experience.

OCTR 210 - Occupational Therapy Practice for the Assistant: Advanced Clinical Education II
Credit(s): 3 per fieldwork
Prerequisite(s): OCTR 201, OCTR 203, OCTR 204, OCTR 206, OCTR 207, OCTR 214, OCTR 218, OCTR 260.
Supervised full time internships in various clinical and community settings following the completion of all Occupational Therapy Assistant Program didactic coursework. *Semester offered depends on fieldwork site placement.*

OCTR 210A - Clinical Hours
Credit(s): 3
Students enrolled in this no cost course while registered for their first Level II fieldwork experience.

OCTR 211 - Professional Development Seminar
Credit(s): 1
Prerequisite(s): OCTR 201, OCTR 203, OCTR 204, OCTR 206, OCTR 207, OCTR 209, OCTR 214, OCTR 218, OCTR 260.
Corequisite(s): OCTR 210
This course focuses on the development of professional behaviors including professional communication skills with clients, colleagues, other health providers, and the public. In addition, students will master skill development in case study, intervention planning and occupational therapy interventions in relation to different health care settings being able to carry out entry-level OTA responsibilities.

OCTR 214 - Occupational Therapy Practice for the Assistant: Adulthood and Maturity
Credit(s): 6 + 1 (Fieldwork I.)
Prerequisite(s): OCTR 201, OCTR 203, OCTR 204, OCTR 218, OCTR 260.
Corequisite(s): OCTR 206, OCTR 207, OCTR 218.
The study of the developmental stages of adulthood and maturity. This course addresses the normal aging process, the health-related disorders commonly associated with these stages and the roles of the occupational therapy assistant in serving adults and the elderly in order to achieve maximum independence in occupational performance. One credit is given to Fieldwork I placement. *Offered in spring semester only.*

OCTR 218 - Occupational Therapy Practice for the Assistant: Interaction Skills
Credit(s): 3
Through experiential and didactic learning, this course will explore human interaction from solitary activities, simple one-to-one experiences and group experiences. *Offered in spring semester only.*

OCTR 260 - Occupational Therapy Practice for the Assistant: Childhood and Adolescence
Credit(s): 6 + 1 (Fieldwork I.)
Prerequisite(s): OCTR 201, OCTR 204 (for part-time OTA students).
Corequisite(s): OCTR 201, OCTR 203, OCTR 204 (for full-time OTA students).
The study of the developmental stages of childhood and adolescence. This course addresses the normal aging process, the health-related disorders commonly associated with these stages and the roles of the occupational therapy assistant in serving pediatric and adolescent clients in order for them to achieve maximum independence in occupational performance. One credit is given to Fieldwork I placement. *Offered in fall semester only.*

Paralegal Studies

For Legal Studies majors, LAWS 130 is a Prerequisite or co-requisite for all PARA courses numbered 202 or above or consent of program director. ENGL 111 or the equivalent is a Prerequisite for all PARA courses numbered 300 or above.

All courses listed under this section are Legal Specialty courses as defined by the Guidelines of the Standing Committee on Paralegals of the American Bar Association.

PARA 201 - Family Law}
Credit(s): 3
This course will survey the law, procedures and documents involved in a domestic relations law practice. Areas covered: cohabitation; marriage; divorce and separation; maintenance; equitable distribution; family offenses. (Previously Titled: Domestic Relations Law).

PARA 202 - Business Organizations
Credit(s): 3
This course trains the student to manage the practical aspects of business organizations. A review of the lawyer's role in the formation of business entities with a survey of the fundamental principles of law applicable to each entity and the preparation of the documents necessary to the organization and operation of each.

PARA 206 - Substantive Law and Document Drafting
Credit(s): 3
Prerequisite(s): LAWS 130 and ENGL 111
This course will introduce the student to the law of torts, agency, contracts, commercial transactions, tax and bankruptcy. The student will learn how legal documents are structured and the art of drafting them, and will draft documents pertinent to the substantive areas of law covered in this course. Additional course fee may apply.

PARA 260 - Legal Research and Writing I
Credit(s): 3
Prerequisite(s): LAWS 130 and ENGL 111
An introduction to the study of law that acquaints the students with an analysis and synthesis of cases and other legal materials. The course develops research techniques and basic writing skills designed to put the law into a usable form. The students will develop a familiarity with various methods of legal research including indexes, digests, Shepard's citations, encyclopedias and the West Key Number System.

PARA 295 - Contemporary Issues
Credit(s): 3
A discussion of current topics concerning the paralegal profession: elder law; workmen's compensation laws; securities law; use of computers; and legislative updates. Specific topics to be covered will be announced by the department.

PARA 300 - Legal Research and Writing II
Credit(s): 3
Prerequisite(s): PARA 260

An in-depth study of legal research and writing which prepares a student to develop a mastery of legal writing techniques. The student will learn to prepare and draft various legal documents including law office and trial memoranda, a trial court brief and an appellate brief. Additional course fee may apply. (Previously Numbered: PARA 200.)

PARA 301 - Real Property and Mortgages
Credit(s): 3
This course will study the practical aspects involving conveyance from the drafting of purchase and sale agreements to the passing of papers; mechanics of the title examination; the preparation of documents for mortgages, foreclosures, recordings and closings. In addition, attention will be given to the substantive law relating to the ownership, sale, leasing, financing and government regulation of real property. Additional course fee may apply.

PARA 302 – Litigation
Credit(s): 3
Prerequisite(s): LAWS 130
This course offers a basic working knowledge in handling civil litigation. Special emphasis will be placed upon the CPLR covering such topics as organization and jurisdiction of the civil courts of New York; the methods of commencing a lawsuit; the concept of venue; the content, form and use of pleadings; the form, uses and procedures commencing motion practice under the CPLR; the pre-trial procedures including bills of particulars and various disclosure devices; the method of placing a matter on the trial calendar and post-trial procedures. Additional course fee may apply.

PARA 303 - Probate, Estates, and Trusts
Credit(s): 3
This course offers an in-depth analysis of all aspects of handling estates in the Surrogate's Court in New York State, including the preparation and filing of the necessary documents with the court and the appropriate taxing authorities. Moreover, the student will be introduced to the basic conceptual aspects of estates and trust law covering such topics as the law of wills, family rights, perpetuities, fiduciary powers, guardians and accountings.

PARA 380 - Workplace Experience in Paralegal Studies I
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Paralegal Studies include attorneys' offices, courts and governmental offices, and bar associations. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required.

PARA 381 - Workplace Experience in Paralegal Studies II
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Paralegal Studies include attorneys' offices, courts and governmental offices, and bar associations. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required.

PARA 400 - Law Office Management
Credit(s): 3
Prerequisite(s): PARA 206.
The student will learn how a law office is organized and managed, and will study the impact of the automation revolution on the operation of the law office. The course will also focus on the importance of preventing malpractice, conflict of interest and other ethical issues that arise in day to day law office situations. The use of software tutorials will be included in this course. Additional course fee may apply.

PARA 410 - Advanced Seminar in Paralegal Studies
Credit(s): 3
Prerequisite(s): PARA 206, PARA 300.
This course is the capstone course for paralegal majors that will assist the student in integrating his/her knowledge of ethical issues, theoretical concepts with the practical applications of legal research, legal writing and document drafting. Each student will be challenged to take the skills that he/she has learned throughout the Paralegal Studies major and apply them to assignments presented by the faculty that simulate law office situations. Additional course fee may apply.

Philosophy

PHIL 102 - Introduction to Philosophy
Credit(s): 6 credits for students who began the program prior to Spring 2019 / 3 credits for students who began the program in Spring 2019
This seminar introduces both the nature of philosophy and philosophical thinking. Students learn to understand how philosophy and the questions philosophers pose are significant and meaningful to their everyday lives. Through readings of great past and contemporary philosophers, students focus on the major areas of philosophical inquiry: Epistemology - what is knowledge and truth? What can we know?; Ethics - What is freedom? What is our moral responsibility to one another? What is Metaphysics? What kinds of things are there in the universe? *Only open to students in the B.A. Liberal Arts and Sciences program.*

PHIL 110 - Introduction to Philosophy
Credit(s): 3
An introduction to philosophy through readings of contemporary and historical philosophers, with focus on major issues in metaphysics, the theory of knowledge, and ethics.

PHIL 112 - Logical Thinking
Credit(s): 3
Prerequisite(s): Placement at the ENGL 110 level or higher.
An introduction to logic, both deductive and inductive, with emphasis on ways logic is most commonly useful: identification of arguments in context; common fallacies in argument; deduction and validity; categorical propositions and their interpretation; categorical syllogism in standard form and its interpretation; disjunctive and hypothetical syllogisms and other common argument forms; the nature of inductive argument; reasoning from analogy; Mill's canons; scientific method.

PHIL 115 - Philosophy of Ethics
Credit(s): 3
This course is an introduction to the philosophical study of morality, including theories of right and wrong behavior, theories of value (goodness and badness), and theories of virtue and vice. This course will provide familiarity with the primary questions addressed within moral philosophy and the most influential answers given by well-known philosophers. In addition, through addressing particular ethical issues, this course is designed to help students develop their abilities to read, explicate, analyze, and evaluate philosophical literature, write and express themselves well about their own ethical positions, and think critically and analytically about ethical issues. *Only open to students in the B.A. Liberal Arts and Sciences program.*

PHIL 205 - Philosophy Through Film
Credit(s): 3
This course is an investigation of philosophy through the popular medium of motion pictures. Movies often contain philosophical themes and even make philosophical arguments. In this course students will watch various films that illustrate or comment on philosophical ideas, problems, questions and theories. They will also read philosophical texts that influenced the films or comment on them. We will consider the ways in which these films embody one of the philosopher's favorite tools of inquiry, the thought experiment, and how the way in which ideas are explored through film can help us in making progress in understanding the issues they present.

PHIL 207 - Business Ethics
Credit(s): 3
This course examines ethical questions that arise in business and professional activity, such as consumer protection, employee benefits, environmental policies, and corporate responsibilities. Students identify appropriate ethical theories and apply them to the case study approach in considering ethical questions and in critiquing contemporary solutions.

PHIL 213 - Philosophy of the Arts
Credit(s): 3
This course is an introduction to philosophy of the arts, with an emphasis on general philosophical issues about art, and particular issues as arise for art forms such as music, design, literature, and cinema. Students will formulate, defend, and critique arguments and theoretical positions in philosophy of art, and the ability to think critically about abstract issues concerning the arts.

PHIL 294 - Live Issues in Philosophy
Credit(s): 3
An investigation of some topic of philosophical interest under current discussion; topic(s) are announced specifically when the course is offered.

PHIL 299 - Honors Topics in Philosophy
Credit(s): 3
Cross-Listed With: HONR 299
Prerequisite(s): ENGL 111 or ENGL 191 and CINQ 101 or CINQ 190
This course explores a current topic in the field of philosophy as determined by the instructor. Possible themes include The Nature of Persons, Faith & Reason, and Transformative Experiences, and will be advertised to honors students before registration. No background in the disciplinary content is necessary, but students should expect increased academic rigor befitting an honors course. *This course fulfills the Ethical Perspectives general education requirement.*

PHIL 303 - The Enlightenment
Credit(s): 3
Prerequisite(s): ENGL 111
This course covers the period of the Enlightenment in Europe, 1680-1789. Particular attention is paid to the ideas of philosophers of this period and how their work influenced the state, society, and culture.

PHIL 317 - Perspectives on Death
Credit(s): 3
Cross-Listed With: PSYN 317
An interdisciplinary approach to death as known and unknown phenomenon: what science can tell us about death; what philosophers have said about death; recent research on needs of the dying person, bereavement experiences of survivors, and children's understanding of death; significance of death as it relates to human dignity and autonomy.

PHIL 397 - Independent Study in Philosophy
Credit(s): 1-3
Readings and research individually arranged with an instructor.

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*.

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
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
This course is the first in a series of three courses focusing on the study of medicine and disease processes. The principles of clinical care will be taught through the intensive study of the symptoms, anatomy, physiology, etiology, epidemiology, history, physical examination findings, diagnosis and treatment of disease states. Counseling, management and patient education issues will also be explored. In addition to lectures, clinical case discussions through case presentations, case write-ups, and case-based scenarios will be used to present course material. *Offered summer semester only.*

PHAS 504 - Fundamentals of Clinical Medicine II
Credit(s): 4
This course is the second in a series of three courses focusing on the study of medicine and disease processes. The principles of clinical care will be taught through the intensive study of the symptoms, anatomy, physiology, etiology, epidemiology, history, physical examination findings, diagnosis and treatment of

disease states. Counseling, management and patient education issues will also be explored. In addition to lectures, clinical case discussions through case presentations, case write-ups, and case-based scenarios will be used to present course material. *Offered fall semester only.*

PHAS 506 - Patient Interviewing
Credit(s): 1
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
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 513 - Physician Assistant Seminar
Credit(s): 2
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
This course focuses on the process of using research evidence in the practice of medicine and how it can help guide clinical decision-making. A critical evaluation of journal articles and the practice of using research to answer clinical questions will be explored during this course. Articles concerning treatment, diagnosis, prognosis and harm will be discussed in detail as well as statistical methods used to validate findings. Techniques of critical appraisal will be stressed. *Offered fall semester only.*

PHAS 518 - EKG and Radiology
Credit(s): 2
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 530 - Medical Spanish I
Credit(s): 1
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 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 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 hours lecture, 1 hour lab
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 fall semester only.*

Physics

PHYS 110 - Introduction to Physics
Credit(s): 3
A concepts-based survey of the basic physical principles that are applicable in everyday situations: motion, force, energy, sound, light, electricity, magnetism, atomic and nuclear physics.

PHYS 120 - Physics of the Human Body
Credit(s): 3
Introductory physical concepts that underlie human biomechanics and human physiology will be explored, with a focus on how to optimize function in daily activities and exercise.

PHYS 160 - Physics for the Life Sciences I
Credit(s): 4
3 hours lecture, 3 hours lab
Prerequisite(s): MATH 201 or the equivalent.
This is the first in a two-semester sequence of introductory physics with integrated laboratory. Algebra-based introduction to general physical principles in the areas of mechanics, energy, thermodynamics with conceptual and quantitative applications to phenomena in the life and health sciences.

PHYS 161 - Physics for the Life Sciences II
Credit(s): 4
3 hours lecture, 3 hours lab
Prerequisite(s): MATH 201 or the equivalent; PHYS 160.
This is the second in a two-semester sequence of algebra-based, introductory physics with integrated laboratory. The physical principles in the areas of fluids, oscillations, waves, magnetism, electricity, quantum and nuclear physics, with conceptual and quantitative applications to phenomena in the life and health sciences.

PHYS 180 - Physics for the Biological Sciences I
Credit(s): 4
3 hours lecture, 3 hours lab
Prerequisite(s): MATH 260
Corequisite(s): MATH 260, or the equivalent; High school physics or the equivalent; MATH 260 must be taken either prior to taking Physics 180 or concurrently during the same semester; High School Physics recommended.
An introduction to the general physical principles in mechanics, oscillations, thermodynamics and fluids, and their application to biology. Biologically relevant laboratory and problem solving techniques are integrated.

PHYS 181 - Physics for the Biological Sciences II
Credit(s): 4
3 hours lecture, 3 hours lab
Prerequisite(s): PHYS 180, MATH 260
A continuation of PHYS 180 . An introduction to the general physical principles in waves and optics, electricity and magnetism, modern and nuclear physics, and their application to biology. Biologically relevant laboratory and problem solving techniques are integrated.

Political Science

POLS 100 - Introduction to Political Science
Credit(s): 3
This seminar introduces students to the basic elements of political science. It studies a political system as a means of coordinating and regulating complex groups. Topics studied include: the evolution of government, political theory, the philosophy of law, comparative forms of government, and international relations. Politics as a process of resolving power conflicts and of creating and managing social change will be analyzed with examples from American life. Students will also explore the emergence of the party system of government, the basic idea underlying Western parliamentary democracy and the American federal system. Students will also focus on political behavior – the dynamics and function of political parties, lobbies, public opinion and the electoral process. *Only open to students in the B.A. Liberal Arts and Sciences program.*

POLS 101 - Political Power in America
Credit(s): 3
The use of political science theory and method to investigate American political institutions: executives, legislature, judiciaries, bureaucracies, mass media, parties, interest groups, elites, and publics; comparisons with foreign political institutions, including their relationship to American institutions as manifested in foreign politics and international relations; the importance of political institutions, American and foreign, to the lives of students.

POLS 255 - Managing Human Conflict I
Credit(s): 3
Cross-Listed With: **LAWS 255, PSYN 255, SOCL 255**
Prerequisite(s): SOCL 101 or POLS 101.
This course introduces the student to the field of conflict analysis and resolution through the examination of theory and role-play. Major theories of conflict studies are considered and the student will explore whether these theories are useful in the resolution of conflict. The student will be introduced to the resolution of conflict. The student will be introduced to the various forms of conflict resolution such as negotiation, mediation and arbitration.

POLS 256 - Managing Human Conflict II
Credit(s): 3
Cross-Listed With: LAWS 256, PSYN 256, SOCL 256
Prerequisite(s): LAWS 255/PSYN 255/SOCL 255/POLS 255.
This course continues the study of the theories utilized in conflict resolution. The language of conflict management will be explored and the active listening skills of the student will be developed. The theory and application of negotiation will be studied and applied through role-play.

POLS 270 - The Role of Media in Politics
Credit(s): 3
This course examines the role of media in the electoral process. Students will analyze the process of polling and its influence on policy initiatives as they emerge as campaign issues. In addition students will analyze communication strategies used to build consensus or undermine political campaigns as well as the use of "spin" in political discourse. Finally, students will assess the role of new media formats such as the Internet

and the World Wide Web in relation to political campaigning. *Only open to students in the B.A. Liberal Arts and Sciences program.*

POLS 271 - The Law and American Society
Credit(s): 6- (for students in the program prior to Spring 2019) / 3- (students in the program as of Spring and Fall 2019)
This seminar introduces the principles and functions of the American legal system. There is a study of the law and who is protected by it. Central issues include how laws are made and change and how people can contribute to those changes. There will be a de-mystification of the law so that students can relate the content of the course to the daily realities and problems of life. Among the topics to be discussed are criminal law, small claims court, housing legislation, juvenile justice, the death penalty, mental health and the law, and family law. A Life Arts Project is required. *Only open to students in the B.A. Liberal Arts and Sciences program.*

POLS 282 - Comparative Politics
Credit(s): 3
An exploration of selected Democratic, Communist, and Third-World political systems, showing both the great variations in the ways nations are governed and the practices that all share. The course will compare legislative, executive, bureaucratic, and judicial institutions and processes, and the behavior of parties and interest groups in various countries, such as England, France, Russia, China, Mexico and Tanzania.

POLS 295 - Topics in Government
Credit(s): 3
This offering will vary from term to term, allowing for the coverage of new subject matter, or the opportunity to make available an instructor's special knowledge.

POLS 301 - Constitutional Law and Criminal Justice (cc)
Credit(s): 3
Cross-Listed With: CRJU 301
Prerequisite(s): Six credits in Criminal Justice.
Analysis of the leading U.S. Supreme Court and State Court decisions impacting Criminal Justice. The historical development of the Bill of Rights and its application to the states through the Due Process Clause of the Fourteenth Amendment.

POLS 340 - The Art and Science of International Relations
Credit(s): 3
Cross-Listed With: IRDP 370
This course is an introduction to the theory and practice of international relations. A spectrum of issues is addressed, including differing perspectives on the state, sovereignty, the international system, international organizations, international law, regional integration, conflict and cooperation, international finance, trade, transnationalism, interdependence, human rights, international development, environmental issues, the role of diplomacy, and foreign policy. Students will be introduced to the variety of theoretical perspectives in political philosophy and learn to apply these frameworks to current affairs issues. This course emphasizes both theoretical and practical approaches to international relations.

POLS 350 - Public Administration
Credit(s): 3

Competing theories of bureaucracy, organization, and accountability; managerial versus political aspects of governing; budgeting and other decision making; policy planning, implementation, and evaluation.

POLS 355 - Mediation Theory and Practice
Credit(s): 3
Cross-Listed With: LAWS 355, PSYN 355, SOCL 355
Prerequisite(s): LAWS 255/PSYN 255/SOCL 255/POLS 255.
This course examines the theory and practical application of mediation. Integration of ethical and policy issues and application through role-play. Study of how the various applications affect the mediation process and the court's role in the development of mediation. Role-play is an important component of this course.

POLS 356 - International Negotiation and Diplomacy
Credit(s): 3
Cross-Listed With: IRDP 356
This course provides an introduction to the core concepts, processes, and techniques of international negotiation and diplomacy. The course focuses on the role of diplomacy by governments (Track I diplomacy) and other types of diplomacy (Track II and III diplomacy). In addition, the course will address the nature of international conflict, negotiation in an international context, mediation, arbitration, conflict management, negotiation dynamics, strategy and tactics, agreement implementation, the role of economic and psychological incentives and constraints, and other factors like the influence of force, culture, and power. The course draws on exercises and role-playing, as well as case studies of real-world events.

POLS 360 - Practicum in Conflict Resolution
Credit(s): 3
Cross-Listed With: LAWS 360, PSYN 360, SOCL 360
Prerequisite(s)/Corequisite(s): LAWS 256/PSYN 256/SOCL 256/POLS 256 or PSYN 355/SOCL 355/POLS 355.
This course assists students in bringing together the theoretical and practical skills developed in the program through case studies and field projects.

POLS 361 - Constitutional Law and Policy
Credit(s): 3
Cross-Listed With: LAWS 361
An examination of major constitutional problems in the United States; analysis of Supreme Court decisions concerning federalism; separation of powers; individual rights.

POLS 363 - American Political Parties
Credit(s): 3
The colonial and revolutionary background of the development of parties; the emergence of the Federalists and Democratic Republicans; party struggles of the Jacksonian era; the influence of the Civil War; the role of third parties in the 19th and 20th centuries; the impact of social, economic, and ideological forces on the two-party system in modern America.

POLS 364 - Community, State, and Regional Politics
Credit(s): 3
Structure and function of subnational governments in the United States; politics of intergovernmental conflict and cooperation, including emerging developments in federalism; problems of policy formulation and administration, involving such issues as taxation, transportation, education, welfare, and population shifts.

POLS 365 - The American Presidency
Credit(s): 3
Cross-Listed With: HIST 365
A review of the office and its occupants covering the legal, constitutional, and political development of the Executive Branch, as well as the contributions of several major presidents.

POLS 367 - American Foreign Policy
Credit(s): 3
Cross-Listed With: HIST 367
The development of the political, military, economic, and cultural relations of America with the rest of the world. How United States foreign policy is made. Traditional institutions and means of diplomacy and newer techniques.

POLS 370 - International Relations
Credit(s): 3
Prerequisite(s): ENGL 110.
The international system. Topics include historical background, East-West and North-South conflicts, international organizations, economic power, environmental issues, non-governmental organizations, international law and diplomacy, negotiation, war, military power, disarmament, regionalism and integration, and ideology. Case studies are used to illuminate problems.

POLS 372 - International Organizations: Fundamentals
Credit(s): 3
Cross-Listed With: IRDP 372
This course is an introduction to international governmental and non-governmental organizations as well as other types of transnational organizations. The course focuses on the fundamentals of the United Nations and the role of the Member States. The course will address how different types of international organizations function in a rapidly changing world. Students will explore how international cooperation can provide solutions to global challenges. The focus on peacekeeping, economic development, and human rights will serve to expand the student's understanding of global politics.

POLS 373 - International Organizations: Model UN
Credit(s): 3
Cross-Listed With: IRDP 373
Prerequisite(s): IRDP 372 (POLS 372)
This course involves preparation for and participation in Model United Nations conferences. Each year colleges and universities send delegations of students to represent countries at Model UN conferences, meetings, and committees. Topics include international peace and security, disarmament, development and finance, peacekeeping operations, human rights, transnational justice, education, environmental issues, humanitarian assistance, and gender issues. Preparation is extensive and involves thorough understanding of the functioning and the work of the UN and the committees that students are assigned to. In depth research and analysis of the country to be represented is also required. Students are expected to demonstrate their skills by presenting, negotiating, and networking with other delegations to identify and draft possible solutions to the issues being discussed. The course culminates in a five-day stay in New York City in which students participate in meetings in and near UN headquarters.

POLS 380 - Workplace Experience in Political Science I

Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Political Science include federal, state and local government offices. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required.

POLS 381 - Workplace Experience in Political Science II
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Political Science include federal, state and local government offices. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required.

POLS 397 - Independent Study in Political Science
Credit(s): 3
A course designed to take into account the individual student's political science and/or historical interests. *Offered under the direction of a faculty member.*

POLS 399 - Internship in Political Science
Credit(s): 3
The History and Political Science Programs provide students with creative and useful personal development opportunities outside of the classroom. Under the Intern Program qualified juniors and seniors receive academic credit for work done in political and governmental offices at the local, state, and national levels. The programs assist students in finding appropriate opportunities and ensuring that the actual work is a meaningful supplement to the undergraduate classroom experience. Some internships would give those qualifying a chance to live and work in Albany; Washington, D.C.; or abroad. Please contact Division for specific criteria and requirements.

Psychology

PSYN 101 or the equivalent is a Prerequisite for all other psychology courses numbered 121 and above.

PSYN 101 - Introduction to Psychology
Credit(s): 3
An introduction to the science of psychology, including a review of major historical perspectives, methods of research, and contemporary theory and knowledge. Major areas of study include the biological basis of behavior, emotion and motivation, learning and conditioning, human development, personality, and abnormal behavior.

PSYN 103 - Human Body
Credit(s): 3
This seminar introduces students to the biological and psychological sciences through a study of the human body. Students examine various ways of understanding their bodies including physiological, biochemical, psychoanalytic and humanistic perspectives. Topics include body systems and their functions, human development across the life span, and the relationships between mind and body. A Life Arts Project is required. *This course is only open to students in the B.A. Liberal Arts and Sciences program only.*

PSYN 106 - Introduction to Psychology
Credit(s): 6 credits for students who began the program Prior to Spring 2019 / 3 credits for students who began the program in Spring 2019 and Fall 2019
This course introduces students to the major schools of thought and the essential language of psychology. In dialogue with students' own experience, learning interests and questions, the course presents a comprehensive view of psychology, utilizing four major psychological perspectives: psychodynamic (Freudian), behavioristic, humanistic, and cognitive-developmental. Topics include personality development, motivation, learning and abnormality. Students explore human learning and thinking, memory and retention, emotions, social and group interaction, self-identity, and human potential. Students will develop a basic vocabulary in psychology, an understanding of the major perspectives in psychology, and the ability to think critically about the dynamics of human behavior. A Life Arts Project is required. *Only open to students in the B.A. Liberal Arts and Sciences program only.*

PSYN 120 - Career and Life Planning
Credit(s): 3
Cross-Listed With: BHSC 120, SOCL 120
This course is designed to assist students in matching their college experience to their personal and professional development. Topics range from guidance in selecting a college curriculum to choosing and getting a job. Through processes and group interaction, students learn to assess their workplace competency and are encouraged in their pursuit of career and life planning. (Elective credit only.)

PSYN 195 - Honors Introduction to Psychology
Credit(s): 3
Cross-Listed With: HONR 195
This course will encompass the PSYN 101 . In addition, the course will include a wide range of readings focusing on specific contemporary and historical issues of interest in psychology. Students may have the opportunity to participate in an experiment. *This course replaces general education requirement* PSYN 101.

PSYN 207 - Psychology of Learning
Credit(s): 3
This course is a basic review of such learning concepts as classical and instrumental conditioning, extinction, reward, motivation, and personality. Also included is a general survey of the major theorists: Pavlov, Skinner, Hull, Tolman, et. al. (Previously numbered PSYN 132.)

PSYN 209 - Introduction to Forensic Psychology
Credit(s): 3
An introduction to the theory and practice of Forensic Psychology. It will expose the student to both the theoretical and practical applications, as well as basic terminology of Forensic Psychology. The course will include: Police and Investigative Psychology; Criminal Psychology; Victimology and Victim Services Psychology; and the Courts & Correctional Psychology.

PSYN 213 - Psychology of Personality
Credit(s): 3
The development of personality: contributions of various theorists and their work to the understanding of the normal personality; techniques for assessing personality.

PSYN 219 - Group Behavior
Credit(s): 3
Cross-Listed With: COMM 219
Prerequisite(s): COMM 110; PSYN 101.
The course addresses the theory and research of groups, as well as actual group experiences. This course is conducted partially as a workshop to promoter interaction, leadership, solidarity, and problem solving.

PSYN 226 - Computers for the Social and Behavioral Sciences
Credit(s): 3
Cross-Listed With: BHSC 226, SOCL 226
Prerequisite(s): CISC 120/MATH 120 or equivalent and COMM 110.
An introduction to computers as a professional tool in the social and behavioral sciences. Topics include: data collection, data description and data analysis (with statistical software, e.g., SPSS for Windows), presentation packages, use of the Internet, use of on-line professional data bases, computers in teaching and learning, and computerized techniques in psychological testing.

PSYN 228 - The Psychology of the Preschool Child
Credit(s): 3
Cross-Listed With: BHSC 228
A study of the child between birth and six years of age. Topics will include: physical and perceptual development; cognition and language; social relationships; and day care as it affects the developmental processes. (Previously numbered: PSYN/ EDUC 129.) Not open to students who have taken PSYN 254 - Child Psychology or the equivalent.

PSYN 230 - Cognitive Psychology
Credit(s): 3
An investigation of current research, concepts, and issues in the study of cognitive psychology. Topics include: human learning and memory, information processing, reasoning, problem solving, language, and artificial intelligence.

PSYN 232 - Health Psychology
Credit(s): 3
A study of the relationship between physical and psychological factors in determining health. Topics include: psychophysiological disorders, responses to stress, Type A behavior, addictive behaviors, responses to illness and treatment settings, and behavioral and cognitive strategies for modifying health-impairing responses.

PSYN 233 - Developmental Psychology Across the Lifespan:
Credit(s): 3
A systematic study of human development and behavior throughout the life span: childhood, adolescence, and the adult years; emphasis on normal growth and development focusing on the critical issues involved in each stage of development including cultural influence. (Primarily for students who have not taken PSYN 228, PSYN 239, PSYN 254, and PSYN 263.)

PSYN 234 - Perspectives on Parenting
Credit(s): 3
Cross-Listed With: SOCL 234
The course examines the parenting process and the tasks parents carry out as they raise children from birth through adolescence. The focus will be on effective parenting skills with the responsibility of fostering a stimulating learning environment and open channels of communication. Current family issues will be addressed. (Previously numbered: PSYN 173.)

PSYN 235 - Psychology of Sports
Credit(s): 3
Prerequisite(s): PSYN 101.
This course will cover various psychological principles associated with sport founded upon scientific research and empirical data. Areas of study will include but are not limited to the science of sport, motivation and emotion, stress and communication. Discussions will consist of psychological issues that can hinder as well as enhance athletic performance.

PSYN 236 - Introduction to Counseling
Credit(s): 3
Prerequisite(s): PSYN 101.
The field of counseling is an interdisciplinary field that has been growing and contributing to real-world enhancement and functioning for over a century. The course will cover all of the relevant information for a basic understanding of the field and study of counseling, including both theory and research techniques. All introductory topics will be covered including the definitions of counseling, the foundations and history of the field, areas of practice for counselors, the major theoretical and research approaches to counseling, basic counseling skills, and ethical and legal considerations.

PSYN 237 - Human Sexual Behavior
Credit(s): 3
Cross-Listed With: SOCL 237
This course examines physiological, psychological, and cultural factors in human sexuality. Topics include: socialization of the sexes through the life cycle, normal and deviate sexual behavior, sexual dysfunction and therapy. (Previously numbered ED/PY 137)

PSYN 238 - Gender Role Dynamics
Credit(s): 3
Cross-Listed With: SOCL 238
Cultural and demographic factors in the definition of gender roles, "femininity," and "masculinity." Topics include: socialization of the sexes in childhood, adolescence, and adulthood; current redefinitions of roles; and projections for the future.

PSYN 239 - Adult Development and Aging
Credit(s): 3
This course emphasizes a developmental approach focusing on the adult years of the life span. Critical issues of adult life considered include: identity and intimacy; cultural influence, work, retirement, and leisure; continuity and change in personality; aging and end of life concerns. (Previously titled Personality Development in Adulthood.) Not open to students who have taken PSYN 233 or equivalent.

PSYN 241 - Religion and Psychology
Credit(s): 3
A study of contemporary psychology in its relation to religion. An analysis of the religious dimension in the thought of such thinkers as Freud, Jung, Maslowe, Frankl and William James as well as an investigation into the scientific study of religion.

PSYN 243 - Psychological Tests and Measurements
Credit(s): 3
Prerequisite(s): PSYN 101.
Theory and practice in the administration, scoring, and interpretation of tests and measurements. Students will develop an understanding of the application, administration, and interpretation of psychological and intelligence, aptitude, achievement, interest, personality and educational tests used in childhood, childhood education, and adulthood. (Previously Titled: PSYN 243 Testing and Assessment in Special Education.)

PSYN 244 - Social Psychology
Credit(s): 3
Cross-Listed With: BIOL 244, SOCL 244.
A study of behavior, attitudes, and emotions shaped by interpersonal influences and social structures race and gender. Topics include: aggression, altruism, persuasion leadership, the self, conformity, human relations, and group processes.

PSYN 250 - Psychology of Communication
Credit(s): 3
Cross-Listed With: COMM 250
Prerequisite(s): COMM 110, except for organizational management students.
The course examines the nature of the communication process in terms of its ultimate purpose of social control. Emphasis will be placed on self-awareness and the "gap" quality of communication. Values, self-concept, listening, verbal and nonverbal language, and perceptions will be evaluated as communicating agents. (Only open to organizational management students.)

PSYN 254 - Child Psychology
Credit(s): 3
Cross-Listed With: BHSC 254

Consideration of theories and research findings with respect to physical growth, sensorimotor, emotional and intellectual development, and cultural influences in the individual prior to adolescence. Developmental, psychoanalytic, and cognitive theories are emphasized. (Previously numbered PSYN 130). *Not open to students who have taken PSYN 228/BHSC 228 or the equivalent.*

PSYN 255 - Managing Human Conflict I
Credit(s): 3
Cross-Listed With: LAWS 255, POLS 255, SOCL 255
Prerequisite(s): SOCL 101 or PSYN 101.
This course introduces the student to the field of conflict analysis and resolution through the examination of theory and role-play. Major theories of conflict studies are considered and the student will explore whether these theories are useful in the resolution of conflict. The student will be introduced to the resolution of conflict. The student will be introduced to the various forms of conflict resolution such as negotiation, mediation and arbitration.

PSYN 256 - Managing Human Conflict II
Credit(s): 3
Cross-Listed With: LAWS 256, POLS 256, SOCL 256
Prerequisite(s): LAWS 255/PSYN 255/SOCL 255/POLS 255.
This course continues the study of the theories utilized in conflict resolution. The language of conflict management will be explored and the active listening skills of the student will be developed. The theory and application of negotiation will be studied and applied through role-play.

PSYN 257 - Psychology of the Exceptional Child
Credit(s): 3
Prerequisite(s): PSYN 101.
A study of the adjustment and needs of exceptional children, including gifted children and children with intellectual, emotional or physical disabilities. Cognitive and emotional disorders arising in childhood and adolescence will be discussed, as well as problems of etiology and treatment. (Previously titled: PSYN 257 Psychology of the Special Education Child; Psychology of Students with Disabilities.)

PSYN 258 - Infant and Child Psychology
Credit(s): 3
This course demonstrates the methods, theories and main concepts used by psychologists to develop a real insight into the world of children. The course focus is on development and how extremely important it is to be able to understand and accurately predict a reasonable norm for child development. Proper discipline, teaching styles and communication styles are all based on understanding the psychology of childhood, which changes and develops over time. The course will explore interventions that are effective for children who have been raised in difficult circumstances or faced traumatic events. Environmental stressors are also relative to the understanding of child psychology .A Life Arts Project is required. *Only open to students in the B.A. Liberal Arts and Sciences program.*

PSYN 262 - Alcohol, Drugs, and Behavior
Credit(s): 3
Cross-Listed With: **BHSC 262, SOCL 262.**
Principles of pharmacology, neural transmission, behavior, and psychological assessment will be discussed. Specific psychopharmacologic issues will be presented with sedative-hypnotic, benzodiazepine, opiate,

stimulant, and antipsychotic drugs as primary examples. Other discussion areas include behavioral toxicology, inhalant drugs, drugs and schoolchildren, nutritional and legal aspects to drug use, cigarette smoking, and the effects of drugs on the developing organism (e.g., fetal alcohol syndrome.)

PSYN 263 - Psychology of Adolescence
Credit(s): 3
A study of human development and behavior during adolescence; emphasis on anatomical and functional interrelationships as well as cultural influences and their significance for psychosocial development. (Previously numbered PSYN 131)

PSYN 267 - Strategies for Child Care Providers
Credit(s): 3
Cross-Listed With: BHSC 267, SOCL 267
An introduction to the challenges and opportunities involved in the delivery of child care services in the community and in institutional settings. Emphasis is placed on stimulating awareness, interest and inquiry into the historical trends, issues, controversies and realities of providing meaningful programs for substance clients. Attention will be given to the following issues: cultural diversity, bioethics, interdisciplinary teams in child care settings, case management, family relationships, functional assessment, client abuse, and environmental impact on functional capacity in work with this population. (Previously numbered: SOCL/ BHSC/PSYN 323.)
This is the Core Course for the Child Care certificate. For explanation of the Core Course Requirements, please see the Academic Regulations and Procedures and Student Policies page.

PSYN 278 - Adolescent Psychology
Credit(s): 3
This seminar focuses on the development of the adolescent from puberty to early adulthood. While the physical, emotional, intellectual, and social aspects of behavior will be discussed,
the course will pay particular attention to the changing physical body and the effects of peer groups on adolescent behavior. The historical development of the concept of adolescence will be examined. Prerequisite: An introductory psychology course or its equivalent. Students will find it helpful to have taken Human Body before enrolling for this course. *Only open to students in the B.A. Liberal Arts and Sciences program.*

PSYN 280 - Philosophy and the Social Sciences
Credit(s): 3
Cross-Listed With: BHSC 280, SOCL 280
This course examines the nature of explanation in the social sciences; objectivity and value judgments, human behavior and actions; methods of investigation and the construction of theories about the human world. This course emphasizes the role of organizations in society. (Only open to organizational management students.)

PSYN 292 - Theories of Personality
Credit(s): 6 credits for students who began the program Prior to Spring 2019 / 3 credits for students who began the program in Spring 2019 and Fall 2019
This seminar views theories of personality primarily with respect to their particular contributions to the human quest for self-understanding, personal fulfillment, and interpersonal harmony. Original writings of Freud, Jung, Adler, Reich, Horney, and others are also considered in terms of their historical evolution, philosophical assumption, conceptual interconnections, social impact, implications for psychotherapy, and

current development in psychological research. A Life Arts Project is required. *Only open to students in the B.A. Liberal Arts and Sciences program.*

PSYN 295 - Contemporary Issues
Credit(s): 3
Cross-Listed With: BHSC 295, SOCL 295, SOWK 295.
An analysis of current questions in behavioral science, psychology, sociology, and social work. Specific topics are announced each semester by the School of Social and Behavioral Sciences.

PSYN 300 - Language Disorders
Credit(s): 3
Cross-Listed With: CMDS 300
Prerequisite(s): COMM 110.
Examination of language disorders associated with aphasia, mental retardation, and emotional problems; discussion of language disorders of children with learning disabilities; exploration of restricted linguistic codes and resulting speech patterns.

PSYN 304 - Abnormal Psychology
Credit(s): 6 credits for students who began the program Prior to Spring 2019 / 3 credits for students who began the program in Spring 2019 and Fall 2019
This seminar provides an overview of theories and diagnostic approaches to abnormal psychology, and the development, maintenance, and treatment of behavioral disorders. Topics include neurosis, psychosis, affective disorders, alcoholism, and sexual dysfunction. Psychological, social, and familial factors which cause and maintain behavior disorders are explored. A Life Arts Project is required. **Only open to students in the B.A. Liberal Arts and Sciences Teach-Out program.**

PSYN 305 - Developmental Psychology
Credit(s): 6
This seminar studies human growth and development from infancy through adulthood. Students learn to identify the stages of human development, the tasks of each stage, the nature of transitions; they become familiar with the different perspectives on the relationship between chronology and development. The major theorists of development provide different perspectives on growth: psychodynamic, social and moral. A Life Arts Project is required. *Only open to students in the Liberal Arts and Sciences program.*

PSYN 310 - Career/Life Assessment and Ethics
Credit(s): 3
This course establishes the philosophy of the EDGE program. It links the concept of ethics to career/life assessment and organizational mission. It shows how individual careers are enhanced by adhering to an ethical model. (Only open to organizational management students.)

PSYN 311 - Psychological Disorders of Childhood and Adolescence
Credit(s): 3
Behavioral, emotional, developmental and learning disorders of childhood and adolescence are discussed. The topics will include: autism spectrum disorders, attention deficit/ hyperactivity disorders, conduct problems, anxiety disorders, mood disorders substance abuse and eating disorders.

PSYN 312 - Abnormal Psychology
Credit(s): 3
Causes, symptoms, treatments and prevention of abnormal behavior are surveyed. Different theoretical and cultural perspectives are examined, along with the problems of diagnosis and research. Other topics treated include: history of mental illness, ethical and legal problems, and new approaches to therapy. (Previously numbered: PSYN 212).

PSYN 315 - Aging and Mental Health
Credit(s): 3
Critical problems of old age: retirement, failing health, loss of others through death; mental illnesses and confused states: symptoms, diagnosis, treatment and prevention. Mental health and the future of gerontology. (Previously numbered: PSYN 215).

PSYN 316 - Modern Psychology in Historical Perspective
Credit(s): 3
An analysis of the major systematic viewpoints in the history of psychology. This course should be taken early in the major program of study.

PSYN 317 - Perspectives on Death
Credit(s): 3
Cross-Listed With: PHIL 317
Prerequisite(s): PHIL 110 or RELG 109.
An interdisciplinary approach to death as at once a known and an unknown phenomenon: what science can tell us about death; what philosophers have said about death; the examination and critique of recent research concerning the needs of the dying person, the bereavement experiences of the survivors, and children's understanding of death; the significance of death as it relates to human dignity and autonomy. (Previously numbered: PSYN/ PHIL 217).

PSYN 320 – Psychobiology
Credit(s): 3
This course is designed to introduce the human being as a biological organism with special emphasis on neural and hormonal interactions in the initiation and maintenance of behavior. A study of the structure and functional organization of the brain as well as the effect of drugs on behavior will be discussed in relation to learning, language, motivation, therapy, and other human systems and behaviors. (Previously numbered: PSYN 224).

PSYN 340 - Psychology of Crisis
Credit(s): 3
Examination of the theoretical concepts, research results, and specific mechanism for coping with crisis. The course attempts to bring together the points of view of various disciplines in an effort to organize what is known about psychic trauma and its pathological consequences. Such questions as the "typical" reaction to disaster, the factors influencing emotional shock, and the long-term effects of crisis are considered. (Previously numbered PSYN 240).

PSYN 345 - Industrial Psychology
Credit(s): 3
An introduction to I/O or industrial and organizational psychology. The course will discuss how a business

and its organization impacts employee behavior. Topics include: employee relations and motivation, environment, occupational health, team work and leadership and psychological assessment in the work place. In addition, personnel decisions and union/ management issues will be discussed.

PSYN 349 - Directed Research in Psychology
Credit(s): 3
Cross-Listed With: BHSC 349 / CRJU 349 / SOCL 349
Prerequisite(s): PSYN 101
This course provides students with a hands-on research experience in the discipline of psychology. This course provides a more in-depth and comprehensive study of a specific topic than is typically available in the classroom where students have an opportunity to work in small groups under the close supervision of a faculty mentor on all aspects of an active research project in psychology. Research design, experimental method, hypothesis development, literature review, data analysis, and presentation skills are applied to the research project. *Instructor permission is required. May be repeated for a total of 6 units.*

PSYN 355 - Mediation Theory and Practice
Credit(s): 3
Cross-Listed With: LAWS 355, SOCL 355, POLS 355
Prerequisite(s): LAWS 255/PSYN 255/SOCL 255/POLS 255.
This course examines the theory and practical application of mediation. Integration of ethical and policy issues and application through role-play. Study of how the various applications affect the mediation process and the court's role in the development of mediation. Role-play is an important component of this course.

PSYN 360 - Practicum in Conflict Resolution
Credit(s): 3
Cross-Listed With: LAWS 360, SOCL 360, POLS 360
Prerequisite(s)/Corequisite(s): LAWS 256/PSYN 256/SOCL 256/POLS 256 or PSYN 355/SOCL 355/POLS 355.
This course assists students in bringing together the theoretical and practical skills developed in the program through case studies and field projects.

PSYN 370 - Statistics for the Social and Behavioral Sciences
Credit(s): 3
Cross-Listed With: BHSC 370, SOCL 370
Prerequisite(s): MATH 115, OR MATH 116, OR MATH 117
A review of the major statistical methods used in summarizing, understanding, and interpreting numerical data and research use of the computer. The course covers a full range of descriptive and inferential statistics including: frequency distributions; measures of central tendency and variability; probability theory; the normal curve model; correlation; and a wide range of statistical tests such as the T test, F test, analysis of variance, and Chi-square.

PSYN 372 - Experimental Psychology I: Methodology
Credit(s): 3
Prerequisite(s): ENGL 110 or equivalent, and completion of PSYN 370/BHSC 370/SOCL 370.
An introduction to experimental methods in psychology, including: the logic and nature of experimental investigation; the basic concepts in the experimental process, such as hypotheses, sampling, bias, and control; a review of simpler experimental designs that statistical methods applied to each design; psychophysical

methods and research use of the computer. Students are sensitized to the rights of subjects in research and in particular to concerns of minorities.

PSYN 374 - Experimental Psychology II: Applications
Credit(s): 3
Prerequisite(s): ENGL 110 or equivalent and PSYN 370/BHSC 370/SOCL 370.
Corequisite(s): PSYN 372.
This hands-on course will allow the practical application of concepts and skills acquired in the PSYN 370 course, and concepts and skills being developed simultaneously in the PSYN 372 course. Faculty-led instruction will focus on the different phases of a research project: (a) generating research questions; (b) developing hypotheses, (c) implementing adequate research designs, (d) data collection, (e) data analysis using IBM SPSS software, (f) understanding theoretical frameworks and implications, and (g) communication and dissemination of findings. Students' final projects will generate and address original research questions, and will culminate in an APA-style written research report and presentation.

PSYN 380 - Workplace Experience in Psychology I
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Psychology include residential treatment centers, after-school programs, shelters, substance abuse programs and hospitals. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the Workplace experience. A maximum of six credits of workplace credits may be applied to the major. Career and Professional Development department approval required.

PSYN 381 - Workplace Experience in Psychology II
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Psychology include residential treatment centers, after-school programs, shelters, substance abuse programs and hospitals. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the Workplace experience. A maximum of six credits of workplace credits may be applied to the major. Career and Professional Development department approval required.

PSYN 399 - Internship in the Social and Behavioral Sciences
Credit(s): 3-6
Cross-Listed With: BHSC 399, SOCL 399
Practice experience, program planning and/or research provide the student with an opportunity to interact with children, adolescents, adults, and the elderly and become acquainted with the complexities of administering programs in the human service professions. Field placements will be available in a wide variety of locations such as preschools, day care centers, residential and outpatient drug treatment centers, social service agencies, senior centers, nursing homes, municipal housing projects, community outreach services, and hospitals. A minimum of 135 hours of fieldwork for the semester is required for 3 credits, 270 hours for 6 credits. A maximum of six credits of cooperative education or internship credits may be applied to the major. Students meet in small groups with faculty on a regular basis.

PSYN 400 - Theories and Techniques of Counseling
Credit(s): 3

This seminar examines the principle theories of counseling and the work of their most noteworthy practitioners, and it explores the assumptions of those theories about the relationships of counseling to everyday life. Students become familiar with the therapeutic techniques and approaches central to the various counseling theories. Among the questions this course will help students answer are: To whom is the counselor responsible? What role does (and ought) the counselor play in supporting or questioning traditional social values and society's expectations concerning appropriate behavior? What counseling techniques may be useful in general interpersonal experience? Students will be expected to practice specific counseling techniques such as listening, questioning, giving feedback, and clarifying. Exercises in role-playing and values clarification will be included. *Only open to students in the B.A. Liberal Arts and Sciences program.*

PSYN 402 - Family Therapy and Counseling
Credit(s): 6
This seminar examines family therapy and counseling theories as approaches to understanding human behavior. In addition, the course addresses a number of practical concerns such as the pros and cons of family therapy, the differences among family therapy, marriage counseling, and group therapy, and skills and attitudes characteristic of professionals working as effective family counselors. The key issue of communication patterns with families is examined through selective readings and in-class role-playing. A Life Arts Project is required. *Only open to students in the B.A. Liberal Arts and Sciences program.*

PSYN 403 - Traumatic Stress
Credit(s): 3
This course introduces students to the concepts and terminology surrounding traumatic events. Readings and discussion will focus on the various life events, in conjunction with risk factors, which can lead to the development of acute and posttraumatic stress. Further, strategies for prevention of posttraumatic stress disorder, as well as the concept of resilience, will be explored. Diagnostic criteria of various traumatic-stress related syndromes will be discussed. Theorists to be highlighted include Lenore Terr, Bessel van der Kolk, and Judith Herman. *Only open to students in the B.A. Liberal Arts and Sciences program.*

PSYN 404 - Social Psychology
Credit(s): 3
This seminar examines the major theories and content areas of social psychology. The content is divided into three major sections: the behavior of individuals with other individuals, the interaction of the individual with primary institutional groups, and the interaction of institutional groups with other institutional groups. In each of these sections, the social and cultural contexts influencing behavior and relevant social problems will be discussed. Topics include perception of self and others, inferring social status, attraction, affiliation, altruism, aggression, moral thought and action, attitudes, prejudice, and conformity groups. Only open to students in the B.A. Liberal Arts and Sciences program.

PSYN 405 - Psychology of Family Systems
Credit(s): 3
This advanced-level seminar assesses the changing role of the family in contemporary society. Topics to be covered include two-parent and single-parent households, divorce and remarriage, and adoption. In addition, cultural and diversity concerns are addressed. Resilience and transitions in developmental family life are emphasized. Family theories such as Bowen and Minuchin's will be explored. Only open to students in the B.A. Liberal Arts and Sciences program.

PSYN 406 - Educational Psychology
Credit(s): 3
This course surveys both the formal and informal methods of assessing psychological functioning in areas such as intelligence, personality, perceptual and motor development, language, academic achievement and vocational interest.
Student will examine specific groups and individual tests, and intelligence and achievement test, including the WAIS, WISC, Stanford- Binet, CPI, MMPI, and the California Short Form Testing of Mental Maturity. It will explore standardized procedures and discuss test reliability and validity. Many social controversies, and misuses of test will be discussed. A Life Arts Project is required. Only open to students in the B.A. Liberal Arts and Sciences program.

PSYN 426 - Classics in the Social and Behavioral Sciences
Credit(s): 3
Cross-Listed With: BHSC 426, SOCL 426
Prerequisite(s): Must have completed 12 credits in the major.
A guided reading seminar in the social and behavioral sciences utilizing primary source material with critical analysis of such authors as: Allport, Durkheim, Freud, James, Jung, Marx, Skinner, Weber. (Previously numbered BHSC/PSYN/SOCL 326.)

PSYN 450 - Clinical Psychology
Credit(s): 3
This advanced-level seminar examines the history, methods and current issues in therapeutic psychology. Topics include intake assessment, psychodynamic behavior, psychopathology, diagnosis and treatment. The theoretical framework for varying therapeutic modalities will be stressed. A Life Arts Project is required. *Only open to students in the B.A. Liberal Arts and Sciences program.*

PSYN 460 - Experimental Psychology
Credit(s): 6 credits for students who began the program Prior to Spring 2019 / 3 credits for students who began the program in Spring 2019 and Fall 2019
This advanced seminar focuses on the application of the experimental methods to psychological problems including personality development, learning theory, language development etc.
Emphasis will be placed on research principles and methods including experimental design and statistical analysis. Students will conduct experiments using self-report and observational methods; describe and report procedures in writing; summarize and interpret experimental results; and development instruments such as questionnaires. Only open to students in the B.A. Liberal Arts and Sciences program.

PSYN 497 - Independent Study in Psychology
Credit(s): 3-6
Readings and research in a specific area of psychology under supervision of individual faculty members.

PSYN 498 - Practicum in Instructional Methods in Psychology
Credit(s): 3-6
The practicum provides the advanced student with an opportunity to serve, under the close supervision of a faculty member, as a teaching assistant in an undergraduate psychology course. Permission of the Chairperson required.

Religion

RELG 109 - Introduction to World Religions
Credit(s): 3
The course is an introduction to the academic study of religion. The initial part of the course takes up definitions and theories. A wide variety of the world's religions are then discussed, including Hinduism, Buddhism, Confucianism, Judaism, Christianity, and Islam. Emphasis is placed on each religion's origins and historical development, concepts of the divine, worldview, sacred texts, main doctrines, and modes of teaching and worship. The course utilizes a number of approaches, namely, the philosophical, the theological, the historical, and the anthropological.

RELG 111 - Judaism, Christianity, Islam
Credit(s): 3
This course introduces students to the central beliefs and practices of three world religions: Judaism, Christianity, and Islam, which are also known as the Abrahamic religions. These religions deeply share in the faith of the Patriarch, Abraham, and this affinity encourages a comparative approach. The course covers each religion's origins and historical development, concepts of the divine, worldview, sacred texts, main doctrines, and modes of teaching and worship. The course also takes up the diverse cultural contexts of each of the three religions, and the ways in which they have produced remarkable traditions of God, scripture, ethical codes, authority and ritual practices.

RELG 112 - Far Eastern Religions
Credit(s): 3
The living religions of the Far East in classical and contemporary forms: Hinduism, Buddhism, Confucianism, Taoism, and Shintoism.

RELG 125 - Old Testament Survey
Credit(s): 6 credits for students who began the program Prior to Fall 2019 / 3 credits for students who began the program in Spring 2019
This seminar surveys the Old Testament with special attention to the interconnections between Old Testament writings and the social and historical contexts that shaped them. Students in the seminar discuss the relationships between: literal meanings and spiritual complications; author's intentions, religious-social needs and responses of audiences; origin of sources and methods of retention and transmission; and finally the interaction between the original form of literature and later author's and editor's reactions, interpretations. In addition, students identify the diverse literary types used in the Old Testament: parables, myths, songs, short stories, sermons, and biographies. The aim of the seminar is to enable students to acquire the interpretive skills to reconstruct the rich background in which the Old Testament was originally written. *Only open to students in the B.A. Liberal Arts and Sciences program.*

RELG 126 - New Testament Survey
Credit(s): 6 credits for students who began the program Prior to Spring 2019 / 3 credits for students who began the program in Spring 2019
This course will be a brief survey of inter-testamental history, an introduction to the canon and text of the New Testament, and an introduction to the historical background and content of the Gospels and Acts. *Only open to students in the B.A. Liberal Arts and Sciences program.*

RELG 210 - Religious Traditions
Credit(s): 3
This seminar will focus on the relationship between socio-political change and religion. Specific attention will be paid to theories of social change, the elements within a religious tradition which determine its social character and the role of religion in social movements such as the Civil Rights Movement, the Sanctuary Movement, the Catholic Workers Movement, the Indian Independence Movement, Alcoholics Anonymous, and the Farm Workers Movement. Students will examine the lives and writings of such religious leaders as, Malcolm X, Gandhi, Martin Luther King, Jr., Dorothy Day, Oscar Romero, etc. *Only open to students in the B.A. Liberal Arts and Sciences Program.*

RELG 220 - Myth, Ritual, and Symbol in Religions
Credit(s): 3
The three forms of religious expression—sacred speech, sacred acts, and sacred places—are rooted in myths. The course will explore in wider and deeper ways the mutually supportive relationship of myths, rituals, and symbols. In particular, the course will focus on understanding the significance of myths as authoritative references in Indigenous religions, Hinduism, Jainism, Buddhism, Judaism, Christianity, Islam, and New Religious Movements.

RELG 250 - Sociology of Religion
Credit(s): 3
This seminar examines the ways in which religion reflects the society of which it is a part and the significant ways in which religion influences that same society. Students investigate the functions of religion, forms of religious expression, religious conflict, religion and the economy, religion and science, trends in religious thought, and religion and social change. *Only open to students in the B.A. Liberal Arts and Sciences program.*

RELG 251 - Parables of Jesus in the Synoptic Gospels
Credit(s): 3
This course will examine parables of Jesus of Nazareth as recorded in the Synoptic Gospels. Students will begin by identifying parables as tools for understanding complex meanings through simple images. The parables will then be analyzed with reference to Jesus' attempt to interpret Old Testament Hebraic Law as a practical guide to living a religious and ethical life. *Only open to students in the B.A. Liberal Arts and Sciences program.*

RELG 252 - Apocalyptic Religion
Credit(s): 6
This course critically investigates ancient Jewish and Christian apocalyptic traditions along with popular, contemporary interpretations with special emphasis on science fiction) in order to describe their purpose, the communities that stood behind the traditions and their theological value for the Christian world today. Students will become acquainted with Old Testament, Intertestamental, New Testament, and post-New Testament apocalyptic texts—beginning with Daniel and ending with The Shepherd of Hermas. Students will explore the theological, sociological, and political significance of apocalyptic traditions for Judaism and Christianity of the second temple period, and investigate the impact of apocalyptic upon our world today. A Life Arts Project Required. *Only open to students in the B.A. Liberal Arts and Sciences program.*

RELG 253 - Black Church History and Theology
Credit(s): 3
An examination of the Black church and Black theology, and their contributions to the Kingdom of God and

the Christian community. Examines the salvation experience of Black people, social issues, preaching, and worship. Student will study the historical antecedents of the development of the Black Church to gain a better understanding of the progression and continuous stages of movement of Black Churches and denominations and their centrality to African American culture and communities; Students will evaluate and synthesize their understanding of the uniqueness of the Black Church to the larger social, theological, political arenas, in which it has participated**.** Only open to students in the B.A. Liberal Arts and Sciences program.

RELG 254 - Psychology of Religion
Credit(s): 3
Examination of theory and research on the psychological and social psychological under-standing of religious belief and behavior. Topics include conversion, intrinsic and extrinsic religious orientation, religion and social behavior, theories of religion, special groups and phenomena, religion and mental health, religious development, and religious experience. Only open to students in the B.A. Liberal Arts and Sciences Program.

RELG 256 - The Black Church in the Urban Community
Credit(s): 3
An examination of the Black church and Black theology, and their contributions to the Kingdom of God and the Christian community. Examines the salvation experience of Black people, social issues, preaching, and worship. Student will study the historical antecedents of the development of the Black Church to gain a better understanding of the progression and continuous stages of movement of Black Churches and denominations and their centrality to African American culture and communities; Students will evaluate and synthesize their understanding of the uniqueness of the Black Church to the larger social, theological, political arenas, in which it has participated.
Only open to students in the B.A. Liberal Arts and Sciences program.

RELG 257 - Comparative Religious Traditions
Credit(s): 6
This seminar will focus on the relationship between socio-political change and religion. Specific attention will be paid to theories of social change, the elements within a religious tradition which determine its social character and the role of religion in social movements such as the Civil Rights Movement, the Sanctuary Movement, the Catholic Workers Movement, the Indian Independence Movement, Alcoholics Anonymous, and the Farm Workers Movement. Students will examine the lives and writings of such religious leaders as, Malcolm X, Gandhi, Martin Luther King, Jr., Dorothy Day, Oscar Romero, etc. A Life Arts Project is required. Only open to students in the B.A. Liberal Arts and Sciences program.

RELG 291 - Honors Topics in Religion
Credit(s): 3
Cross-Listed With: HONR 291
Prerequisite(s): ENGL 111 or ENGL 191 and CINQ 101 or HONR 190
This course explores a current topic in the field of religious studies as determined by the instructor. Possible themes include Interfaith Dialogue, World Religions, and The Problem of Evil, and will be advertised to honors students before registration. No background in the disciplinary content is necessary, but students should expect increased academic rigor befitting an honors course. *This course fulfills the Ethical Perspectives general education requirement.*

RELG 294 - Contemporary Issues in Religion
Credit(s): 3

An investigation of some topic of religious interest that is currently much discussed, but not the focus of an existing course; topic(s) are announced specifically when the course is offered.

RELG 300 - Religion and International Relations
Credit(s): 3
Despite the scientific predictions of modernization theorists, the heartfelt longings of secularists, and the deliberate neglect of structural realists, religion has not withdrawn from the world's political stage. To the contrary, religion continues to shape individual values, social organizations, state institutions, and international relations. This has led to a re-evaluation of long-standing research programs that were based on the assumption that religion would either decline or disappear altogether. Scholars of world politics are now struggling to articulate a vision for the role of religion in public life, in the policies of states, and in global politics. This course is part of that process.
Only open to students in the B.A. Liberal Arts and Sciences program.

RELG 397 - Independent Study in Religion
Credit(s): 1-3
Reading and research individually arranged with an instructor.

SINC 110 - The Principals of Science I
Credit(s): 3
The Principals of Science I course is designed for prospective elementary school teachers emphasizing content from the major science disciplines of earth science, biology, chemistry and physics. This course is intended for nonscience majors to enhance their general knowledge, skills, and confidence associated with teaching science in the elementary school. Two semesters will be required in order to adequately cover the basic information, concepts and materials associated with each of the sciences mentioned. Some problem solving is necessary and participants should be familiar with the simple or basic math taught in the elementary grades. The laboratory component will consist primarily of "hands-on" investigations and activities appropriate for inclusion (with modification) into any grade at the elementary level.

SINC 111 - The Principals of Science II
Credit(s): 3
The Principals of Science II course is designed for prospective elementary school teachers emphasizing content from the four major science disciplines of earth science, biology, chemistry and physics. This course is intended for non-science majors to enhance their general knowledge, skills, and confidence associated with teaching science in the elementary school. Two semesters will be required in order to adequately cover the basic information, concepts, and material associated with each of the sciences mentioned. Some problem solving is necessary and participants should be familiar with the simple or basic math taught in the elementary grades. The laboratory component will consist primarily of "hands-on" investigations and activities appropriate for inclusion (with modification) into any grade at the elementary level.

SINC 120 - Science and Human Values
Credit(s): 3
This seminar introduces students to scientific knowledge and how it relates to individual values and the value systems of our society. The sciences, like the humanities and social sciences, provide ways of understanding about ourselves and the world in which we live. The changes in our understanding of reality brought about by scientific revolutions provide topics for exploration. Other topics include: how science affects our lives; some of the theories and methods of science; the excitement of scientific discovery; and ways in which a scientifically literate public can affect the nature of research to benefit human life. *This course is only open to students in the B.A. Liberal Arts and Sciences program.*

SINC 161 - Forensic Science I
Credit(s): 3
This is the first in a two-semester sequence of interdisciplinary science courses that apply the principles of physics, chemistry, and biology to the forensic analysis of evidence. This course is taught in three modules, focused respectively on physical, chemical, and biological analysis of evidence. Topics include impact and injury, ballistic trajectories and blood spatter, death and decomposition, and drugs and toxicology. Laboratory activities exploring the scientific analysis of forensic evidence will be integrated within the modules.

SINC 162 - Forensic Science II
Credit(s): 3
Prerequisite(s): SINC 161.
This course is a continuation of Forensic Science I and is taught in two modules. Topics include fingerprint

analysis, forensic serology, DNA analysis, and forensic autopsy. A variety of laboratory techniques used to analyze physical and biological evidence will be explored. Laboratory components that will be integrated within the modules include DNA analysis by polymerase chain reaction and cadaver dissection.

Social Work

SOWK 201 - Introduction to Social Work
Credit(s): 3
Cross-Listed With: BHSC 201
This course is an introductory survey of the social work profession. It provides an overview of principal social work values, codes of ethics, practice and research methods, fields of social work practice, and social welfare policy issues. The course emphasizes the unique experiences of diverse and at-risk population groups facing various social challenges. REQUIRED COURSE FOR SOCIAL WORK MAJORS.

SOWK 295 - Contemporary Issues
Credit(s): 3
Cross-Listed With: BHSC 295, PSYN 295, SOCL 295
An analysis of current questions in behavioral science, psychology, sociology, and social work. Specific topics are announced each semester by the School of Social and Behavioral Sciences.

SOWK 311 - Human Behavior and the Social Environment I
Credit(s): 3
Prerequisite(s): PSYN 101 and SOCL 101. Non-majors must obtain permission of the director of the Social Work Program.
The first course of a two-semester sequence in which theory, knowledge and research findings are presented regarding the factors affecting human development and functioning. The course sequence focuses on the biological, psychological, social, and cultural factors that influence normal development and differences in development. The impacts of social systems are presented as they interact and shape individual behaviors. This course introduces the study of the life cycle. Prerequisite s: PSYN 101 and SOCL 101. Non-majors must obtain permission of the director of the Social Work Program.

SOWK 312 - Human Behavior and the Social Environment II
Credit(s): 3
Prerequisite(s): SOWK 311.
The second course of a two-semester sequence continues its focus on the biological, psychological, social, and cultural factors that affect human development and functioning and the impact of social systems in shaping individual and collective behaviors. This course also focuses on the study of the full life cycle and life issues, including differences in bio-psychosocial functioning, disorders, and conditions.

SOWK 314 - Issues of Diversity in Social Work Practice
Credit(s): 3
Prerequisite(s): Non-majors must obtain permission of director of the Social Work Program.

This course is designed to provide students with an understanding of the impact of race, ethnicity, class, gender and sexual orientation on life styles, options and choices. Students will also learn how oppression, discrimination, stigma, racism and sexism create and affect diverse populations. Implications will be drawn for service delivery and social work practice with and on behalf of clients.

SOWK 322 - Social Work Practice I
Credit(s): 3
Prerequisite(s): Junior standing, SOWK 311, or consent of director of Social Work Program.
This course introduces students to social work practice. The focus will be on generalist practice and the different roles and methods practitioners assume in providing service to individuals, families, groups, communities, and organizations. Students will learn about the helping process, its application to work with different populations and problems, and about the ethics and values underpinning practice.

SOWK 332 - Social Work Research
Credit(s): 3
Prerequisite(s)/Corequisite(s): CISC 120/MATH 120.
This course provides a basic introduction to methodology. Topics covered include: developing a researchable question; the values, ethical and political issues involved in developing the question; conducting a literature review; issues of design, measurement techniques, data collection and analysis. Attention paid to linking research to social work practice and the evaluation of service delivery systems.

SOWK 342 - Social Welfare Policy and Services I
Credit(s): 3
Prerequisite(s): Non-majors must obtain permission of director of Social Work Program.
Students are introduced to the development of social work as a profession. The course focuses on major social welfare policies and programs and the philosophical, economic, social, and political forces that shape their development. Students will explore contemporary approaches to social problems, such as health and welfare issues facing families, children and older adults; poverty; unemployment; homelessness; AIDS; mental illness; and developmental disabilities. The course highlights issues of social and economic justice and the inequities that exist and affect ethnic and racial minorities, women, and other at-risk populations.

SOWK 423 - Social Work Practice II
Credit(s): 3
Prerequisite(s): SOWK 322.
Students will be introduced to theories, concepts, research findings, and skills common to professional practice. Specific attention will also be devoted to those skills required for working with individuals, and collectives (family, groups, communities) and for intervening in the client's environment. Students will examine the phases of the helping process, starting with the initial phase and assessment and consider their application in different life situations, especially with at risk populations. Students will be taking this course concurrent with their fieldwork placement. Open only to majors.

SOWK 424 - Social Work Practice III (cc)
Credit(s): 3
Prerequisite(s): SOWK 423.
This course builds on the content introduced in Social Work Practice II. Students will continue to examine the helping process concentrating on the ongoing and ending phases. The focus will be on using assessment to determine opportunities for multiple levels of intervention and the use of different helping approaches for

problem solving. Students will deepen their knowledge of generalist practice concepts and skills for providing service to individuals, families, groups, and communities and their application in work with different populations, especially those at-risk. The course also emphasizes specific strategies for representing clients' needs and securing resources through environmental interventions and in carrying out case management and interdisciplinary team activities. Students will learn the skills for practice evaluation. This course is taken concurrently with fieldwork. Open only to majors.

SOWK 426 - Social Welfare Policy II: Influencing Communities, Organizations and Social Policy

Credit(s): 3
Prerequisite(s): SOWK 342 and SOWK 423.
This course builds on SOWK 342 - Social Welfare Policy and Services I by providing students an opportunity to explore in-depth knowledge, values and skills that are required to identify social problems and to assess and influence communities, organizations and social policies that affect their clients' lives. The focus will be on locating dysfunctional structures, processes, and policies that create unjust and oppressive conditions and on developing strategies to influence change. Professional dilemmas or obstacles encountered in that pursuit will be examined.

SOWK 431 - Field Practicum I
Credit(s): 6
Corequisite(s): This course is taken concurrently with SOWK 423.
Students are assigned to social agencies or social work programs for 20 hours a week (a minimum of 275 hours a semester.) These settings provide students with assignments to acquire skills in social work practice and with the opportunity to apply theories and principles learned in the classroom to work in the field setting. Students receive individual weekly supervision from a professional social worker and attend periodic field seminar meetings at the College. Open only to majors.

SOWK 432 - Field Practicum II
Credit(s): 6
Prerequisite(s): SOWK 431.
Corequisite(s): This course is taken concurrently with SOWK 424.
A continuation of Field Practicum I. Students remain in the same field placement for 20 hours weekly (a minimum of 275 hours a semester) and attend periodic field seminar meetings at the College.

SOWK 435 - Social Work with Children and Adolescents
Credit(s): 3
Prerequisite(s): SOWK 322.
This course focuses on the settings that provide services to children and adolescents. Students explore special problems that children and adolescents experience and how these problems affect them and their families. Students learn intervention strategies and techniques, specific to work with this population. Ethical issues and the impact of legislation and policy on practice and resources are considered.

SOWK 436 - Social Work in Health and Mental Health Services
Credit(s): 3
Prerequisite(s): SOWK 322.
This course provides an overview of health and mental health settings and the current policies that affect the delivery of services. Emphasis is placed on the major roles carried out by social workers in work with clients

and with interdisciplinary staff. Students are familiarized with the range of problems that affect this population and their families and learn strategies and methods for offering help.

SOWK 497 - Independent Study in Social Work
Credit(s): 3
Independent study is designed for students interested in areas beyond scheduled courses. Studies are mentored by a faculty member.

Sociology

SOCL 101 or the equivalent is a Prerequisite for all sociology courses numbered 121 or above.

SOCL 101 - Introduction to Sociology
Credit(s): 3
Introduction to the scientific study of human behavior as related to group membership. Major areas of study in sociology: basic structure of human society and of smaller groups; transmission of culture and regulation of behavior; acquisition of the social self; violation of norms; stratification by class, race, ethnicity, sex, and age; major social institutions; populations dynamics; and sociocultural change.

SOCL 102 - Introduction to Sociology
Credit(s): 6 credits for students who began the program Prior to Spring 2019 / 3 credits for students who began the program in Spring 2019 and Fall 2019
This seminar provides a general understanding of the structures of society and the nature and evolution of social relationships and groups. The seminar covers such general topics as the history of sociology, the major theorists and the principle methods of inquiry. Basic concepts (e.g., norms, values, institutions, socialization, social stratification, and power) and categories (e.g., the family, class, caste, race, and group) are introduced and examined critically. The social structures and social relations of capitalist, socialist and communist societies are compared. Special emphasis is given to how society as a whole shapes our daily lives, i.e. our ways of thinking, acting, and feeling, and how our individual problems are often the product of larger social issues. A Life Arts Project is required. *Only open to students in the B.A. Liberal Arts and Sciences program only.*

SOCL 110 - World Cultures
Credit(s): 3
Cross-Listed With: IRDP 110
This is an introductory course to the anthropology and political aspects of cultural and linguistic difference. A spectrum of issues concerning human origins and expansion, and regional and linguistic differences, are addressed. Use of anthropological and linguistic understanding in relation to international affairs and diplomacy is discussed.

SOCL 120 - Career and Life Planning
Credit(s): 3
Cross-Listed With: BHSC 120, PSYN 120
This course is designed to assist students in matching their college experience to their personal and professional development. Topics range from guidance in selecting a college curriculum to choosing and getting a job. Through processes and group interaction, students learn to assess their workplace competency and are encouraged in their pursuit of career and life planning. (Elective credit only.)

SOCL 202 - Ethics and the Family
Credit(s): 3
Cross-Listed With: BHSC 202
A philosophical examination of the rights and responsibilities of parents and children, and of the rights and responsibilities of the state toward both, drawing on legal and non-legal case materials, as well as on classic and contemporary philosophical sources, and including a consideration of child abuse, foster care and adoption, divorce, and women's liberation and its effect on the family.

SOCL 205 - Aging and the Law
Credit(s): 3
Cross-Listed With: LAWS 205
This course will introduce students to legal issues affecting older adults. Some of the topics to be covered are: health care proxies, living wills, Medicare, Medicaid, Social Security benefits, elder abuse, conservatorships, nursing homes and long term estates planning.

SOCL 212 – Criminology
Credit(s): 3
Cross-Listed With: CRJU 212
The nature and causes of criminal behavior as they relate to effective means of prevention and rehabilitation, theories of criminal behavior focused on the individual, the family, the neighborhood, and society as the primary causal factors; various interdisciplinary schemes also considered.

SOCL 215 - The Juvenile Justice System
Credit(s): 3
Cross-Listed With: BHSC 215, CRJU 215
Origins, philosophy, and objectives of the juvenile justice system; measures of delinquency; theoretical perspectives on delinquency; legal processes; roles of the actors and current trends within the juvenile justice system.

SOCL 220 - Contemporary Social Problems
Credit(s): 3
This seminar will make an integrated examination of contemporary social problems, particularly as these are found in the urban communities of the United States. It will pay particular attention to the processes of definition of social problems as well as to common or special causes and effects of such issues as: mental health, family life, social welfare crime, prison reform, drugs, deviance, environmental deterioration, alienation and violence. Potential resources and avenues of alternative solutions to problems will be a focus of study. A Research Paper is required. *Only open to students in the B.A. Liberal Arts and Sciences program.*

SOCL 222 - The Family in Transition
Credit(s): 3
A cross-cultural examination of family patterns viewed within the context of cultural variation throughout the world; relations of the family to other institutions; role of the family in the development of personality.

SOCL 226 - Computers for the Social and Behavioral Sciences
Credit(s): 3
Cross-Listed With: BHSC 226, PSYN 226
Prerequisite(s): CHSC 120/MATH 120 or equivalent and COMM 110.
An introduction to computers as a professional tool in the social and behavioral sciences. Topics include data collection, data description and data analysis (with statistical software, e.g., SPSS for Windows), presentation packages, use of the Internet, use of on-line professional databases, computers in teaching and learning, and computerized techniques in psychological testing.

SOCL 231 - Sociology of Religion
Credit(s): 3
This course examines the sociological analysis of religion's relation to politics and the state, at home and

abroad. With the War on Terrorism, the fate of Afghanistan and Iraq, and the religious conflicts raging in places like India, Israel, Northern Ireland or the former Soviet Union, there are critical issues that need to be addressed. Religion in its various forms will be subject to myriad interpretations in such contexts as: immigration, globalization, race, religious freedom, tolerance, democratization and gender politics.

SOCL 234 - Perspectives on Parenting
Credit(s): 3
Cross-Listed With: PSYN 234
The course examines the parenting process and the tasks parents carry out as they raise children from birth through adolescence. The focus will be on effective parenting skills with the responsibility of fostering a stimulating learning environment and open channels of communication. Current family issues will be addressed. (Previously numbered: SOCL 173).

SOCL 236 - Social Deviance
Credit(s): 3
This course analyzes the causes and control of deviant behavior. There is a survey of social problems along with an analysis of the causes and nature of these problems. Topics include: how definitions of deviance change, how people become deviant, how deviant groups are organized, and how transactions among deviants occur.

SOCL 237 - Human Sexual Behavior
Credit(s): 3
Cross-Listed With: PSYN 237
This course examines physiological, psychological and cultural factors in human sexuality. Topics include: socialization of the sexes through the life cycle; normal and deviate sexual behavior, sexual dysfunction and therapy.

SOCL 238 - Gender Role Dynamics
Credit(s): 3
Cross-Listed With: PSYN 238
Cultural and demographic factors in the definition of gender roles, "femininity," and "masculinity." Topics include: socialization of the sexes in childhood, adolescence, and adulthood; current redefinitions of roles; and projections for the future.

SOCL 241 - Urban Sociology: City and Community
Credit(s): 3
This course will examine research and theory that explores the sociological aspects of the metropolis. Topics include: urban history, communities, suburbia, immigration, social networks, spatial studies, studies that connect specific places to general forces, urban movements, virtual communities, and studies that examine the core concepts of "place" and "community."

SOCL 244 - Social Psychology
Credit(s): 3
Cross-Listed With: BHSC 244, PSYN 244
A study of behavior, attitudes, and emotions shaped by interpersonal influences and social structures. Topics include: aggression, altruism, persuasion, leadership, the self, conformity, human relations, and group processes.

SOCL 249 - Race, Culture, and Ethnicity
Credit(s): 3
Cross-Listed With: BHSC 249
This course examines the historical development of ethnic and race-based cultural complexes, the emergence and persistence of stereotypes, the character of ethnic, racial and religious beliefs, and current problems in groups in American society. There is an emphasis on understanding individual attitudes and behaviors in relation to the structure of social institutions.

SOCL 252 – Globalization
Credit(s): 3
Cross-Listed With: IRDP 252
Prerequisite(s): SOCL 101 - Introduction to Sociology
This course is an introduction to the process of rapidly increasing globalization and its impact on the role of the state. The course will look at the process of increasing inter-connectedness between societies, where events in one part of the world have increasing effects on people and societies far away. Advances in market integration, information technology, cultural diffusion and homogenization, and the growth of power among non-state actors have all contributed to the emergence of global communities, issues, and actions. The course focuses on the changing interactions among states, individuals, the private sector, and civil society – and the consequences for the world's economic, social, and political structures and actors. The course explores globalization's costs, benefits, and challenges.

SOCL 253 - Sociology of Delinquency
Credit(s): 6
This seminar will examine and analyze sociological theories of delinquent behavior and how society perceives and copes with such behaviors. A cross-cultural analysis of delinquency will include a study of familial trends and peer influence, age factors, gender differences, and the growth of sub-cultural life. Students will learn the socio-political factors of American life which contribute to and work to reduce sub-cultural formations. Modern trends in prevention and treatment will be studied and evaluated. A Life Arts Project is required.
Only open to students in the B.A. Liberal Arts and Sciences Teach-Out program.

SOCL 255 - Managing Human Conflict I
Credit(s): 3
Cross-Listed With: LAWS 255, POLS 255, PSYN 255
Prerequisite(s): SOCL 101 or PSYN 101.
This course introduces the student to the field of conflict analysis and resolution through the examination of theory and role-play. Major theories of conflict studies are considered and the student will explore whether these theories are useful in the resolution of conflict. The student will be introduced to the resolution of conflict. The student will be introduced to the various forms of conflict resolution such as negotiation, mediation and arbitration.

SOCL 256 - Managing Human Conflict II
Credit(s): 3
Cross-Listed With: LAWS 256, POLS 256, PSYN 256
Prerequisite(s): LAWS 255/PSYN 255/SOCL 255/POLS 255.
This course continues the study of the theories utilized in conflict resolution. The language of conflict management will be explored and the active listening skills of the student will be developed. The theory and application of negotiation will be studied and applied through role-play.

SOCL 260 - Criminal Violence and The Courts
Credit(s): 3
This seminar will analyze the social and socio-political structure of the United States court system with a particular emphasis on the ways in which the courts deal with the problem of criminal violence. Students will explore the organization and function of the various courts and their interrelationships in dealing with the perpetrators of violent crimes. Topics to be discussed include a sociological profile of the violent criminal, lawyer assignments, sentencing, the death penalty and its effect on court proceedings, and the effect of mass media on court deliberations. Prerequisites: The Criminal Justice System or equivalent. *Only open to students in the B.A. Liberal Arts and Sciences program.*

SOCL 261 - Computer-Assisted Data Analysis
Credit(s): 3
This course is designed to teach students how to use statistical computer packages to perform complex statistical data analyses. Students conduct a study and use statistical packages to perform and understand complex statistical analyses, e.g., correlation, cross-tabulation, analysis of variance, multiple regression, and path analysis. Mathematical theory is neither a Prerequisite nor a component of this course.

SOCL 262 - Alcohol, Drugs and Behavior
Credit(s): 3
Cross-Listed With**:** BHSC 262, PSYN 262
Principles of pharmacology, neural transmission, behavior and psychological assessment will be discussed. Specific psychopharmacologic issues will be presented with sedative-hypnotic, benzodiazepine, opiate, stimulant and antipsychotic drugs as primary examples. Other topics include behavioral toxicology, inhalant drugs, drugs and schoolchildren, nutritional and legal aspects to drug use, cigarette smoking and the effects of drugs on the developing organism (e.g., fetal alcohol syndrome.)

SOCL 267 - Strategies for Child Care Providers (cc)
Credit(s): 3
Cross-Listed With: BHSC 267, PSYN 267
An introduction to the challenges and opportunities involved in the delivery of child care services in the community and in institutional settings. Emphasis is placed on stimulating awareness, interest and inquiry into the historical trends, issues, controversies and realities of providing meaningful programs for substance clients. Attention will be given to the following issues: cultural diversity, bioethics, interdisciplinary teams in child care settings, case management, family relationships, functional assessment, client abuse, and environmental impact on functional capacity in work with this population. (Previously numbered: SOCL/ BHSC/PSYN 323.)

SOCL 268 - Community, Ethnicity and Food
Credit(s): 3
Across time and across borders, humans have eaten not only for sustenance, but for pleasure, and food has helped shape the creation of societies and religions as well as nations and corporations. Eating together or eating similar cuisine binds families, cultures, and states together, while food taboos and distinctions draw distinctions between strangers. This course will investigate the history of food from prehistory to the present day, considering examples from all corners of the world. Beginning with the science of food and taste, we will consider the origins of agriculture and the role of food in antiquity and religious life. Students will explore the spread of crops and food practices across the oceans in the early modern world, and investigate the intimate and uncomfortable relationship between food and the global slave trade. Students will also explore the origins

of national cuisines, and the ways in which global politics have changed the eating practices of people around the world. *Only open to students in the B.A. Liberal Arts and Sciences program.*

SOCL 269 - Strategies for Alcohol/Substance Abuse Providers
Credit(s): 3
Cross-Listed With: BHSC 269
An introduction to the challenges and opportunities involved in the delivery of substance abuse services in the community and in institutional settings. Emphasis is placed on stimulating awareness, interest and inquiry into the historical trends, issues, controversies and realities of providing meaningful programs for substance clients. Attention will be given to the following issues: cultural diversity, bioethics, interdisciplinary teams in substance abuse settings, case management, family relationships, functional assessment, client abuse, and environmental impact on functional capacity in work with this population. (Previously numbered: SOCL/ BHSC/PSYN.)
This is the Core Course for the Alcoholism and Substance Abuse Certificate. For explanation of the Core Course Requirements, please see the Academic Regulations and Procedures and Student Policies page.

SOCL 271 - Medical Sociology Health Care in the Modern Society
Credit(s): 3
Cross-Listed With: BHSC 271
This course aims to provide the student with an understanding of the ways in which American society promotes (or fails to promote) health as well as copes with illness. Course will examine the following topics: the interaction of social and cultural factors (such as gender, ethnicity, race, and social class) with health and illness; illness (disability) as a social issue; careers in health care; settings in which health care services are delivered; financing health care services; comparisons with the health care services of other countries; and uses and applications of computers/microcomputers in the health field.

SOCL 280 - Philosophy and the Social Sciences
Credit(s): 3
Cross-Listed With: BHSC 280, PSYN 280
This course examines the nature of explanation in the social sciences; objectivity and value judgments, human behavior and actions; methods of investigation and the construction of theories about the human world. This course emphasizes the role of organizations in society.

SOCL 282 - Perspective on Aging
Credit(s): 3
Cross-Listed With: BHSC 282
An introduction to the challenges and opportunities involved in the delivery of geriatric services in the community and in institutional settings. Emphasis is placed on stimulating awareness, interest and inquiry into the historical trends, issues, controversies and realities of providing meaningful programs for elderly clients. Attention will be given to the following issues: cultural diversity, bioethics, interdisciplinary teams in geriatric settings, case management, family relationships, functional assessment, client abuse, and environmental impact on functional capacity in work with this population. (Previously numbered: SOCL/BHSC/PSYN/SOWK 325.)

SOCL 295 - Contemporary Issues
Credit(s): 3
Cross-Listed With: BHSC 295, PSYN 295, SOWK 295

An analysis of current questions in behavioral science, psychology, sociology, and social work. Specific topics are announced each semester by the School of Social and Behavioral Sciences.

SOCL 308 - Health Care Management
Credit(s): 3
Cross-Listed With: BHSC 308
This course is designed to provide the student with an understanding of the management process within the context of the health care organization. Topics include study of the environment of the organization, environmental scanning and strategic planning, goal setting, issues of health care financing and reimbursement, the management process, program review and evaluation. Particular emphasis will be placed on issues of organizational effectiveness in an environment of cost containment.

SOCL 315 - Terrorism
Credit(s): 3
This course provides a comprehensive exploration of contemporary terrorism. It focuses on the theories and cases related to the causes, perpetration, and results of terrorist activities. It includes an analysis of religious terrorism, ideological terrorism, gender-focused political violence, criminal enterprises and terrorist violence. Among the specific issues to be covered are the changing definitions and perceptions of terrorism; the origins of terrorism; the impact of terrorism upon community and media; tactics and targets; and the major scholarly issues in the field of terrorism.

SOCL 348 - Methodology for the Social and Behavioral Sciences
Credit(s): 3
Cross-Listed With: BHSC 348
Prerequisite(s)/Corequisite(s): BHSC 226/PSYN 226/SOCL 226.
An introduction to the process of doing research in the social and behavioral sciences: literature review, hypothesis formation, research design, techniques of data collection, data analysis, and report writing. Students learn to use the scientific method as a tool to both answer questions and solve problems in the social sciences, social work practice, health services, and education. Course includes qualitative and quantitative approaches to research, computer applications at all stages of the research process, statistical analysis of data, and particular attention to issues of doing research in a multicultural context — e.g. ethical concerns (including rights of participants) formulation of questions, and use of findings. (Previously numbered: SOCL/BHSC 248.)

SOCL 349 - Directed Research in Sociology
Credit(s): 3
Cross-Listed With: **BHSC 349 / CRJU 349 / PSYN 349**
Prerequisite(s): PSYN 101, SOCL 101
This course provides students with a hands-on research experience in the discipline of social science. This course provides a more in depth and comprehensive study of a specific topic than is typically available in the classroom where students have an opportunity to work in small groups under the close supervision of a faculty mentor on all aspects of an active research project in sociology. Research design, experimental method, hypothesis development, literature review, data analysis, and presentation skills are applied to the research project. *Instructor permission is required. May be repeated for a total of 6 units.*

SOCL 350 - Social Theories of Race and Class
Credit(s): 3

Prerequisite(s): An intermediate level course in Sociology.
This seminar examines race and class consciousness in modern society. Among the questions it seeks to answer are the following: How do race and class consciousness develop? What is the relationship of social existence to social consciousness? In what ways has industrialization affected race and class consciousness? What is the relationship between class consciousness and race consciousness? These and other critical questions will be examined by analyzing such thinkers as Spencer, Marx, Durkheim, Weber, DuBois, Harold Cruse, Anthony Giddnes, Robert Blauner, Karl Mannheim and E. P. Thompson. *Only open to students in the B.A. Liberal Arts and Sciences program.*

SOCL 355 - Mediation Theory and Practice
Credit(s): 3
Cross-Listed With: LAWS 355, POLS 355, PSYN 355
Prerequisite(s): LAWS 255/PSYN 255/SOCL 255/POLS 255.
This course examines the theory and practical application of mediation. Integration of ethical and policy issues and application through role-play. Study of how the various applications affect the mediation process and the court's role in the development of mediation. Role-play is an important component of this course.

SOCL 360 - Practicum in Conflict Resolution
Credit(s): 3
Cross-Listed With: PSYN 360, LAWS 355, POLS 360
Prerequisite(s)/Corequisite(s): LAWS 256/PSYN 256/SOCL 256/POLS 256 or PSYN 355/SOCL 355/POLS 355.
This course assists students in bringing together the theoretical and practical skills developed in the program through case studies and field projects.

SOCL 366 - Medical Ethics
Credit(s): 3
Cross-Listed With: BHSC 366
An examination of ethical questions that arise in health care and in the relationship between health care professionals and those they serve, including: the rights of individuals to self-determination and the obligations of health care professionals both to the individuals they serve and to society at large; life as a value and such issues as abortion, euthanasia, and suicide; the questions of mental health and mental illness and the right of the mentally ill; eugenic programs and the possibilities of genetic engineering; the cost of health care and the delivery of health care as a social and political issue. (Previously numbered: SOCL/PSYN/ BHSC 266).

SOCL 370 - Statistics for the Social and Behavioral Sciences
Credit(s): 3
Cross-Listed With: BHSC 370 / PSYN 370
Prerequisite(s): MATH 115 OR MATH 116 OR MATH 117
A review of the major statistical methods used in summarizing, understanding, and interpreting numerical data and research use of the computer. The course covers a full range of descriptive and inferential statics including: frequency distributions; measures of central tendency and variability; probability theory; the normal curve model; correlation; and a wide range of statistical tests such as the T test, F test, analysis of variance, and Chi-square.

SOCL 380 - Workplace Experience in Sociology I
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful,

academically relevant workplace experiences. Possible workplace sites for students in Sociology include residential treatment centers, after school programs, shelters, substance abuse programs and hospitals. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required.

SOCL 381 - Workplace Experience in Sociology II
Credit(s): 3
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Sociology include residential treatment centers, after school programs, shelters, substance abuse programs and hospitals. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department approval required.

SOCL 397 - Independent Study in Sociology
Credit(s): 3-6
Independent study is designed for students interested in areas beyond the scheduled courses.

SOCL 399 - Internship in the Social and Behavioral Sciences
Credit(s): 3-6
Cross-Listed With: **BHSC 399, PSYN 399**
Practice experience, program planning and/or research provide the student with an opportunity to interact with children, adolescents, adults, and the elderly and become acquainted with the complexities of administering programs in the human service professions. Field placements will be available in a wide variety of locations such as preschools, day care centers, residential and outpatient drug treatment centers, social service agencies, senior centers, nursing homes, municipal housing projects, community outreach services, and hospitals. A minimum of 135 hours of fieldwork for the semester is required for 3 credits, 270 hours for 6 credits. A maximum of six credits of fieldwork can be applied to the major. Students meet in small groups with faculty on a regular basis.

SOCL 420 - Society and Social Change: Science and Technology
Credit(s): 3
This course provides an overview of social change, internal and external sources, with a focus on the global development of science and technology. Also, it examines modernization and its social consequences from a cross cultural perspective. There is an emphasis on the role technological advances and science have on the powerful forces (economic, political, ideological, religious) inside and beyond the boundaries of the United States. (Only open to organizational management students.)

SOCL 426 - Classics in the Social and Behavioral Sciences
Credit(s): 3
Cross-Listed With: BHSC 426, PSYN 426
Prerequisite(s): BHSC 348/SOCL 348 or must have completed 12 credits in the major.
A guided reading seminar in the social and behavioral sciences utilizing primary source material with critical analysis of such authors as: Allport, Durkheim, Freud, James, Jung, Marx, Skinner, and Weber. (Previously numbered BHSC/PSYN/SOCL 326.)

SPAN 115 - Spanish for Communication
Credit(s): 3
A beginning Spanish course designed to help develop listening and speaking skills in the Spanish language. The course will help students deal with real everyday situations (identifying needs, shopping, seeking medical assistance, gathering information, etc.). The aim of the course is to enable students to understand basic spoken Spanish within the limits of the topics presented in the course, including (but not limited to) business, travel, and social interaction. This course is not open to students who have studied Spanish in high school for more than two semesters or to students who have native or near native fluency in Spanish.

SPAN 116 - Communicating in Spanish
Credit(s): 3
Prerequisite(s): SPAN 115 or the equivalent, two years of high school Spanish or approval of the Language Program Director.
This course is a continuation of SPAN 115 and is designed to further the progress made by students in developing basic communication skills in Spanish. Students will continue to learn the basic elements of Spanish sentence structure and vocabulary necessary for an ability to communicate in this language. A large emphasis of the course is on speaking and understanding Spanish as it is spoken today in twenty countries in Europe and in the Americas. This course is not open to students who have native or near native fluency in Spanish. Those students should register for SPAN 121.

SPAN 121 - Spanish for Heritage Speakers
Credit(s): 3
This course is designed for students who are heritage speakers of Spanish. This course will strengthen and affirm professional written and conversational skills in Spanish as well give students a clear and systematic understanding of Spanish grammar.

SPAN 160 - Translation Techniques
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
This course is designed for students who will be doing translations from Spanish to English and from English to Spanish. These translations can be both written and spoken. Translations can include business, commerce, health care, social work, legal, as well as literary topics.

SPAN 196 - Honors Spanish
Credit(s): 3
Cross-Listed With: HONR 196
Prerequisite(s): SPAN 115 or the equivalent; or three years of high school Spanish; or approval of the Program Director of Modern Foreign Languages.
This honors Spanish course is the Honors equivalent of Spanish 116; it is designed to further the progress made by students in developing basic communication skills in Spanish. Students will continue to learn and develop the basic elements of the grammatical structure of the Spanish language and the vocabulary necessary for increasing students' written and oral communicative competence in Spanish. Furthermore, students will be applying their developing knowledge of Spanish vocabulary and the grammatical structure of the Spanish language to a variety of reading and writing activities designed to deepen and expand students' knowledge of

the Spanish language and the cultures of the Spanish-speaking world. *This course fulfills the Language and Cultural Perspectives general education requirement.*

SPAN 215 - Intermediate Spanish I
Credit(s): 3
Prerequisite(s): SPAN 116 or the equivalent, three years of high school Spanish, or approval of the Modern Foreign Languages Program Director.
This intermediate Spanish course is a continuation of SPAN 116. It allows students to develop their listening, speaking, reading, and writing skills in the Spanish language, and helps students navigate real-life situations through both oral and written communication. It gives students an understanding of Spanish grammar and syntax and allows students to gain an appreciation of Hispanic cultures. Topics covered in this course include formal and informal social interaction, travel, technology, and commerce.

SPAN 216 - Intermediate Spanish II
Credit(s): 3
Prerequisite(s): SPAN 215 or the equivalent, four years of high school Spanish, or approval of the Modern Foreign Languages Program Director.
This intermediate Spanish course is a continuation of SPAN 215. It allows students to develop their listening, speaking, reading, and writing skills in the Spanish language, and helps students navigate real-life situations through both oral and written communication. It gives students an understanding of Spanish grammar and syntax and allows students to gain an appreciation of Hispanic cultures. Topics covered in this course include formal and informal social interaction, academic disciplines, health, business, and arts and leisure.

SPAN 220 - Latin America Through Film
Credit(s): 3
Prerequisite(s): SPAN 121 or approval of the Modern Foreign Languages Program Director.
This course focuses on the development of written and oral communication skills in the Spanish language through the medium of Latin American film. Through viewing and discussing Latin American films students will learn about the cultures and histories of various Latin American countries and further develop the Spanish language skills necessary to effective communication. This is an intermediate Spanish course so the films will have subtitles to scaffold student learning and to make it possible for non-native Spanish speakers to comprehend the films and participate in the various oral and written activities that will be assigned.

SPAN 225 - Spanish for Community Services
Credit(s): 3
Prerequisite(s): one or two years of high school Spanish or SPAN 115 or permission of the Program Director.
This course has been designed for police, firemen, social workers, hospital personnel, and teachers. Practice in the language skills and vocabulary necessary for communication with Spanish-speaking people in a variety of everyday situations.

SPAN 230 - La Gramática Española
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
An intensive review of grammar at the advanced level with application to writings accomplished by students and to materials furnished by the instructor. Oral presentations will also be required of the student.

SPAN 233 - The Culture of the Spanish Golden Age
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
A study of the many aspects of the sixteenth-and seventeenth-century culture of Spain and its strong influence in the European and Latin American world.

SPAN 235 - Spanish Culture
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
The student is introduced to the main ideas that have shaped Spain's literature, art, history, politics and linguistic landscape.

SPAN 236 - Latin American Cultures
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
The student is introduced to the main ideas that have shaped Latin America's literature, art, history, politics and linguistic landscape.

SPAN 237 - "Preceptiva Literaria" for Hispanic Studies
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
A required course for all Spanish majors designed to equip the students with the nomenclature of the morphology, syntax, literary genres and figures of speech to get a better appreciation of language and literature in prose and poetry. Practical analysis, related readings and literary reports.

SPAN 238 - Introduction to Literary Criticism for Hispanic Studies
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
A required course for all Spanish majors to serve as an introduction to equip the student with methods and ways to comment on a literary text.

SPAN 240 - Aspects of Caribbean Culture
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
A study of the main aspects of Caribbean civilizations with emphasis on its literature, art and folklore.

SPAN 241 - Main Currents in Puerto Rican Civilization
Credit(s): 3
Prerequisite(s): **SPAN 116 or SPAN 121 or permission of the Program Director.**
A consideration of the main trends in the literature, art, and music of Puerto Rico from the time of the discovery up to the contemporary period.

SPAN 245 - From Self to Selfie
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or the approval of the Modern Foreign Languages Program Director.
In this course, we consider the ways in which the self has been constructed in Latin America in contemporary literature and cultural productions including autobiography, poetry, the short story, film, and visual art.

Students will gain experience expressing themselves in Spanish in an academic environment through formal written assignments and rigorous in-class discussions related to themes such as autobiography of exile, memoirs of revolution, testimonio, field notes and travel writing, and experimental self-writing.

SPAN 256 - Spain Today
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
This course will examine the cultural, linguistic, literary, cinematic, and political landscape of contemporary Spain.

SPAN 258 - Latin America Today
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
This course will examine the cultural, linguistic, literary, cinematic, and political landscape of contemporary Latin America.

SPAN 265 - Reading and Composition
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
This course will provide students with a thorough review of essential grammar points as well as an introduction to more idiomatic constructions leading to an advanced understanding of the Spanish language. Short stories, essays and other academic writing will be utilized for a stylistic study of modern Spanish.

SPAN 275 - Beginning Spanish for Business
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
This course exposes students to the Spanish language used in business, including the terminology and idioms of Spanish business language in special oral and written communication. Emphasis is placed on the structure and content of Spanish business correspondence. Authentic materials are used to give students a contemporary view of business as it is conducted in Hispanic society.

SPAN 276 - Intermediate Spanish for Business
Credit(s): 3
Prerequisite(s): SPAN 275 or permission of the Program Director.
This course is devoted to the continued development of business language skills, with a focus on the accurate use of business vocabulary and business style. Emphasis is on preparing students to function in Spanish in a business setting via practice of receptive and productive linguistic skills. This course also provides training in cross-cultural communication skills and is designed to help students achieve levels of proficiency to meet foreign language needs for business and international trade.

SPAN 295 - Special Topics in Literature and Linguistics
Credit(s): 3
Intensive study of a major work, author, genre, theme, literary period, or specialized topic. *Offered in response to particular interests of students and faculty.*

SPAN 296 - Honors Spanish II
Credit(s): 3

Cross-Listed With: HONR 296
Prerequisite(s): SPAN 116 or SPAN 196 or the equivalent.
This upper-level Spanish course is designed for Honors students who are native speakers of Spanish or have high competency Spanish language skills. The purpose of this course is to develop students' reading and writing skills in Spanish through a study of critical Latin American issues. This is carried out through a variety of media, such as literature, film, journalism, and historical texts.

SPAN 301 - Masterworks in the Spanish Language*
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
Selected readings from works of outstanding writers in Spanish: with a view of their influence on Latin American and world literary movements.
This is the Core Course for students enrolled in the Spanish major prior *to Fall 2019.*

SPAN 305 - Cervantes and His World
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
This course introduces the student to the life and times of Cervantes through a reading of his major works: Novelas ejemplares and Don Quixote.

SPAN 311 - Main Currents in Spanish Civilization I
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
A course designed to instill a sense of the richness of Spanish civilization from its beginnings to the present day through an examination of Spain's literature, art, music, culture, and history.

SPAN 312 - Main Currents in Spanish Civilization II
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
A course designed to instill a sense of the richness of Spanish civilization from its beginnings to the present day through an examination of Spain's literature, art, music, culture, and history.

SPAN 325 - The Spanish Golden Age
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
An insight into the general characteristics of the period by means of intensive study and analysis. The works of representative authors of the essay, the novel, poetry and theater will be read with emphasis given to the mystical writer.

SPAN 344 - Nineteenth-Century Spanish Literature
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
Readings and discussions of the romantic, post-romantic, naturalist and realist periods in the literature of Spain.

SPAN 346 - "Modernismo" in Spain and Latin America
Credit(s): 3

Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
A view of the "modernista movement" in Spanish and Latin American letters; its characteristics and its most representative writers, with special attention given to Rubén Darío and José Martí.

SPAN 347 - The Generation of 1898
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Head.
Readings and discussion of the works of Unamuno, Ganivet, Baroja, Azorín, Machado, Valle-Inclán, among others.

SPAN 348 - The Generations of Ortega y Gasset and García Lorca
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
Readings and discussions of the works of José Ortega y Gasset, Federico García Lorca and select authors from the Generations of 1914 and 1927.

SPAN 349 - Contemporary Spanish Literature
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
A study of the development of Spanish literary movements in the areas of poetry, the novel, theater and the short story.

SPAN 350 - International Business in Spanish
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
An introduction to international business. Topics will include the international environment, international trade, foreign direct investment, foreign exchange, regional economic integration, the role of the multinational corporation and business strategies.

SPAN 351 - Main Currents in Latin American Civilizations I
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
A consideration of Latin American geography, history, literature, art, film, music, religion and folklore, from prehistoric times to the present day, recognizing the cultural contribution of Latin America to Western Civilization.

SPAN 352 - Main Currents in Latin American Civilizations II
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
A consideration of Latin American geography, history, literature, art, film, music, religion and folklore, from prehistoric times to the present day, recognizing the cultural contribution of Latin America to Western Civilization.

SPAN 355 - Introduction to Business Environment in Spanish
Credit(s): 3
Prerequisite(s): SPAN 350 or permission of the Program Director.
An introduction to the major components of the business world. Topics, which will be studied in English and

Spanish, include marketing, management, accounting, economics, finance, and their interrelationships. Students will learn how business relates to them in both their personal and professional lives.

SPAN 359 - Afro-Hispanic Literature
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
A study of Afro-Hispanic poetry and prose with an emphasis on the works of Luis Palés Matos, Nicolás Guillén, Gertrudis Gómez de Avellaneda and others.

SPAN 372 - Spanish Conversation
Credit(s): 3
Prerequisite(s): SPAN 116 or SPAN 121 or the equivalent.
A course designed to improve oral expression; geared toward everyday conversation and speech patterns. Topics include fashion, student life, mass media, cuisine, theater and current events. Emphasis may be placed on the students' areas of interest. Written work reinforces oral expressions.

SPAN 397 - Independent Study in Spanish
Credit(s): 1-3
Prerequisite(s): SPAN 116 or SPAN 121 or permission of the Program Director.
The life and works of an outstanding author. Guided readings and discussion of the works of the author chosen by the student after consultation with the seminar director; a presentation of the results of such study required.

SPAN 495 - Spanish Capstone (cc)
Credit(s): 3
Prerequisite(s): SPAN 238 or approval of the Modern Foreign Languages Program Director.
This is a senior research seminar in literary and cultural studies for Spanish majors. The course will deepen the expertise students have granted in Spanish and Latin American literature and culture, and it will strengthen their formal writing abilities in Spanish through an individualized research project and paper. Students will hone their research skills by developing a valid research question, articulating a thesis, and providing convincing evidence. They will develop their critical thinking and writing skills and use those skills in close readings of literature, and analysis and interpretation of archival materials and secondary sources. Students will construct an original argument and situate their contribution within current debates in the field.
This is the Core Course for students enrolled in the Spanish major **starting** Fall 2019.

SPMG 300 - Foundations of Sport Management
Credit(s): 3
Prerequisite(s): MGMT 225.
This course will provide students with an introduction to the sports industry, theories of recreation and leisure, planning, policy-making, program evaluation, budgeting and public relations. It provides an overview of the responsibilities of those involved in the sports industry, (interscholastic, intercollegiate and professional) as well as how general management principles apply to the industry. Topics include a business overview, historical development, organizational development, research methodology, and the psychology of sport. Strong emphasis is placed on the future development of sport and career opportunities.

SPMG 330 - Sport Marketing
Credit(s): 3
Prerequisite(s): MKTG 220.
This course focuses on the marketing mix and its unique application to the sport enterprise. It is designed to give students an understanding and appreciation for the marketing process as it relates to sports. Emphasis is on sales and marketing strategies for professional, intercollegiate, and amateur sports, as well as on health and athletics facilities, and special events. Special topics will include the development of a marketing strategy, promotion, sponsorship, sales, advertising and licensing. The course also deals with ethical issues and international sport marketing.

SPMG 336 - Sport Law
Credit(s): 3
Prerequisite(s): BLAW 240 and SPMG 300.
This course explores the application of legal issues to the sport enterprise and allows students to develop a familiarity with legal terminology. Upon completion, students will have a basic knowledge of a wide range of principles relating to agency, tort, contract, labor/union, and constitutional law. This course is designed for students interested in the growing problems of sports litigation. Specific topics include; due process, anti-trust, free speech, coed competition, duty of ordinary care and of care owed athletes and spectators, injuries, assumption of risk ad contributory negligence. The course stresses the application of the principles of law to the sports setting. Actual court cases relating to these principles are examined.

SPMG 397 - Independent Study in Sport Management
The student and instructor shall mutually agree on a course of study that will result in a significant student-directed project or research that is appropriate to the Sports Management discipline.
A three-credit project requires a minimum of 135 hours of student-work; however, the credits may be prorated at 45 hours per credit. *Any independent study will require Department Chair and School Dean approvals.*

SPMG 399 - Internship in Business
Credit(s): 3
Cross-Listed With: FINC 399, INBU 399, MGMT 399, MKTG 399, SPMG 399
Prerequisite(s): Completion of 60+ credits, minimum of a 3.0 GPA, three SPMG courses must be completed and/or enrolled in at the time of the internship.
The internship is designed as a "real-life" work experience working within a sport organization. Involvement

in operational areas of the organization allowing students to consolidate knowledge, apply skills and techniques, and organize a philosophical framework vital for success in their chosen field. Internships have also become the distinguishing factor in recruitment selection amongst new graduates by employers. The skills students will acquire from the internship program will enhance their business knowledge and solidify their management skills. The student must complete a minimum of 150 hours of work at the site of the internship.

SPMG 430 - Sport Facility and Event Management
Credit(s): 3
Prerequisite(s): MGMT 225, MKTG 220, FINC 235, SPMG 300.
This course provides the students with an overview of all elements involved in sport event and facility management. Topics include: planning and design, services management, marketing and PR, maintenance, funding, operations, administration and legal aspects. Students will be asked to plan and conduct an event on campus. Includes visits to major sport facilities.

SPMG 432 - Sport Finance and Administration
Credit(s): 3
Prerequisite(s): FINC 235, SPMG 300.
This course provides a foundation in the application of financial methods and procedures for sport enterprises. Topics include: the development and management of budgets, financial strategies for debt service, ticket and concession sales, corporate sponsorship, licensing sport merchandise, fund raising, and franchising. This course discusses the financial concepts and theories and their application in the professional, intercollegiate, and commercial sport industries. The student will also study the various activities involved in sport financial administration.

SPMG 434 - Sport and Society
Credit(s): 3
Prerequisite(s): SOCL 101, SPMG 300.
This course examines the relationship between sport and society. Students will develop an understanding of how sports, professional and amateur, can influence social life. The course also addresses social issues from within the sports world, how they are perceived, and how fans respond to them. The various perceptions and social limits of sport across diverse cultures will also be studied. It will also examine the social and cultural history of sports and its influence on our social institutions, such as politics, the economy and government. Highlighted will be issues such as race, gender, deviance and social problems, and youth socialization in relationship with sports.

SPMG 450 - Applied Research Analysis in Sport Management
Credit(s): 3
Prerequisite(s): ENGL 112; any 3 Sport Management specialization courses.
Senior level discipline course for students specializing in sport management. Students will develop their own sport facility using what they have learned in previous sport management classes. Students will conduct research and design a facility that meets the wants and needs of sport consumers. Students should have completed 3 of their specialization courses before registering for SPMG 450.

Veterinary Technology

Students in the undecided – veterinary technology or veterinary technology major concentration must earn a minimum letter grade of B or better in ENGL 111 - Written English and Literary Studies I and MATH 116, C+ or better in BIOL 160/BIOL 160A General Biology I Lecture/Lab, and C or better in all veterinary technology courses and all other natural science courses (other than BIOL 160/BIOL 160A) that are required in the curriculum. Students must maintain a 2.75 cumulative GPA in Veterinary Technology courses for admittance into clinical courses VETC 340, VETC 341, VETC 350, VETC 350A, VETC 360, VETC 375, VETC 495 and VETC 496. A minimum GPA of 2.75 is required for graduation from the Veterinary Technology Program as a Veterinary Technology major.

Students enrolled in the undecided – veterinary technology or the veterinary technology major may not repeat a course required in the curriculum more than once.

For any veterinary technology lecture course that has a laboratory course as a corequisite, both the lecture and laboratory courses must be taken concurrently. In the event that a student must withdraw from the lecture course, the student must also withdraw from the corequisite laboratory course. Students who wish to take the lecture or laboratory course alone will require Program Director authorization and may be required to participate in relevant labs or audit relevant lecture topics.

Students who receive an unsatisfactory evaluation in any category, including but not limited to professional and ethical behavior, or required skill in clinical courses VETC 340, VETC 341, VETC 350, VETC 350A, VETC 360, VETC 375, VETC 495 or VETC 496, or who are dismissed from any externship site, will receive an "F" in the course and will have their records reviewed by the Veterinary Technology Faculty. The faculty will determine if the student will be given the opportunity to repeat the experience in a future semester, and/or be placed on probation, or be dismissed by the Program.

If a student is dismissed from any externship site because of an inability to demonstrate content knowledge, the faculty may require the student to pass a competency exam and either re-take or audit the course covering the content prior to reassignment to an externship site. Any student that is dismissed from the Veterinary Technology Program is not eligible to reapply to the Veterinary Technology Program.

VETC 101 - Introduction to Veterinary Science
Credit(s): 3
Prerequisite(s): ENGL 111, MATH 116 , BIOL 160, and BIOL 160A
This course is an introduction to the veterinary profession. It provides students with an overview of veterinary science and technology. Subjects pertinent to all the veterinary sciences are discussed, with brief introductions to medical terminology, anatomy, physiology, pharmacology, behavior, exotics and pathology. Participation in review sessions outside of regular class time is a course requirement. Registration is restricted to major codes VTPR and VTNS. All other major codes require Program Director permission for registration.

VETC 110 - Applied Animal Behavior
Credit(s): 3
Prerequisite(s): VETC 101; ENGL 111; MATH 116; BIOL 160; BIOL 160A
In this course, students learn techniques of animal training, including proper selection and socialization of animals. Behavioral problems, causes and approaches to treatment will be discussed. Students learn to read emotional and aggressive signs in dogs and cats with safety as a priority.

VETC 140 - Veterinary Management
Credit(s): 3
Prerequisite(s): VETC 101; ENGL 111; MATH 116; BIOL 160; BIOL 160A.

This course introduces students to management theory applicable to clinical veterinary practice and the research laboratory. Management techniques, inventory procedures, medical records, personnel management, safety, regulatory matters, laws and ethics, and the psychology of client relations are covered.

VETC 256 - Anatomy of Domestic Animals
Credit(s): 3
Prerequisite(s): **VETC 101; BIOL 160; BIOL 160A; BIOL 161; BIOL 161A.**
Corequisite(s): VETC 256A, VETC 300
This course provides students with a sound working knowledge of mammalian anatomy. Topographical, applied and clinical anatomy of the cat and dog are presented with emphasis placed on the relationship between anatomical structure and function. Functional adaptation in mammals will be explored by comparative study of common domestic animals: cat, dog, cow, and horse. A review of avian species will provide further understanding of structure and function. A group trip to the Museum of Natural History in New York City may be a required component of the curriculum.

VETC 256A - Anatomy of Domestic Animals Laboratory
Credit(s): 1
3 semester hours lab
Prerequisite(s): VETC 101; BIOL 160; BIOL 160A; BIOL 161; BIOL 161A.
Corequisite(s): VETC 256, VETC 300
This course is designed to complement concepts taught in the VETC 256 lecture course. Students study skeletal materials from domestic animals and complete dissections of the cat. Organs from other species may be dissected as well.

VETC 258 - Animal Handling and Restraint
Credit(s): 3
Prerequisite(s): VETC 101; VETC 110; VETC 256; VETC 256A; VETC 300, BIOL 160; BIOL 160A; BIOL 161; BIOL 161A.
In this course, students acquire knowledge of and gain hands-on experience in the safe and effective handling and restraint of animals. Appropriate techniques are demonstrated and performed using live animals, including dogs, cats and exotic species. Lecture includes husbandry requirements and theory related to the safe handling of a number of species. A service learning project, which requires off-campus travel, is a required part of this course. Registration requires Program Director authorization.

VETC 295 - Special Topics in Veterinary Technology
Credit(s): 3
Prerequisite(s): VETC 101; ENGL 111; MATH 116; BIOL 160; BIOL 160A.
An offering of current topics in veterinary medicine that varies from term to term allowing for the coverage of new subject matter of interest to students and faculty, or the opportunity to make available an instructor's special expertise.

VETC 300 - Physiology of Domestic Animals
Credit(s): 4
Prerequisite(s): VETC 101; BIOL 160; BIOL 160A; BIOL 161; BIOL 161A; CHEM 160; CHEM 160A
Corequisite(s): VETC 256, VETC 256A
A comparative study of the physiological mechanisms, functions, and metabolism of the organ systems within the body. A regional approach is used to study the various classes of domestic animals including canine,

feline, equine, ruminants, and swine. Participation in review sessions outside of regular class time is a course requirement.

VETC 305 - Global Veterinary Experiences
Credit(s): 3
Prerequisite(s): VETC 101; VETC 256; VETC 256A; VETC 300; BIOL 160; BIOL 160A; BIOL 161; BIOL 161A; MATH 116; ENGL 111.
In this course, students acquire knowledge of and gain hands-on experience in the care and rehabilitation of a variety of animals in a global setting. Students will learn how to properly handle and examine different animal species. They will perform daily treatments and assist in the rescue and rehabilitation of injured animals. This experience will immerse them in a different culture, exposing them to a variety of animal species and providing them with an opportunity to become engaged global citizens. Lectures include husbandry requirements, normal physical exam criteria and theory relating to the treatment and rehabilitation of these animals. This course involves travel. All travel expenditures are the responsibility of the student. Registration requires Program Director Authorization. *Offered in spring semester only.*

VETC 306 - Clinical Laboratory Techniques and Analysis
Credit(s): 4
Prerequisite(s): VETC 101; VETC 256; VETC 256A; VETC 300; BIOL 160; BIOL 160A; BIOL 161; BIOL 161A; CHEM 160; CHEM 160A.
Corequisite(s): VETC 306A; BIOL 265; BIOL 265A.
This course examines clinical laboratory techniques, particularly relating to blood chemistry, hematology, urinalysis, and parasite identification. Emphasis is placed on understanding and interpretation of both normal and abnormal laboratory results. A mandatory recitation outside of regular class time is a course requirement.

VETC 306A - Clinical Laboratory Techniques Laboratory
Credit(s): 1
3 semester hours lab
Prerequisite(s): VETC 101; VETC 256; VETC 256A; VETC 300; BIOL 160; BIOL 160A; BIOL 161; BIOL 161A; CHEM 160; CHEM 160A.
Corequisite(s): VETC 306; BIOL 265; BIOL 265A
This laboratory course is designed to complement concepts taught in the VETC 306 lecture course.

VETC 320 - Pharmacology and Toxicology (cc)
Credit(s): 4
Prerequisite(s): VETC 101; VETC 256; VETC 256A; VETC 300; VETC 306; VETC 306A; BIOL 160; BIOL 160A; BIOL 161; BIOL 161A; BIOL 265, BIOL 265A, CHEM 160; CHEM 160A.
A study of the fundamental principles of pharmacology and toxicology. Students are acquainted with the clinical application of drugs in current veterinary practice, including mechanisms of action, therapeutic uses, contraindications, common adverse effects and drug interactions. Emphasis is placed on regulations and safety; weights and measures; medication orders; dosage calculations; administration routes and methods; and preparing, labeling and dispensing medications. A mandatory recitation outside of regular class time is a course requirement.

VETC 340 - Clinical Veterinary Team Communication
Credit(s): 1

Prerequisite(s): VETC 101, VETC 256, VETC 256A, VETC 258, VETC 300, VETC 306, VETC 306A, VETC 320.
Corequisite(s): VETC 341, VETC 350; VETC 350A; VETC 360.
This course provides instruction on the core skills that are critical aspects of teamwork in the veterinary clinical setting. The content of this course is based on the TeamStepps® initiative which is a set of evidence-based tools and strategies for healthcare professionals that are designed to optimize patient care. Principles of team leadership, mutual performance monitoring, mutual support and communication are emphasized and reinforced by simulation of clinical situations. Communication skills required of the veterinary technologist within the context of the veterinary healthcare team are also taught. Registration requires Program Director authorization.

VETC 341 - Small Animal Diseases: A Case Based Approach
Credit(s): 3
Prerequisite(s): VETC 256, VETC 256A, VETC 258, VETC 300, VETC 306, VETC 306A, VETC 320, BIOL 265, BIOL 265A.
Corequisite(s): VETC 340, VETC 350, VETC 350A, VETC 360.
This course includes a general study of small animal diseases, their definition, etiology, pathogenesis, clinical signs, diagnosis, prevention and treatment. The material will be taught using a case based approach. Registration requires Program Director authorization.

VETC 350 - Applied Clinical Veterinary Nursing Lecture
Credit(s): 3
Prerequisite(s): VETC 101, VETC 256, VETC 256A, VETC 258, VETC 300, VETC 306, VETC 306A, VETC 320; BIOL 265, BIOL 265A.
Corequisite(s): VETC 340, VETC 341; VETC 350A; VETC 360,
Principles of essential entry-level nursing skills required of the veterinary technologist are taught such as medical nursing, including emergency and critical care; and surgical nursing, including routine surgical procedures and equipment, asepsis, positioning and surgical assistance. This course provides instruction on fundamentals of anesthesia and analgesia, including preoperative, intraoperative, and postoperative care. Basic principles of radiography, including digital, are presented with emphasis on radiation safety measures, proper maintenance of radiographic equipment and appropriate positioning of animals to obtain diagnostic radiographs. Registration requires Program Director authorization.

VETC 350A - Applied Clinical Veterinary Nursing Practicum
Credit(s): 3
Prerequisite(s): VETC 101, VETC 256, VETC 256A, VETC 258, VETC 300, VETC 306, VETC 306A, VETC 320 , BIOL 265, BIOL 265A.
Corequisite(s): VETC 340, VETC 341, VETC 350; VETC 360.
This clinical skills course is designed to complement concepts taught in the VETC 350 lecture course. Practicums feature hands-on experience with live animals and models. Participation in off-campus practicums is a required part of this course. Students are responsible for their own transportation to the off-campus sites. Registration requires Program Director authorization.

VETC 360 - Fundamentals of Animal Research
Credit(s): 3
Prerequisite(s): VETC 101; VETC 256; VETC 256A; VETC 258; VETC 300; VETC 306; VETC 306A; VETC 320; BIOL 265; BIOL 265A.
Corequisite(s): VETC 340, VETC 341; VETC 350; VETC 350A.

The study of laboratory animals as integral parts of biomedical research. Rats, mice and rabbits are studied in regard to husbandry, sex identification and reproduction, handling and restraint, drug administration, injection and blood collection methods, anesthesia, common diseases and necropsy. A major emphasis of the course is an overview of laws and regulations governing animal research and a thorough understanding of the proper care and use of research animals. Course given at New York Medical College, Valhalla, NY. Registration requires Program Director authorization.

VETC 375 - Principles of Large Animal Medicine
Credit(s): 4
Prerequisite(s): VETC 101, VETC 256, VETC 256A, VETC 258, VETC 300, VETC 306, VETC 306A, VETC 320; VETC 340, VETC 341; VETC 350; VETC 350A; VETC 360.
This course introduces students to fundamental large animal nursing skills and husbandry. Students learn to properly restrain, conduct a physical examination, and administer medication to farm animal species. Registration with permission of the Program Director. Note: Preference for registration in this course will go to graduating seniors. Students should anticipate taking the didactic portion of this course online during the spring semester followed by a one-week, hands-on portion at SUNY-Delhi in the summer. Students are responsible for transportation to and accommodations at SUNY-Delhi. *Offered Summer semester only.*

VETC 380 - Workplace Experience in Veterinary Science I
Credit(s): 3
Prerequisite(s): VETC 101; VETC 110; VETC 256; VETC 256A; VETC 258; BIOL 160; BIOL 160A; BIOL 161; BIOL 161A; CHEM 160; CHEM 160A.
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Veterinary Sciences include veterinary practices and laboratory animal facilities. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department and approval of the Program Director.

VETC 381 - Workplace Experience in Veterinary Science II
Credit(s): 3
Prerequisite(s): VETC 101; VETC 110; VETC 256; VETC 256A; VETC 258; BIOL 160; BIOL 160A; BIOL 161; BIOL 161A; CHEM 160; CHEM 160A.
This course is designed to link college with the professional world by students obtaining meaningful, academically relevant workplace experiences. Possible workplace sites for students in Veterinary Sciences include veterinary practices and laboratory animal facilities. Professional development is enhanced through meetings with a faculty advisor and structured assignments based on the workplace experience. Career and Professional Development department and approval of the Program Director.

VETC 397 - Independent Study in Veterinary Technology
Credit(s): 1-3
Prerequisite(s): VETC 101; BIOL 160; BIOL 160A; MATH 116; ENGL 111. 1-3 crs.
Individual readings and research in areas of Veterinary Medicine. Registration with permission of the program director.

VETC 495 - Externship I: General Small Animal Medicine and Surgery
Credit(s): 6
Prerequisite(s): VETC 101; VETC 110; VETC 256; VETC 256A; VETC 258; VETC 300; VETC 306; VETC 306A;

VETC 320; VETC 340, VETC 341; VETC 350; VETC 350A; VETC 360.
The student participates as a veterinary technology extern in an approved small animal practice for a minimum of 45 days, consisting of eight hours each, or a total of 360 hours. The student is to achieve competency in skills and decision-making abilities commensurate with the Committee on Veterinary Technician Education and Activities (CVTEA) requirements. Twenty-seven contact hours with the instructor are scheduled for lecture, demonstration and student participation. Registration with the permission of the program director. Externship schedules require Program Director approval. Based on the needs of the clinical site, students are expected to commit to three, eight-hour weekdays each week during the semester in order to complete the course requirement of 360 hours. Transportation to the clinical site is the responsibility of the student.

VETC 496 - Externship II: Veterinary Specialty
Credit(s): 6
Prerequisite(s): VETC 101; VETC 110; VETC 256; VETC 256A; VETC 258; VETC 300; VETC 306; VETC 306A; VETC 320; VETC 340, VETC 341; VETC 350; VETC 350A; VETC 360, VETC 495.
Following satisfactory completion of VETC 495 Externship I, the student participates as a veterinary technology extern in a specialty/referral practice for a total of 360 hours. Options may include advanced surgical nursing and anesthesia, emergency and critical care, imaging, internal medicine, neurology, oncology, ophthalmology and physical rehabilitation. Alternatives may include zoo animal medicine, laboratory animal medicine and equine practice. The student is to achieve competencies in skills and decision-making abilities commensurate with the Committee on Veterinary Technician Education and Activities requirements. Twenty-seven contact hours with the instructor are scheduled for lecture, demonstration and student participation. Registration with the permission of the program director. Externship schedules require Program Director approval. Based on the needs of the clinical site, students are expected to commit to three, eight-hour weekdays each week during the semester in order to complete the course requirement of 360 hours. Transportation to the clinical site is the responsibility of the student.

General Education Requirements and Curriculum

The General Education Curriculum has two distinct but interrelated purposes. First, it is designed to ensure that students have a certain breadth of knowledge. That knowledge is drawn from the liberal arts and sciences, and extends beyond the specialization of a major field. Second, the General Education Curriculum is designed to ensure that students develop the essential transferrable skills that support continued growth and achievement in careers and in the professions. To achieve these goals, the General Education Curriculum has been designed with the following components:

General Education Curriculum

Liberal Arts Core / Essential Transferable Skills- 18 credits

- CINQ 101 - Critical Inquiry
- ENGL 111 - Written English and Literary Studies I
- ENGL 112 - Written English and Literary Studies II
- COMM 110 - Oral Communication
- **A Mathematics course, either**
- MATH 115 - Mathematics for the Liberal Arts **Or**
- MATH 116 - College Algebra **Or**
- MATH 117 - Introduction to Statistical Reasoning **Or**
  (depending on disciplinary requirement)
- **Or a higher-level math course**
- JRSM 301 - Junior Seminar

Liberal Arts Disciplinary Groupings- 24 credits

Choose three credits from each of the eight groupings:

- Literature and Communication
  Literature, Speech, Communication
- Language and Cultural Perspectives*
  World Languages
- Ethical Perspectives
  Philosophy, Religion
- Historical and Global Perspectives
  History, Political Science
- Mathematics and Information Technology
  Mathematics, Computer Information Science
- Scientific Perspectives
  Biology, Chemistry, Physics, Exercise Science
- Social Perspectives
  Sociology, Psychology, Economics

- The Arts
  Art, Art History, Music, Theatre, Film

Choose 18 credits with advisement from any combination of the eight groupings listed above- 18 credits

(Note: Some 200-level major Prerequisite courses may be used to fulfill this requirement).

Total- 60 credits

- *For Language credit a student must have the equivalent of an intermediate (level 116 or higher) course. Credit for any language course may be earned through traditional coursework, transfer credit or through an authorized proficiency exam.*

General Education Designated Courses

Core Courses

Written Communications- 6 credits

- ENGL 111 - Written English and Literary Studies I
- ENGL 112 - Written English and Literary Studies II
  Or
- HONR 191 - Honors English I *
- HONR 192 - Honors English II *

Oral Communications Requirement- 3 credits

- COMM 110 - Oral Communication
  Or
- HONR 194 - Honors Oral Communication *

Critical Inquiry- 3 credits

Waived for transfer students with 30+ credits.

- CINQ 101 - Critical Inquiry
  Or
- HONR 190 - Honors Critical Inquiry *

Mathematics Requirement- 3 credits

(Depending on Placement and Major)

- MATH 115 - Mathematics for the Liberal Arts **Or**
- MATH 116 - College Algebra **Or**
- MATH 117 - Introduction to Statistical Reasoning **Or**
- HONR 193 - Honors Math * **Or**

- MATH 201 - Precalculus **Or**
- MATH 260 - Calculus I

Junior Seminar Requirement- 3 credits

To be taken upon completion of ENGL 112, COMM 110, Mathematics Requirement. Students will register for the course after completing 60 credits and before attaining 91 credits

- JRSM 301 - Junior Seminar
  Or
- JRSM 390 - Honors Junior Seminar *

Mathematics & Information Technology- 3 credits

CISC 120/MATH 120 Introduction to Computers and Application Software *(or take the Challenge Waver Exam. If the exam is passed then student needs to replace the course with CISC 131 Foundations of Computing I, MATH 117 Introduction to Statistical Reasoning, or MATH 122 Statistics)*

Note(s)

* *Honors courses are open to Honors students only*

General Education Disciplinary Groupings

Literature & Communication

(3 crs.)

- ENGL 205 - Survey of English Literature I
- ENGL 206 - Survey of English Literature II
- ENGL 207 - American Lit Survey I: Beginnings to 1865
- ENGL 208 - American Lit Survey II – 1865 to the Present
- ENGL 212 - Science Fiction
- ENGL 214 - Cyberpunk / Technoculture
- ENGL 217 - Creative Writing: Fiction
- ENGL 218 - Creative Writing: Poetry
- ENGL 219 - Creative Writing: Nonfiction
- ENGL 220 - The Short Story
- ENGL 222 - The Graphic Novel
- ENGL 224 - LGBTQ + Literature & Experiences
- ENGL 225 - Classical Literature
- ENGL 230 - The Bible as Literature
- ENGL 234 - Literature by Women
- ENGL 239 - American Studies I
- ENGL 240 - From Literature to Film
- ENGL 242 - Literature and Psychology
- ENGL 249 - American Gothic

- ENGL 257 - Latin American Literature
- ENGL 259 - Oral Performance of Literature
- ENGL 263 - The Black Atlantic World: Literature/History
- ENGL 265 - Introduction to Playwriting
- ENGL 267 - Caribbean Literature
- ENGL 268 - The Harlem Renaissance
- ENGL 269 - Hispanic/Latino Literature
- ENGL 271 - Modern British Novel: 1900 to Present
- ENGL 275 - Modern American Fiction
- ENGL 276 - Contemporary American Literature
- ENGL 280 - History of Drama
- ENGL 281 - Modern Drama
- ENGL 285 - Modern Poetry
- ENGL 300 - Magic, Romance, and Science in Medieval Literature
- ENGL 304 - Modern English: Writing with Style
- ENGL 315 - Shakespeare
- ENGL 316 - Shakespeare's Tragedies
- ENGL 317 - Hemingway
- ENGL 340 - The Major Victorians
- ENGL 353 - African-American Literature
- ENGL 385 - Masterpieces of European Literature

Language & Cultural Perspectives

(3 crs.)

Choose one intermediate level language course

- ALBA 116 - Communicating in Albanian
- AMSL 116 - Intermediate American Sign Language
- ARAB 116 - Intermediate Arabic
- FREN 116 - Communicating in French
- ITAL 116 - Communicating in Italian
- ITAL 215 - Intermediate Italian I
- ITAL 216 - Intermediate Italian II
- SPAN 215 - Intermediate Spanish I
- SPAN 116 - Communicating in Spanish
- SPAN 216 - Intermediate Spanish II
- SPAN 121 - Spanish for Heritage Speakers
- SPAN 225 - Spanish for Community Services
- SPAN 275 - Beginning Spanish for Business
- Any other foreign language including: CLEP, DANTES and NYU proficiency exam.
  Or
- HONR 196 - Honors Spanish I *
- HONR 296 - Honors Spanish II *

Scientific Perspectives

(3 crs.)

- BIOL 110 - Introduction to Human Biology
- BIOL 105 - Pathways, Perspectives, and Ethics in Science
- BIOL 111 - Introduction to Human Genetics
- BIOL 112 - Environmental Science
- BIOL 113 - Evolution
- BIOL 116 - Plants and People
- BIOL 117 - Science of Nutrition
- BIOL 122 - Foundations of Biology
- BIOL 130 - Human Anatomy and Physiology I Lecture
- BIOL 131 - Human Anatomy and Physiology II Lecture
- BIOL 160 - General Biology I Lecture
- BIOL 161 - General Biology II Lecture
- BIOL 226 - Elements of Biochemistry
- BIOL 265 - Microbiology Lecture
- CHEM 110 - Introduction to Chemistry
- CHEM 140 - Essentials of General, Organic, and Biochemistry
- CHEM 140A - Essentials of General, Organic, and Biochemistry Lab
- CHEM 160 - General Chemistry I Lecture
- CHEM 161 - General Chemistry II Lecture
- HLSC 250 - Global Health
- PHYS 110 - Introduction to Physics
- PHYS 120 - Physics of the Human Body
- PHYS 160 - Physics for the Life Sciences I
- PHYS 161 - Physics for the Life Sciences II
- SINC 110 - The Principals of Science I
- SINC 161 - Forensic Science I

Ethical Perspectives

(3 crs.)

- PHIL 110 - Introduction to Philosophy
- PHIL 112 - Logical Thinking
- PHIL 205 - Philosophy Through Film
- PHIL 207 - Business Ethics
- PHIL 213 - Philosophy of the Arts
- PHIL 294 - Live Issues in Philosophy
- RELG 109 - Introduction to World Religions
- RELG 111 - Judaism, Christianity, Islam
- RELG 112 - Far Eastern Religions
  Or
- HONR 291 - Honors Topics in Religion *

- HONR 299 - Honors Topics in Philosophy *

Historical and Global Perspectives

(3 crs.)

- HIST 101 - European History to 1500
- HIST 102 - European History Since 1500
- HIST 105 - American History through 1877
- HIST 106 - American History Since 1877
- HIST 117 - Introduction to Asian History
- HIST 118 - Introduction to African History
- HIST 119 - Introduction to Latin American History
- HIST 233 - History of the Middle East
- HIST 228 - Problems in Gender and Women's History
- HIST 232 - Early Modern Europe
- HIST 239 - American Studies I
- HIST 243 - History of Modern Japan
- HIST 244 - Popular Culture in East Asia
- HIST 250 - The Immigrant Experience
- HIST 252 - African American History to Reconstruction
- HIST 253 - African American History since Reconstruction
- HIST 254 - Latinos/as in the U.S.
- HIST 263 - The Black Atlantic: Literature/History
- HIST 303 - The Enlightenment
- HIST 314 - Tudor and Stuart England
- HIST 337 - World War II in Asia
- IRDP 110 - World Cultures
- POLS 101 - Political Power in America
  Or
- HONR 290 - Honors Topics in History *

The Arts

(3 crs.)

- ARTT 107 - Art and Culture
- MUSI 107 - Music Appreciation
- MUSI 218 - History of Jazz
- MUSI 260 - American Popular Music
- ARTT 144 - Understanding Movies (Available to students who began a degree program prior to Spring 2020)
  Or
- MEDA 144- Understanding Movies (Available to students beginning a degree program as of Spring 2021)
- MEDA 145 - Media in America

- MEDA 209 - Film and Culture (cc)
- MEDA 211 - The Language of Film

  Or
- HONR 292 - Honors Topics in Art History *
- HONR 293 - Honors Topics in Music *

Social Perspectives

(3 crs.)

- PSYN 101 - Introduction to Psychology
- SOCL 101 - Introduction to Sociology
- ECON 115 - The Economy, Jobs, and You
- ECON 120 - The World of Business
- ECON 125 - Statistical Applications for Economic Decision Making
- ECON 230 - Ethics in the Global Community
- ECON 220 - Macro-Economics
- ECON 221 - Micro-Economics

  Or
- HONR 195 - Honors Introduction to Psychology *
- HONR 298 - Honors Topics in Economics *

Additional Liberal Arts

(18 crs)

Choose additional 18 Liberal Arts Credits. This course must hold to the standard as defined by NYSED bottom of the web page http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum.

Note(s)

***Honors courses are open to Honors students only.**

Academic Information and Policies

The official source of all information concerning academic policies and regulations is the Undergraduate Catalog. While the Undergraduate Catalog is updated regularly, changes in requirements or policies may occur which are not immediately listed in this Catalog. All students should take note of official bulletins and announcements issued by the Registrar and the Office of the Provost or of information specific to a particular Mercy College undergraduate program.

Academic Appeals Policy

The purpose of the Academic Appeals Policy is to provide a process for the equitable resolution of formal complaints made by a student, over academic issues including grade disputes and the application of academic policies. Separate appeals policies exist for violations of academic integrity and academic dismissal grievances. The following steps constitute the process; before proceeding to a higher-level step, all lower-level steps must first be completed and documented in writing. The College continues to recommend and encourage the informal resolution of complaints, believing that effective communication is also part of the educational process. To the extent that a faculty member, academic unit head or dean are unavailable, a designee may be appointed for purposes of resolving such issues in a timely manner.

Step One: Faculty

Within two weeks after the end of the semester, term, or quarter (the "academic period") in which the disputed matter occurred, the student and faculty member must discuss the grade issue via student's college email, in person, or by phone. After the discussion, the faculty member must make a decision within one week and communicate it in writing to the student. A copy of this decision must also be sent to the academic unit head. If the student is dissatisfied with the outcome of this decision, a formal written appeal must be submitted by the student to the relevant academic unit head within one week after receipt of the faculty member's decision. If the faculty member does not respond to the student request within the referenced time frame, then the student should proceed to Step Two and contact the Academic Unit Head.

Step Two: Academic Unit Head(s)

Within one week after receipt of the formal written appeal, the academic unit head will, depending on the situation, meet separately or jointly with the student and faculty member involved. Meetings may be in person or via telephone. During these meetings each party will submit all information and supporting documentation to the Academic Unit Head who will review all of the relevant documentation. A written decision shall be sent to both parties within one week after the meeting. A copy of this written communication must also be sent to the School Dean. If the faculty member involved is also the academic unit head, the parties may agree to allow another faculty member in the department to review the appeal or proceed directly to Step Three.

Step Three: School Dean

Within one week after the decision in Step Two, an appeal may be made in writing by the student to the relevant school dean. The school dean will meet separately or jointly with the student and faculty member, and/or the academic unit head involved within two weeks of receipt of the formal written appeal. Meetings should be in person, to the extent practicable. The school dean will review the written appeal and previous actions on the appeal, along with any additional information and substantiation submitted by each party and will render a decision in writing to all parties within one week after the meeting. A copy of this written communication must also be sent to the Office of the Provost.

Step Four: Undergraduate Academic Appeals Committee

In the event that the issue has not been satisfactorily resolved in Steps One, Two or Three, a final appeal may

be made to the Undergraduate Academic Appeals Committee. Such appeal must be made in writing to the Committee, to the attention of the Provost or designee, within one week after the decision by the school dean. Appeals should be accompanied by a rationale for an Academic Appeal and accompanied by substantiating documentation. Upon review of the student submission along with documentation provided by the School Dean, Academic Unit Head(s) and Faculty member, the Provost or designee will determine whether or not the student's request for an Academic Appeal Hearing is warranted. If denied, the student will be notified as to the reason for the denial of a hearing, if an appeal hearing is warranted, the Academic Appeals Committee will hold a meeting within two weeks after receipt of the appeal, and shall render a decision in writing to the dean and student within one week of the conclusion of the meeting. The Undergraduate Academic Appeals Committee consists of the Associate Provost (chair) and up to three faculty members, two administrators, and four students (as needed on a case-by-case basis). All parties to the appeal will be permitted to participate and are permitted to submit any documentation they believe is necessary, including written statements and documentary evidence in the meeting with the Committee. The student may be accompanied by one person who is not professional legal counsel who may observe but not actively participate. The Committee will hear from both parties and may call on any witnesses to the matter and review any supplementary documentation. The Committee may ask questions throughout the meeting and may, if necessary, adjourn the meeting to obtain additional information. The Committee does not have the authority to make a grade change; rather, the Committee will review whether it appears the original grade was fairly awarded; however the committee may make other recommendations as it deems appropriate. The decision rendered by the Undergraduate Academic Appeals Committee is final; no additional appeals will be permitted.

Academic Eligibility for Financial Aid

In order to maintain their eligibility for financial aid, all students who receive financial aid from the federal and/or state government are required to meet specific standards of academic progress (total number of credits passed and the student's GPA in a specific semester). The Office of Enrollment Services maintains current records on all students receiving financial aid and thereby monitors their ongoing eligibility for such aid. More detailed information about these standards is included in the financial aid section of the catalog and is available through the Office of Enrollment Services.

Scholastic Index

The scholastic index shows the average grade attained in a set of completed courses. The scholastic index for a given set of courses is determined by dividing the total number of quality points earned in those courses by the total number of credits that would be conferred by the successful completion of those courses. The number of quality points earned through completion of a given course is determined by multiplying the number of academic credits the course may confer by the coefficient corresponding to the grade received. The scale of coefficients is as follows:

A	4.0	C+	2.33
A-	3.67	C	2.0
B+	3.33	C-	1.67
B	3.0	D	1.0
B-	2.67	F	0.0

Example: If a student completes five courses, each conferring three credits, grades A, B+, C+, C, he/she can compute his/her scholastic index as follows:

Credits		Coefficient		Quality Points
3	X	4.0 (A)	=	12.00

3	X	3.33 (B+)	=	9.99
3	X	2.33 (C+)	=	6.99
3	X	2.33 (C+)	=	6.99
3	X	2.0 (C)	=	6.00
				41.97

Scholastic index = 41.97 / 15 = 2.798

Courses taken under the Pass/No Credit system, courses for which a student has received a W, and courses taken at other colleges do not affect the student's scholastic index.

Academic Integrity Policy

Academic integrity is the pursuit of scholarly activity in an honest, truthful and responsible manner. Students are required to be honest and ethical in carrying out all aspects of their academic work and responsibilities.

Dishonest acts in a student's academic pursuits will not be tolerated. Academic dishonesty undermines the College's educational mission as well as the student's personal and intellectual growth. In cases where academic dishonesty is uncovered, the College imposes sanctions that range from failure of an assignment to suspension and expulsion from the College, depending on the severity and reoccurrence of the case(s).

Examples of academic dishonesty include, but are not limited to, cheating, plagiarism, obtaining unfair advantage, and falsification of records and official documents.

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise. Examples of cheating include, but are not limited to:

- Copying from another student during an examination or allowing another to copy your work
- Providing assistance to acts of academic misconduct
- Unauthorized collaboration on a take-home assignment or examination
- Using notes during a closed book examination
- Submitting another's work as your own
- Unauthorized use during an examination of any electronic device, such as cell phones, computers, or internet access to retrieve or send information
- Allowing others to research or write assigned papers for you or to complete your assigned projects

Plagiarism is the act of presenting another person's idea, research or writings as your own. **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 credits. 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 or 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 student's 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.

Consequences for Policy Violation

A student who is found to be dishonest in submission of his or her academic assignments or other work, or in carrying out his or her academic responsibilities may, at minimum, receive a zero for the submitted assignment, may receive a failing grade for the course, or may be subject to further suspension or expulsion from the College depending on the severity of the offense(s). Regardless, all incidents of academic dishonesty will be reported to the Academic Unit Head and School Dean and may be retained by the College in the student's records.

Reporting

A faculty member who suspects that a student has committed a violation of the Academic Integrity Policy shall review with the student the facts and 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.

Academic Sanctions

If a faculty member believes that the appropriate sanction is academic in nature (e.g., a reduced grade) and the student does not contest either his/her guilt or the particular reduced grade that the faculty member has chosen, then the student shall be given the reduced grade, unless the Dean decides to seek a disciplinary sanction. The reduced grade may apply to the particular assignment where the violation occurred or to the course grade, at the faculty member's discretion. A reduced grade may be an "F", or another grade that is lower than the grade that the student would have earned but for the violation. If a faculty member determines that a student has committed an act of cheating or plagiarism, and the student withdraws from the course, that student will receive an "FW" for the course regardless of the time of withdrawal. The faculty member shall inform the Dean of the resolution via email and the Dean shall update the applicable Student Violation of the Academic Integrity Policy Form to reflect that resolution.

In a case where a student admits to the alleged academic dishonesty but contests the academic sanction imposed by the faculty member, or in a case where a student denies the academic dishonesty, the student may appeal to the College's Undergraduate or Graduate Academic Appeals Committee.

Judicial Sanctions

In a case where the allegation of cheating or plagiarism is severe, or where the student has a history of violations of the Academic Integrity Policy which conduct warrants suspension or expulsion from the College, the school Dean shall impose a sanction in addition to or in lieu of academic sanctions, as he/she deems is warranted under the circumstances. If the student contests the judicial sanction imposed, he/she may appeal

to the Undergraduate or Graduate Academic Appeals Committee.

Appeals

Appeals to the Undergraduate or Graduate Academic Appeals Committee shall be made within 7 business days of receipt of notice of the academic or judicial sanction. All parties will be permitted to participate and are permitted to submit any documentation they believe is necessary including written statements and documentary evidence. The Undergraduate or Graduate Academic Appeals Committee shall convene within two weeks of the filing of the appeal submission. The Undergraduate or Graduate Academic Appeals Committee shall issue a written decision of its finding within 7 business days of convening and shall send copies of its decision to the accused student, the faculty member and the appropriate Dean for archiving in the student's confidential academic integrity file.

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.

Attendance Policy

Excessive absence interferes with the successful completion of a course of study and diminishes the quality of group interaction in class. To encourage students to accept their obligation to attend class the following policy is established: Class attendance is a matter between the instructor and the student. Instructors are obliged to announce and interpret specific attendance policies to their classes at the beginning of the term and include the policy in the course syllabus. Any student who has been excessively absent from a course and does not present adequate documentation to the instructor and fails to officially withdraw from the course before the last day for course withdrawal may receive the grade of FW (fail-withdrawal), which is computed as an F for GPA purposes.

Leave of Absence

A student in good standing may request a leave of absence from the College, for a maximum of three consecutive semesters, terms or sessions, excluding summer for non-cohort programs, without prejudice to his/her standing. If the student does not return for the third semester, he/she must re-apply to the College for admission and follow the rules and regulations of that catalog year. A leave of absence may be obtained by written request from an OES, PACT or COP mentor at the campus where the student is taking courses or online via Mercy Connect under School Resources under of the academic advising tab.

Matriculation and Credit

A student may register for courses without being matriculated, but in the event of subsequent matriculation, the student may not apply any degree requirements from catalogs issued previous to his/her matriculation. Interruption of study for more than two semesters, not including Summer, other than Leave of Absence, will result in loss of matriculation and require reapplication and readmission to the College.

Auditing a Course

Students may enroll in a course on an audit basis. The audit fee is 50 percent of the current per credit tuition rate. A student does not receive a grade or credit for the course he/she audits. Students must complete an Audit Form available in the Office of Enrollment Services at any campus within the first two weeks of a semester, term or session.

Course Load

Matriculated students may normally register for no more than a total of five courses (not to exceed 16 credits) in a given semester or two courses in an eight-week B or C Term. Permission to register for a total of up to 18 credits must be obtained from the Registrar. Guidelines for up to 18 credits include a minimum 3.4 GPA in the previous two full-time terms at Mercy College. Permission to register for up to 21 credits in any combination

of terms must be obtained in writing from the Associate Dean in the school in which the course is offered in consultation with the respective Academic Unit Head. Guidelines for approval for up to 21 credits include the following: minimum GPA of 3.8, successful completion of 18 credits in one term (no withdrawals, F's, or D's), an assessment by the Associate Dean in the school in which the course is offered. Non-matriculated students may not register for more than 15 credits in any given semester. A student may register for fewer than 15 credits, and some students may be recommended or required to take a reduced program in cases of academic deficiency. In summer term, no student may register for more than 12 credits.

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.

Independent Study Projects

An independent study project is an original course of study planned by the student in conjunction with a faculty member for the purpose of covering material not offered as a regular course. The student must be at least a junior and have a cumulative GPA of no less than 3.0. To initiate the independent study, a student must fill out the required form, attach to it a written proposal for the course of study to be undertaken, and obtain the approval of the department Chairperson or Academic Unit Head and the school Dean or Associate Dean. The school Dean or Associate Dean will send the form to the Registrar for processing. A student may take no more than nine credits in independent study in his/her major area and no more than a total of 12 credits toward his/her degree. No more than one independent study may be taken in any semester.

Prerequisites

Some courses in the catalog require prerequisite courses. Permission to take a course without indicated prerequisites must be obtained from the Academic Unit Head of the department offering the course.

Registration

The regular registration periods are designated precisely for each semester, term, and session. Additional times are designated as periods for late registration. It is preferable, both for students and the College, to have students register early in order to avoid being closed out of courses. Students may register for courses each semester, term or session via www.connect.mercy.edu. Registration is subject to academic procedures published by the Registrar and billing procedures published by the Office of Student Accounts. All program changes and late registrations are contingent upon approval from the student's College Opportunity Program (COP), Office of Enrollment Services (OES) or (Personal Achievement Contract) PACT advisor. Policy of some academic departments may preclude a student from entering a course after its first meeting.

Scheduling Options

Mercy College offers a wide range of flexible course options. Web registration is available to all students, via www.connect.mercy.edu, and encouraged. A complete listing of course offerings for each location is available on the College website via the fall, spring and summer course bulletins. Day classes are offered at all campuses in a traditional 15-week semester. Evening classes are offered at all campuses with 15-week semesters and eight-week terms. Weekend classes are offered at the Bronx, Dobbs Ferry and Manhattan campus in either a 15-week semester/trimester or a 10-week quarter term. Summer classes are available at the main and branch campuses offering five and 10-week terms, as well as several additional specialized terms. Courses may require a student to complete online components to satisfy the course requirements.

Tutorial Courses

A tutorial course is a substitute for a regular course offering. The tutorial will ordinarily be given in the student's senior year and only if the required course will not be offered during that year and the course is needed to complete his/her requirements for graduation. In a rare circumstance, a tutorial course may be offered to permit progression in a student's program. It is not meant to be used as a scheduling convenience, but, rather, as a last resort after all other scheduling alternatives have been exhausted. The tutorial will always be worth the same number of credits as the catalog course. The student must obtain the approval of an instructor, who will submit to the department Chairperson or Academic Unit Head an approval form, course syllabus, course outline, and a procedure for assessing the student's performance. The plan must then be submitted to the school Dean or Associate Dean for final approval. A tutorial may be taken to fulfill a program's core course requirement only in extraordinary circumstances with the approval of the school Dean or Associate Dean and the Office of the Provost.

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 chairperson or 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 it 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.

Dean's List

A student whose semester GPA is 3.7 or above is eligible for inclusion on the Dean's List. The student must be matriculated and carrying a full program of studies (12 credits or more per semester).

Dual Degree Programs

Undergraduate students in a variety of majors may pursue a dual degree BS/MS program. Master's degrees available through dual degree programs are in Accounting, Business, Education, Nursing, Health Sciences, Cybersecurity, or Psychology. Some programs allow undergraduate students to take graduate credits in their junior and senior years, to make early progress towards the Master's degree.

Students who major as undergraduates in Psychology or Behavioral Science may receive, upon completion of the Master's program in the School of Education, teacher certification in Childhood or Early Childhood Education. Students who major as undergraduates in English, Science (Biology), Mathematics, or History may receive, upon completion of the Master's program in the School of Education, teacher certification in Adolescence Education, Childhood Education or Early Childhood Education

Evaluation

Students are evaluated in the majority of their courses by the commonly used grading system in which:

A	4.0	excellent
A-	3.67	very good
B+	3.33	very good
B	3.0	good
B-	2.67	good
C-	2.33	satisfactory
C	2.0	satisfactory
C-	1.67	passing but unsatisfactory
D	1.0	passing but unsatisfactory
F	0.0	failure
FW	0.0	failure due to unofficial withdrawal
P		acceptable work
NC		work not acceptable for credit
AU		the student is auditing the course

Students who have at least sophomore standing and a C average or better may have the option of taking courses ordinarily graded with the conventional system, under the P/NC system with the following restrictions:

1. A course taken optionally for P/NC grading may not be used to fulfill any major or minor requirements, or any general education requirement except under the heading Open Elective.
2. No student may take more than one course graded P/NC optionally during the time period of any given semester and total credits taken with the P/NC option may not exceed 24 credits.
3. Students must make formal application on forms provided for this purpose in the Office of Enrollment Services. The application must be signed by the student's OES, PACT or COP mentor and the course instructor, and must be submitted to the Office of Enrollment Services prior to the end of the add/drop period for the term in which the course is scheduled. Once submitted, the request stands, and the student may not petition for a change to a letter grade in the course. Some courses are offered, by way of an exception to general practice, for only a P/NC grade. Such courses are not subject to the restrictions described above.

The final grade in a course is the instructor's estimate of the student's achievement; it is based upon quality of performance in addition to regularity of attendance and class participation.

Instructors are required to keep a complete grade record of each class for one full year after the end of the semester or term in which the course was taught. Questions regarding a grade received in a course must be addressed within this time frame and should be addressed first with the instructor. The school dean, in turn, may be consulted by either party to ensure fairness.

Fresh Start Policy

The Fresh Start Policy gives students who left Mercy College after poor academic performance, a second chance to earn a baccalaureate degree.

This readmission option recognizes that maturity shifts priorities and improves chances for successfully completing a degree program and increases the opportunity for subsequent graduate work. A person is eligible for the Fresh Start readmission option after five (5) consecutive calendar years of absence from Mercy College. Fresh Start may be granted upon readmission if requested by the applicant at the time of readmission or during the first term of readmission.

Upon readmission under Fresh Start, previous Mercy College courses with a grade of "C-" or better may fulfill requirements for a degree. Previously taken courses below C- may be excluded from the GPA (up to a total of 32 credits). For financial aid purposes, all previous course work and grades must be counted toward progress and program pursuit as required by the Federal Department of Education and NYS Higher Education Services Corporation (HESC).

1. For a student that has a previous balance with the College, the Fresh Start option does not eliminate that balance. Full payment, or an agreed upon payment arrangement, must be in place before the student is readmitted to Mercy College.
2. A student can elect and receive a Fresh Start only once.
3. If Fresh Start is granted, courses taken five years or more before readmission below a C-, will continue to appear on the student's academic record. However, the notation Fresh Start will appear on the student's transcript. The maximum number of credits a student may exclude is up to 32 credits.
4. The computation of the student's official cumulative GPA will not include the excluded grades. Credit hours earned with a "C-" grade or better may be used to satisfy degree requirements.
5. Fresh Start does not adjust the GPA and number of credits attempted and counted toward Satisfactory Academic Progress for federal and state financial aid. All federal and state financial aid policies remain in effect.
6. A student who repeats a course with previously earned grades of D or higher may not count those courses for financial aid eligibility purposes.
7. Fresh Start applies to readmission to Mercy College, not to a particular academic program. An individual program retains the right to deny a Fresh Start student into a particular academic program, but not to the College.
8. All other Academic policies (for example, Honors and Deans' Lists) remain in effect and are not changed by the Fresh Start policy.
9. A student who was dismissed from Mercy College due to the violation of any nonacademic policy are not eligible for Fresh Start.

Graduate Studies

Graduate Advisement

Students who are interested in applying to graduate schools should seek the assistance of their department chairperson or program director, as well as their PACT or COP mentor. Students may also utilize the reference library maintained by the Career Services Center, which provides graduate school data and catalogs and which assists students in applying for graduate fellowships and assistantships. For additional information concerning Graduate Programs at Mercy College, please refer to the Mercy College Graduate Catalog.

Graduate Studies for Seniors

Undergraduate students who are not registered for a dual degree program and have completed at least 90 credits with a cumulative GPA of 3.0 or above and who satisfy other admissions requirements may enroll in one graduate course at Mercy College per semester, for a total of six credits during their senior year. Graduate courses may not count towards the residency requirement for the major or for program honors. Students who meet the eligibility requirements must get approval from the graduate program director and department

chairperson. An Authorization Form is available from the office of each School Dean.

Full-time undergraduate students who receive permission to take graduate courses will be charged the undergraduate tuition rate for the graduate courses. If the student is part-time, the graduate rate will be charged for graduate courses and the undergraduate rate for undergraduate courses. Students receiving financial aid in the form of grants and/or loans should confirm that the additional charges will be covered by their aid by speaking to a Student Services Counselor.

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-semester work in order to improve a grade. Instructors are under no obligation to grant the option of an Incomplete.

Courses with incomplete grades are included as cumulative attempted credits. However, these courses cannot be used as credits earned toward the degree since successful completion is the criterion for positive credit accumulation. Incomplete grades are initially counted as a W grade when calculating a student's cumulative GPA for the purpose of determining whether a student has maintained the qualitative standards of satisfactory academic progress. After 30 calendar days, if the student has not fulfilled the incomplete requirements, the grade of F is posted and calculated into the student's GPA.

In order to be considered for a grade of Incomplete, the **student** must:

1. Complete the *Request for a Grade of Incomplete* form (located on Mercy Connect under the faculty and student tabs) and submit it to the instructor of the class for which the incomplete is being requested.
2. Have attended the scheduled course sessions with minimal absences.
3. Have completed the majority of the course assignments in the courses for which an 'Incomplete" is being requested (e.g., only one or two assignments need completion).
4. Be able to complete the remaining work **within 30 calendar days**, with minimal assistance from the instructor.
5. Provide documentation of the extenuating circumstances (personal emergency, illness, etc.) warranting the incomplete.

NOTE: Students cannot progress to courses for which the course with an incomplete grade is a pre-requisite, unless the I grade is resolved and converted to a passing grade prior to the start of the term. Some Schools may have additional policies – please check the catalog.

Late Registration or Late Add

Registration for courses will end the day before the start of a new semester, term or session. Students may register late during the first week of the new term, session, or semester. Any student who wishes to register after that time, and has made the appropriate payment or payment arrangement, must show written permission signed and dated on the registration form by the Academic Unit Head, the appropriate school Dean (or Associate Dean) and an academic advisor. If the student has missed more than one meeting of the class, the student must also get written permission from the instructor of that course or written proof that the student has been attending the class before the academic advisor may give approval to register. If the class is closed, the student must get a permit from the school dean before the academic advisor may sign the late registration form. No registration will be allowed after the class has met more than once.

Lost Class Time Policy

Purpose: This policy addresses lost class time due to an official college or campus closing and other instances in which a faculty member cancels a specific class session when the college is open and operating on a normal

schedule. Lost class time is to be made up so that the college is in compliance with Federal and New York State Education Department requirements specifying that the number of contact hours per course credit must be met. This policy also reinforces the college's commitment to providing our students with the depth and quality of education that they expect and deserve and maintaining faculty autonomy with regard to curriculum and teaching.

Faculty Members' Responsibility for Cancelled or Missed Class Sessions:

Faculty Members are responsible for ensuring that the learning goals of the course are not compromised by any missed class days. Before canceling any class session:

1) The faculty member should consult with the appropriate academic administrator (e.g., program director, department chair, associate 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;

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, 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.

Student's Responsibility for Cancelled and 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 Academic Standing

Good Academic Standing

Each student must maintain a minimum cumulative GPA to be in good academic standing.

The following minimum GPA must be attained based upon the number of credit hours *attempted* (not necessarily achieved) for a candidate's degree.

Associate Degree		Bachelor's Degree	
0–15 credits	1.50 GPA	0–30 credits	1.50 GPA
16–30 credits	1.75 GPA	31–60 credits	1.75 GPA
31 + credits	2.00 GPA	61 credits or above	2.00 GPA

As indicated in this chart, minimum cumulative GPA differs depending on the credit hour total for an Associate Degree candidate and a Bachelor's Degree candidate. But a cumulative GPA of 2.0 is required for graduation for both. Minimum GPA standards for the first two years of study are somewhat lower in recognition of the transition into college-level work.

Students receiving funds from TAP and Title IV must follow the Guidelines for Satisfactory Academic Progress stated in the Tuition, Expenses and Financial Assistance section of this catalog to avoid loss of financial aid.

Academic Probation and Dismissal

At the end of each semester, the Committee on Academic Standing will place a student on Academic Probation who does not attain the prescribed minimum cumulative GPA for the range of credits he/she has attempted.

To avoid dismissal, a student who is placed on academic probation must achieve the prescribed minimum cumulative GPA for the number of attempted credits for the following term of enrollment.

Academic probation is not a punitive action. It is intended to indicate an issue that requires correction. Students are expected to create a plan for improvement with their PACT advisors. Students should also refer to the Student Handbook for available Academic Support Services.

A student who has made acceptable progress during their first semester on probation will be permitted to continue on probation for one additional semester until the cumulative GPA for their range of credits, as defined in the above charts is achieved.

If a student does not achieve the prescribed minimum cumulative GPA for his/her range of credits by the end of this second semester, he/she will be dismissed.

Appeal of Academic Dismissal

A student who has been dismissed from the College for the first time due to failure to meet the prescribed minimum cumulative GPA has the right to make a formal appeal to the Committee on Academic Standing.

If a student is readmitted, he/she is placed on probation for one semester during which time he/she must meet the conditions specified by the Committee or be subject to final dismissal.

Students dismissed from an Accredited program should refer to their School's Program Dismissal Review Policy for details on the appeal process.

Mercy College Intensive STEM Teacher Initiative (MISTI)

Mercy undergraduate students in math and biology who are interested in the 4+1 BS and MS dual degree program are eligible to apply for participation in the Mercy College Intensive STEM Teacher Initiative (MISTI) program, the Mercy College implementation of the NSF Robert Noyce Teacher Scholarship Program. For further information, please see "Programs of Special Interest".

New York State Department of Health Bureau Immunization Program

All students born after January 1, 1957, are required to show proof of immunity against measles, mumps, and

rubella.

Policies and Procedures Relating to Student Complaints

Mercy College has a variety of procedures for dealing with student-related issues, including grade appeals, student discipline, sexual misconduct complaints, disability accommodations, discrimination and retaliation. In some instances, however, students may wish to make complaints against faculty members, administrators or against the College in situations that are not covered by a particular policy. The purpose of this Policy is to address some of those instances and to provide a process whereby current students can file a complaint with the College in circumstances where he or she feels that the matter cannot be resolved informally, including but not limited to:

Complaints against faculty in academic settings;

Complaints relating to other employees, contractors or vendors for misconduct or unprofessional behavior;

Complaints in connection with student services such as billing, tuition and financial aid; or

Complaints related to other College services such as food services, residential life, athletics and/or health and wellness.

In such cases, a complaint can be made pursuant to the Student Complaint Policy, which can be found in the Student Handbook and on the College webpage. A complaint can also be submitted online at: https://www.mercy.edu/student-complaint-form.

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 Thomas McDonald, Title IX Coordinator and Equity Compliance Specialist, tmcdonald7@mercy.edu or titleix.equity@mercy.edu or at 914-674-7679.

Policy on Alcohol and Illegal Drugs

The abuse of alcohol and illegal drugs can have a significant adverse effect upon the Mercy College

community, compromising interpersonal relationships and undermining the educational mission of the College. In response to these concerns, and pursuant to the Drug-Free Schools of Communities Act Amendments of 1989, the College has developed a comprehensive program to prevent the use of illegal drugs and the abuse of alcohol. The College reviews its program biennially to determine its effectiveness, to implement any necessary changes, and to ensure that the required disciplinary sanctions are consistently enforced. Refer to the Student Handbook for detailed information concerning:

1. **Inspection**. The right to inspect and review the student's education records within 45 days after the day the College receives a request for access. A student should submit a written request to the Registrar that identifies the record the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. **Amendment**. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the College to amend a record should write to the Vice President for Enrollment Services, clearly identify the part of the record the student wants changed and specify why it should be changed.

3. **Appeal of College's amendment decision**. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Hearing requests must be made in writing, to the VP of Enrollment Services within thirty (30) days of being informed of the decision to decline the request for amendment. Within a reasonable period of time after receiving such request, the VP of Enrollment Services will inform the student of the date, place and time of the hearing. The hearing will take place before the designee of the Vice President of Enrollment Services, a designee of the Vice President for Student Affairs and a designee of the Provost. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearing by one or more persons of the student's choice, including an attorney, at the student's sole expense. While the FERPA amendment procedure may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion, or a substantive decision made by a school about an eligible student.

The Committee must issue a written decision that contains a summary of the evidence and a statement of the basis for the decision. The decision of the Committee is final and must be based solely on the evidence presented at the hearing. If the decision is in the student's favor, the education records will be amended in accordance with the Committee's decision. If the decision is unfavorable to the student, the student may prepare a statement commenting on the contested information in the education record or stating why the student disagrees with the decision not to amend the record, or both. The College must maintain any such statement in the student's file along with the contested part of the record for as long as the College maintains that record and the College must disclose the statement whenever it discloses the portion of the record to which the statement relates.

4. **Consent for disclosure**. The right to provide written consent before the College discloses personally identifiable information (PII), as defined below, from the student's education records, except to the extent that FERPA authorizes disclosure without consent as set forth in section III below.

Complaint. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, Washington, DC 20202

The College may, at its discretion, release "directory information" with respect to a student for any purpose without the student's consent. The College has designated the following categories of information as directory information with respect to each student: name, local and permanent address, electronic mail address, telephone listing; age; photograph; major field of study; participation in officially recognized activities and sports; weight and height of members in athletic teams; enrollment status; dates of attendance at Mercy College; degrees, honors and awards received, and their dates; and most recent educational institution attended.

Detailed information concerning each of the points cited above can be found on the College webpage, in the Mercy College Student Handbook, or can be obtained by inquiring with the Office of Registrar.

Prior Learning Assessment (PLA) Policy

Credit for Prior College-Level Learning

Mercy College is committed to providing students with opportunities to earn credit for verifiable college-level learning. To recognize college-level learning students acquire outside of formal higher education, the College relies on the following policy to ensure academic quality and rigor. Such learning may be derived from various life and work experiences. "Prior Learning Assessment" or PLA refers to all of the processes the College uses to review and evaluate evidence of learning and to award academic credit as indicated by academic and administrative standards.

There are three types of PLA used by the College: Credit by Examination, Credit for Reviewed Professional Learning, and Credit by Portfolio Assessment (described below). Students must be matriculated in a Mercy College undergraduate degree program to participate in any form of PLA.

Students may earn up to 30 undergraduate credits toward an applicable degree program for learning that has been acquired outside of the traditional classroom setting through any combination of PLA.

Credits earned through PLA do not count toward the College or program residency requirements. Credits earned through PLA may fulfill general education, major, major elective, and open elective degree requirements.

In order to earn credit through PLA, students must demonstrate that their prior college-level learning meets the course learning outcomes for Mercy College courses within the degree program.

The following methods are acceptable for validating prior college-level learning and awarding credit at Mercy College:

Credit by Examination

Credit demonstrated by successfully passing national standardized examinations such as DSST Exams, Excelsior College Examinations, the College Board College Level Examination Program (CLEP) and Advanced Placement (AP) exams.

Students interested in earning Mercy College credit by examination should consult with their PACT mentor or COP advisor.

Credit for Reviewed Professional Learning

Reviewed Professional Learning (RPL) is a form of PLA that describes the process Mercy College uses to evaluate learning that has been acquired through various professional activities such as college-level training programs, licenses, certifications, and other professional credentials. Undergraduate students who provide the necessary documentation may be eligible to incorporate these credentials within their Mercy College degree plan, subject to any other applicable policies. All final official documentation of licenses, certifications, and other professional credentials must be submitted before the end of a students' first semester at Mercy College.

Students interested in earning Mercy College credit through Reviewed Professional Learning should consult

with their PACT mentor or COP advisor.

Credit by Portfolio Assessment

Students who have acquired college-level learning through professional and paraprofessional work, political activity, volunteer work, and other employment may be eligible to participate in the Life Achievement Portfolio Assessment process at the College.

In order to earn credit by portfolio assessment, a student must complete the eligibility process to determine program fit and receive authorization from the Office of Educational Assessment to participate in the Life Achievement Portfolio Assessment process. Once authorized, students must register for and successfully complete the LFAC 301 Life Achievement Portfolio Preparation course to develop and submit a portfolio for evaluation. Upon submission, faculty evaluate the contents of the portfolio and make credit recommendations. Portfolios are evaluated based on the academic quality of each student's learning and the extent to which college-level learning is documented. Portfolio evaluation typically takes 4-6 weeks after submission. Credit is not guaranteed; rather it is based on the learning that is documented in the portfolio and its applicability to the student's undergraduate degree program.

To be eligible for the Life Achievement Portfolio Assessment process, a student must have successfully complete ENGL 112 either at the College or in transfer.

Fees for portfolio assessment can be found in the Tuition, Expenses and Financial Assistance section of this Catalog.

Students interested in earning credit by portfolio assessment should consult their PACT mentor or COP Advisor, or contact the Office of Educational Assessment to complete the screening process for LFAC 301 Eligibility.

Life Achievement Portfolio Appeals

A student who wishes to appeal a credit award decision regarding the evaluation of their Life Achievement Portfolio may do so by contacting the Office of Educational Assessment. Students may respond to the credit award email to request an appeal within 10 days of the date of the award letter. The Office of Educational Assessment will facilitate a second review of the student's portfolio by a qualified faculty member. Results of this review are typically issued to the student via email within 2-3 weeks after the date of the appeal request. Appeal decisions are final.

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 under the student, faculty and advisor tabs 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.

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 students' grade point average and the grade

of record will be marked with an "I" designating Inclusion in the students' 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.

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 https://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 https://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.

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:

1. *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 will also 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.

2. 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 complete training?	NSF expects institutions to be 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.	All undergraduates, graduate students, postdoctoral fellows, and junior faculty supported by early career awards and training grants. See http://researchtraining.nih.gov/
Presentation	Defined by institution	At least eight hours of in-classroom face-to-face training involving case studies, small-group discussions. 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.

V. 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 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.

Student Conduct and the Judicial System

Part of any educational process is instilling an understanding of civic values and of the standards of conduct and behavior that individuals expect of each other. Our policies reflect the values of our college and also incorporate a number of legal requirements. These policies address many of the difficult intersections between private conduct and societal rules, including alcohol and drug use and abuse, sexual assault and harassment, discrimination and hate crimes, and public speech. In developing policies that deal with these areas, the College seeks to educate our students as well as regulate activity. The responsibility for understanding and abiding by these policies, and any related laws, rests within each individual student. Students have the obligation to become familiar with the College's policies and should reflect thoughtfully on their conduct in these areas.

Temporary Academic Policies in Response to COVID-19

1. Temporary Aim to Graduate (AIM2G) Program

Overview

AIM to Graduate (Advance Immerse Master to Graduate) is a second chance program to improve prior unsuccessful academic performance in one of the target gateway courses listed below. An undergraduate student who received a failing grade in Spring 2020 or Summer 2020 in one of these courses after attempting

all the required course work, is eligible to apply for AIM2G program. If a student did not submit assignments or missed deadlines for course work, then they are not eligible for AIM2G program. Upon successfully passing the program, the original grade will be replaced by a grade of C. The deadline to request participating in the AIM2G program is July 15th 2020.

Target Courses

- Math 115, and 116
- ENGL 110, 111, 112
- PSYN 101
- FRSM 101

AIM2G Format

- AIM2G is Free of cost for students and does not use up their financial aid.
- Either the student applies or is encouraged to apply by their PACT advisor or professor, students who failed a gateway course could enroll in one AIM2G section.
- Participation requires approval by the Academic Unit Head.
- The student must sign a contract stating intent to complete the AIM2G program. Students are required to complete all assignments by the shared deadlines. The student will be required to participate in all daily sessions of the program. Missing two sessions will halt the student's continuation to the program.
- AIM2G sections are during intersections for a period of two weeks in August as follow:
    - 4 hours per day for nine days (Monday – Friday for the first week and Monday – Thursday for the second week)
    - Friday of the second week is dedicated for assessments provided by participating divisions
    - Sections are facilitated by Mercy College Instructors
    - Tutors may be Embedded into section when necessary
    - The range of students in a section is 6 to 15
- Topics covered in AIM2G section are intensive and equivalent to topics covered during a 15-week semester
- Pedagogic Model: recitation + individual/small group tutoring
- Additional tutoring (In person or remote) is also available through CAEI to supplement in class experience
- Homework is given on a daily basis with submission deadlines, usually next day.

2. **Extension of Temporary Policies for Summer 2020 Terms**

As our Mercy community draws together during this difficult time to support our students' transition to an online educational delivery model, all while enduring the personal impact of the COVID-19 pandemic, Mercy College is providing these temporary academic policy modifications to encourage students to persist in their academic studies.

Temporary Credit Earned / No Earned Credit Policy

Guidelines:

Students will be permitted to convert most undergraduate courses to Credit Earned / No Earned Credit (CE/NE) grading for all Summer 2020 terms.

Undergraduate students registered in an accredited program should consult with their Program Director for advisement on the acceptability or implications of opting for a credit earned / no earned credit CE/NE

grading option. Courses in which students request a CE/NE grading option will not be used for calculation of grade point averages. There is no limit on the number of courses that students can convert to CE/NE grading. Students can make decisions on a course-by-course basis.

Graduate students within accredited and/or licensing programs in the School of Health and Natural Sciences should consult with their Program Director for advisement of their eligibility to opt for a CE/NE grading option.

CE = credit earned (no GPA impact), equivalent to a D or better
NE = no earned credit (no GPA impact)

Selecting the CE/NE may not be the best choice for every student:

Both Undergraduate and Graduate students should be aware that although CE/NE grading is an option for most courses this summer, it may not be the best choice for everyone. Students should seek advisement on the acceptability or implications of opting for CE/NE grading within their major.

Process for electing a CE/NE grading option:

Students may elect the CE/NE grading option by submitting a request form via Mercy Connect *before* their summer grades are posted. The request form for electing the CE/NE grading option will be posted on Mercy Connect in the Student tab by **Monday, June 1, 2020**. We have deferred the opening of the form until this date to give you time to consider what is in your best interest and give you the opportunity to consult with your PACT mentors. The deadline to complete this request is by 5pm on the date specified in the revised Summer Academic Calendar. All final grades for summer 2020 terms will be posted approximately 5 days after the end of a summer term. The deadline to opt in to CE/NE summer grading is found on the Revised Summer Academic Calendar.

Once the request is processed, the CE/NE grading option will be permanently posted to the student transcript and cannot be changed. It is strongly advised that students consult with their Program Director or PACT mentor to discuss implications of opting for CE/NE grading.

Important Considerations to Know Prior to Selecting an CE/NE grade option:

- The CE/NE request form will be available by **June 1, 2020** on Mercy Connect in the Student Tab under Registration.
- Upon approval of the CE/NE Request Form by your Program Director, a CE is granted for a course that has been completed with a minimum grade of D. A CE will allow the student to earn the credit(s) but not affect their GPA.
- Upon approval of the CE/NE Request Form, a "NE" grade replaces the grade of F. A "NE" grade will not affect your GPA and will not earn credit. A student will need to either repeat the course or take another course in its place to satisfy the degree requirement. A student who has a combination of NE and or W grades would receive the same benefits under the CARES Act as related to Title IV aid.
- Students not electing the CE/NE grading option, will be awarded an earned letter grade (A through F) that will be used in their calculated GPA. A grade of F *will not* receive credit and *will* affect their GPA.
- Students not satisfied with the grade assigned for their eligible summer course(s) will have the option to appeal this grade through the normal appeal process via the Academic Appeals Policy, located in the College Catalog. Students will be allowed for Summer 2020, to either appeal the grade to a CE/NE option or apply for a late withdrawal.
- CE grades will meet general education, major, major elective and open elective requirements. However, some programs in the Schools of Health and Natural Sciences, Education, and Social and

Behavioral Sciences that have specific program accreditation or licensing requirements may have courses or whole programs that are exempt from requesting a CE/NE grading option. A student in one of these programs should not request the CE/NE grading without advisement and approval of their Program Director. Programs and courses which are exempt are listed here.

- For students who have academic scholarships that have GPA-eligibility requirements, please refer to your original scholarship award letter.
- Student athletes should contact their PACT mentor for advisement prior to opting for CE/NE grading.
- For students receiving military/veteran benefits, choosing the CE/NE option may negatively affect their funding. Students should find out if their funding will be impacted by contacting the Office of Enrollment Services by calling 1-877-Mercy-Go.
- Students intending to transfer to another institution may need to check with that institution to determine if CE/NE grading system affects their eligibility to transfer those credits into another academic program.
- Students considering attending a graduate or professional school in the future should consult with their PACT mentor or the institution(s) of interest to discuss the acceptability of a CE/NE grading system on their admission.
- To be named to the Dean's List, students must have successfully completed a minimum of 12 credits, graded A through D, with a 3.7 or higher term GPA for the Summer 2020 terms. Similarly, there may be individual GPA requirements for program honor societies that should be taken into consideration when deciding whether to elect the CE/NE grading.
- If a student is repeating a class this term and opts for CE/NE grading option, the letter grade previously earned will be excluded from the GPA and replaced with a CE/NE, which does not affect GPA.
- If a student is on academic probation and has questions about how the CE/NE grading option might affect their academic standing, they are strongly encouraged to contact the Office of Enrollment Services by calling 1-877-Mercy-Go.

Policy Modification for Request for a Grade of Incomplete for Summer 2020 Courses

The Mercy College Undergraduate Request for a Grade of Incomplete policy is in the Undergraduate Catalog.

Under the existing policy, an undergraduate student must complete the missing course requirements within 30 calendar days of the end of the term, if the student has not fulfilled the Incomplete requirements; a grade of F is posted and calculated into the student's GPA.

For eligible Summer 2020 term courses, this completion deadline is changed. Working with their instructor, students may extend the deadline for submission of Incomplete course requirements up to **October 31, 2020.** In some cases, it may be necessary for the student to work with their faculty and the Dean of their School to extend that date as needed.

Graduating seniors who request an Incomplete may delay the conferral of their degree and should consult with their Program Director and PACT mentor before requesting the Incomplete. Program Directors and PACT mentors are ready to work with students to determine the best course of action for individual situations.

The time period to complete missing requirements for Graduate students is not being amended, as graduate students with an approved Incomplete grade have a year from the end of the term to make- up the work for a letter grade.

Policy Modification for Withdrawal from a Course for Summer 2020 Courses

For eligible Summer 2020 term courses, the deadline to withdraw from a course has been extended to about one week before the end of the term. Please see the Revised Summer 2020 Undergraduate Academic Calendar for specific withdrawal dates. A student who wants to withdraw from a course, after the term withdrawal date, should consult with their PACT mentor to understand the implications of this decision.

Transcripts and Grade Reports

Students who do not have a hold on their account may obtain their grades via Mercy Connect.

Transcripts are only processed and printed by the Office of Enrollment Services. Transcript requests may be made online or at any campus for pick-up at a later date. No transcript is issued for a student whose financial account is not settled.

Transfer of Credit from Other Institutions

Students who are matriculated at Mercy College are encouraged to complete their programs at the College. Students who, for extenuating reasons, need to take courses at other colleges with the intention of transferring the courses to Mercy College must obtain written approval from the appropriate school dean. Students must obtain the permission to transfer credit form through the Office of Enrollment Services / PACT or from the dean of the school. Students must obtain approval prior to enrolling in a course at another institution to ensure that the course is equivalent in content to the comparable course at Mercy College. If written preapproval is not obtained the course may not be accepted in transfer. Students must complete the course with a grade of C (2.0) or higher. Courses transferred to Mercy College are not applied towards the College or program residency requirements. Transferring courses to Mercy College can in some cases make the student ineligible for graduation honors. Students should check the section on Graduation Honors for further information.

For a full explanation of transfer procedures, see the Admissions page.

Withdrawal from a Course

A student who has decided that he/she will be unable to complete the work of a course satisfactorily may withdraw from the course up to the 9th week of a 15-week term and up to the 4th week of an 8-week term. Course withdrawals may be processed online via Mercy Connect, or in person at the Office of Enrollment Services at campus of choice. It is wise to consult your COP or PACT mentor. The student is advised to meet with an Enrollment Services Counselor regarding refund policies and the effect of the withdrawal on continuing eligibility for federal, state and institutional financial aid. Withdrawal from a course is indicated on a student's transcript by W.

Please note that a student who stops attending a class but does not officially withdraw by completing a withdrawal process, either in person or online before the withdrawal deadline, will receive a FW grade. The FW grade will be calculated in the same manner as an earned F in the GPA.

Late Withdrawal

It is important to note that all withdrawals are based upon tuition commitments for the full semester in accordance with the published refund schedule. The effective date of withdrawal is the date when the student withdrew using Mercy Connect or the date the withdrawal was processed by the Office of Enrollment Services. Failure to attend classes does not constitute an official withdrawal.

Campus Safety and Security

The Office of Campus Safety and Security will provide, upon request, all campus crime statistics as reported to the United States Department of Education. The Campus Safety (Clery Act) Report may be found on the Mercy College website. This information is also available, in a hardcopy format, from the Mercy College Office of Campus Safety and Security. To receive a copy, contact the Director of Security, at 914-674-7225.

Students may sign up to receive emergency campus alerts through the NY Alert website (http://alert.ny.gov/enroll). For more information about preparing for or responding to a campus emergency, down load 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.

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. You may also reach to the CARE Team through the email care@mercy.edu.

Health and Wellness

Mercy College encourages student wellness through access to resources and preventive programming. Learn more about the Health & Wellness department which includes the Health Office, Counseling, ACCESSibility, and the Hudson Hall Fitness Center.

Student Health Office

The Student Health Office is a safe, confidential place where students can receive limited primary care services including evaluation and treatment for common minor injuries and illnesses, preventive care, health education and referrals to local specialists or hospitals as needed.

The office is staffed by a Family Nurse Practitioner and Registered Nurses all committed to treating the students with the highest quality of care in order to support their personal and academic success.

We encourage our students to take an active role in creating and maintaining a healthy lifestyle. We support these efforts by offering Wellness Programming on a wide range of health-related topics throughout the school year. There are no fees for the services of the Student Health Office. Students are encouraged to contact the office to schedule an appointment at 914-674-7255. or via the Student Health Portal at https://mercy.studenthealthportal.com. Emergencies always take priority.

HOURS OF OPERATION:

Dobbs Ferry Campus	**Bronx Campus**
Main Hall Room 127	Room 2125
914-674-7255	718-678-8487
Monday - Friday 9am - 5pm	Wednesday 9am - 5pm

Counseling and Similar Support Systems

The Mercy College Student Counseling Services office offers psychological evaluation and brief treatment typically lasting from one to six sessions. Students in need of more intensive treatment are referred to local hospitals and clinics for long-term psychotherapy and/ or medication, if necessary.

College students come to the Counseling Services office with mental health issues including increased stress, depression and anxiety as well as concerns about their academic progress, daily living, adjustment to college, or relationships with others. Counseling can be an opportunity to talk about issues that are of concern to students with an objective person who can help them develop skills and view situations in ways that may enable them to be more effective in managing life's challenges down the road.

For more information or to schedule an appointment, please call our main number 914-888-5150 or email counselingcenter@mercy.edu. *This service is for Mercy College students ONLY. Full- and part-time faculty, administrators, and staff may contact the Employee Assistance Program (EAP) to obtain psychological services.*

Students with Disabilities

The Office of ACCESSibility provides Accommodations, Collaboration, Consultation, and Educational Support Services for students with disabilities. The office works to collaborate with and empower students who have disabilities to obtain equal access to an education and college life. ACCESS provides opportunities and resources that will facilitate the development of self-advocacy, self-efficacy, and adaptive skills in students to overcome barriers a disability may present. To learn more, contact accessibility@mercy.edu.

Students whose disabilities may require some type of accommodation must self-identify, complete an "Application for Accommodations" and provide supplemental documentation, as requested. 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. The review of requests and documentation is a collaborative process; requests are handled on a case-by-case basis. A follow up meeting with ACCESS may be required.

Students are encouraged to register with ACCESS as soon as possible upon admission to the College to ensure timely provision of services. Students should also visit ACCESS at the beginning of each semester to obtain up-to-date documentation of their accommodations. For more information, contact the Office of ACCESSibility at (914) 674-7764 or accessibility@mercy.edu.

For more information about the process for obtaining accommodations, or if a student feels that their accommodations are not being provided adequately or fully, or 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.

The Mercy College Fitness Center

The 5,000 square-foot Mercy College Fitness Center, located in Hudson Hall, is equipped with top-of-the-line fitness equipment and offers access to all members of the campus community. Since its completion in January 2016, the Fitness Center holds a wealth of options for the recreational exerciser. Included in the facility are full locker rooms with shower and toilet facilities for gym users, a variety of cardio equipment, and an assortment

of Life Fitness weight training machines. Multiple pairs of free weights ranging from 5 to 100 pounds are available with adjustable and fixed benches. It is open for free to all students, faculty and staff.

The Speech and Hearing Center

The Speech and Hearing Center offers diagnostic and remedial services for children and adults who have speech, language, and/or hearing disorders. In addition, the center serves as a laboratory for students studying speech, language, and hearing disorders and working toward New York State Provisional Certification as Teachers of the Speech and Hearing Handicapped.

Learning and Assessment Services

Learning and Assessment Services is the umbrella for the Vitale Center for Academic Excellence and Innovation (composed of Learning Centers on Mercy College's four campuses), and the Testing Office. The overall purpose of these services is to provide Mercy College students with the academic support necessary to meet the challenges of higher education.

The Learning and Assessment Services are an outgrowth of Mercy College's mission to support the academic development of students with their full range of diversity in language, scholastic background, levels of communications skills and general academic sophistication. The services of these offices are available to all undergraduate students who want to improve or enhance their learning skills. Students, faculty, and staff are encouraged to take advantage of the available resources, and to discuss issues related to their classes.

The Vitale Center for Academic Excellence and Innovation

The four campus Learning Centers are designed to support teaching and learning at the College. They offer assistance in English and writing across the curriculum as well as most content-specific areas including mathematics, statistics and the computer sciences; biology, chemistry and physics.

Many qualified peers, graduate students and faculty members are on staff to help students succeed. Group, supplemental instruction and individual tutoring are available, as well as workshops on a variety of study skills. Hours of offerings vary at each location. Mercy College students have access to all Centers regardless of home cam-pus. Students interested in taking advantage of this service should call 914-674-7402.

Testing Office

The Testing Office coordinates all placement examinations for incoming new and transfer students. Examinations are administered by proctors and offered on all campuses. Placement examinations are used to determine the appropriate introductory level courses for incoming students in mathematics and English and the College Level Examination Program (CLEP) exams. Students can contact the Office by calling 914-674-7358.

Student Affairs

Student Affairs at Mercy College promotes student learning and holistic development by providing intentional opportunities for engagement outside the classroom. Through these programs and services, Mercy College supports students' academic development, inspires personal growth, and fosters interpersonal connections and collaboration to prepare students for success in our diverse community and beyond. Every undergraduate student at Mercy College is assigned a PACT or College Opportunity Program mentor. A more detailed view of student life is provided in the Mercy College Student Handbook.

PACT Program

Mercy College believes in a student-first philosophy, which means individualized attention, uniquely tailored opportunities and innovative educational programs. The Mercy College Personalized Achievement Contract (PACT) exemplifies our commitment to our students and is dedicated to supporting them academically, personally and professionally.

The PACT program maximizes personal success through a comprehensive collaboration between the student and Mercy College. PACT students are provided professional mentors who facilitate integrated support for academic, career and personal growth. Each mentor is trained in the areas of academic advising, student life, financial aid, career preparation and leadership skills. Together, student and mentor create a customized plan designed to enhance the student's overall long-term success.

From the start, PACT mentors work with accepted students and their families to assist with the enrollment process, including financial aid, course registration and housing to foster a seamless transition to college. The mentor continues to build a close relationship with the student, serving as the student's point person for all aspects of campus life from enrollment to employment. The customized plan and personalized guidance provided to PACT students assists in keeping them focused on academic progression, campus engagement and career readiness, preparing each PACT student to be the best candidate for graduate school or the career of his or her choice. To learn more, call a PACT mentor at 914-674-PACT (7228) or visit our website at www.mercy.edu/student-affairs/pact.

New Student Orientation

Participate in the first tradition as a new student entering the Mercy College Community! Students entering Mercy College for the first time are invited to an orientation session held over the summer at their respective campuses. Separate orientation programs generally are planned for first-year, transfer, and international students. At New Student Orientation, students will meet the Orientation Leaders and PACT Mentors as well as staff and faculty members. New Students learn about services and opportunities that are vital elements for their transition into life at Mercy College.

Residential life

There are two residence halls on the Dobbs Ferry campus. Founders Hall serves over 300 students in a variety of room configurations including singles, doubles triples and quads. Hudson Hall, which opened in January 2016, is home to 350 students residing in 4 and 6 person suites. Hudson Hall also has a state of the art fitness Center, a Starbucks Café, a community lounge, quiet study lounge and meeting rooms that are open to all members of the Mercy College community. With the addition of Hudson Hall, the residential life program at Mercy has a robust on-campus population in addition to using area hotels that compliment a student's residential experience while attending Mercy College. The Residential Life Program is designed to provide students with living facilities and activities that enhance and extend their formal classroom education. The program is structured to promote students' social, cultural, personal and intellectual development. Living in College housing offers a structured environment in which students can live independently and develop a

greater sense of personal identity within a community setting.

Applications for residing on campus are for the full academic year, although there are limited openings for spring applicants. All applications either continuing or new include a $100 application fee. For further information, please contact the Residential Life Office at 914-674-7277 or email us at residentiallife@mercy.edu

Athletics

Mercy College sponsors intercollegiate competition in baseball, men's and women's basketball, men's and women's lacrosse, men's and women's soccer, field hockey, softball and volleyball, with Esports making its debt in Fall 2019.

Mercy College student athletes and teams continue to do well in the classroom with over 100 student athletes earning a 3.25 GPA or higher and athletically with teams competing successfully, regionally and nationally. Coaches at Mercy continue to compose star-studded rosters and bring in student athletes that are not only difference-makers on the field and the court but are also proud ambassadors of the College in the community.

The Mercy College athletic teams (at the Dobbs Ferry Campus only) are members of the following:

- East Coast Conference
- Northeast 10 Conference, Associate Member for Field Hockey
- National Collegiate Athletic Association (NCAA) Division II

Intramural sports such as flag football, basketball and volleyball are available to all students. Students may arrange to use all of the College's athletic facilities, which include separate fields for baseball and softball; outdoor handball, tennis and basketball courts, turf soccer field as well as the Hudson Hall Fitness Center and the Victory Sports Center.

Career and Professional Development

Career and Professional Development at Mercy College provides students with career education that includes exploration, preparation, and experiences, so they are well prepared to launch or advance their careers.

Through state-of-the-art tools, online resources, career workshops and events, internship opportunities, job and internship fairs, individualized coaching, and more, we provide students with opportunities and resources to prepare for an exciting and ever-changing workplace.

Career tools and resources available to Mercy College students include:

- **Career Website**: https://career.mercy.edu/
  The Career and Professional Development website is your one stop shop for information about career events, tools, and resources available to the Mercy College community. Resources include career information and industry focused job search guides, articles, and resume samples.
- **Career Communities**
  Join 1-3 Career Communities on our website at https://career.mercy.edu/ to connect with a career coach and learn all about events, internships, resources and advice specific to your career areas of interest.
- **Workshops and Events**
  Participate in a number of career workshops during the academic year, in person or virtually, on essential professional development topics.
- **Resume and cover letter building**
  Refer to our industry-focused resume and cover letter guides and formats found on our website to develop your professional and competitive resume. Follow up with a Career Coach to ensure your resume and cover letter are polished and ready for applications to internships or jobs!

- **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 with a Career Coach, or practice at home or in our Interview Rooms with Big Interview, a virtual mock interview tool, to increase skill and confidence in communicating your unique value to employers
- **Career Fairs and Recruitment Events**
  Network with employers and find internships, full-time and part-time jobs at career and internship fairs and recruitment events.

All career resources offered by the Mercy College Career team 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.

Make your career **EPIC**! *Explore. Prepare. Implement. Career Launch.*

Handshake

Handshake is Mercy College's online job and internship board. This customizable tool allows students seeking internships and jobs to search for and apply to opportunities from employers specifically targeting Mercy students and alumni. Registration is free to members of the Mercy College community at www.career.mercy.edu/channels/csm/.

College Bookstore and Textbooks

Textbooks are available for student purchase at the campus bookstores located at the Dobbs Ferry and Bronx campuses, as well as online at www.mercy-dobbs.bkstr.com for Dobbs Ferry, Manhattan, Yorktown Heights and Online students; or www.mercy-bronx.bkstr.com for Bronx students.

Textbook pricing information, including the International Standard Book Number (ISBN) and retail price, for required and recommended materials for each class is available on the bookstore website.

Student Government Association

The Mercy College Student Government Association (SGA) is responsible for engaging students in the promotion of an active, well-rounded student life within our diverse college. SGA is the voice of the student body. Students can get involved in its management, through numerous and varied committees, councils and general meeting, or become one of its elected officers.

Office of Student Life

The Office of Student Life serves all students throughout all campuses and creates a vibrant co-curricular and extracurricular experience. Through active participation, students will gain valuable and transferable skills that will enhance their college experience and enable them to be lifelong learners and responsible citizens. Programs are designed to enhance and support the academic experience. The Office of Student Life is responsible for overseeing late night & weekend programs, Community Service opportunities, Leadership Development, Off-Campus Trips, Wellness, Recreation and Student Organizations. Students interested in information about co-curricular involvement or interested in forming a new club on campus should contact the Office of Student Life at 914-888-5270 or studentlife@mercy.edu.

Mercy Online

Mercy College was one of the first in New York State to venture into teaching and learning via the Internet and currently uses Blackboard as its learning management system. The College has offered online courses since 1991 with graduate and undergraduate students occupying 4,000 seats in almost 360 separate Web-based courses each semester. Mercy Online offers more than forty undergraduate and graduate degree programs entirely online, each having received the approval of the New York State Education Department and the Middle States Association, the College's regional accrediting agency. See https://www.mercy.edu/students for a current listing of online degree programs. In addition, students may complete the General Education requirements toward all Mercy College degrees through Mercy Online.

The Idea of Online Learning

Quality learning is accessible, flexible and convenient with Internet access. Web-based courses through Mercy Online are equivalent to their on-site counterparts. Students receive the same high-quality instruction as they would in the classroom — only delivered online. Studies may be completed wherever students have broadband access to the Internet. Instructors expect regular participation and contact from online students. Online learning courses typically contain web pages of course content and require asynchronous online discussion. Faculty moderate discussions and provide questions that direct student participation in written and research assignments that are similar to those given on campus. In addition, real time chat, slide presentations, audio and video often are added to a course to enhance the learning experience. Students find that most courses use text-books, purchased through the online bookstore. Mercy Online provides a myriad of supplementary student service including online tutorials, tutoring in various subject areas, academic advising, personal counseling and career counseling.

Making the Choice

The most successful Mercy Online students are self-directed and self-motivated. They understand that taking an online course is convenient, but no less challenging or less rigorous than the same course taught in the classroom. Students must take an honest look at their past performance and determine if they have the potential to succeed in Mercy Online. Those students who are strong and self-motivated may be ready to participate in an intensive and quality learning environment.

Technical Requirements

At minimum, students enrolling in online courses must have access to a computer, and basic computer skills that include using a word processor, the Internet and email. Specific programs may require additional skills. Broadband Internet access (cable, DSL, FiOS) and recent versions of Internet Explorer or Firefox are required. Students must have their own Internet Service Provider. While not required, a sound card, web camera and speakers or headphones are recommended.

Guidelines for Online Participation

Before taking any online courses, Mercy Online students should complete an Online Student Orientation at the following link: www.mercy.edu/blackboard-orientation. For each course, students are expected to participate no less than three times each week. (For accelerated programs, students are expected to participate more frequently.) Participation includes reading course material, contributing to discussions, completing assignments, etc. Most courses require students to compose and post at least four substantive messages per week, more for accelerated programs. Some courses may have additional requirements. Failure to meet these requirements could affect the final grade for the course.

Exams and Testing

Professors have different exam, testing and grading requirements for their courses. Courses may require a visit to a Mercy College campus for proctored midterm or final exams. Non-regional students are required to identify proctors for these exams. Proctors must be approved by Mercy Online, and it is the responsibility of the student to reimburse proctors for their services. Detailed information about the exam process can be found on the Mercy Online website. For additional information about Online Learning, please contact Mercy Online at 914-674-7521 or visit our website at www.mercy.edu/mercyonline.

Admissions

Admission Requirements

Degree-Seeking Students (Matriculating)

Mercy College provides educational opportunities for applicants who demonstrate motivation, desire and the potential to benefit from, and contribute to, its programs of study. Qualified applicants are admitted without regard to race, religion, national or ethnic origin, gender, sexual orientation, marital status, age or physical disability.

First-Time Freshman

First-time student candidates for admission must submit the following to the Office of Admissions:

1. A completed Application for Admission, accompanied by a non-refundable application fee of $40. Mercy College accepts applications online and in paper format. Online Applications are available through the Common Application or from Mercy College's website at www.mercy.edu/applyonline.
2. An official, final high school transcript (provided by the high school directly to the College), which includes all secondary school grades, class rank and date of graduation. Students whose transcripts are unavailable should consult with an admissions counselor. Or, the applicant can provide a High School Equivalency Diploma, if applicable, with corresponding score sheet.

Matriculating Transfer Students

Transfer candidates must submit the following to the Office of Admissions:

1. A completed Application for Admission, accompanied by a non-refundable application fee of $40. Mercy College accepts applications online and in paper format. Online Applications are available through the Common Application or from Mercy College's website at www.mercy.edu/applyonline.
2. Official, final transcript(s) from each college or university previously attended and official translation if necessary; and
3. An official, final high school transcript (provided by the high school directly to the College), which includes date of graduation. Students whose transcripts are unavailable should consult with an admissions counselor. Or, the applicant can provide a High School Equivalency Diploma, if applicable, with corresponding score sheet.

Major Concentrations with Supplemental Admissions Requirements

The following major concentrations at Mercy College require supplemental admissions items: Design + Animation, Generic Nursing, Music Production and Recording Arts, Occupational Therapy Assistant, Social Work, and Veterinary Technology Program with Specialization in Pre-Veterinary Medicine. For further information, refer to the relevant program page in this Catalog, the College's website, or contact the Office of Admissions.

Additional Admissions Information

Mercy College takes a holistic approach in reviewing each student's application. In the admission decision, we review a student's transcript and academic record, including the courses taken and the grades attained. Other factors considered include the written essay, letters of recommendation, leadership potential, extracurricular and service-related activities, and the ability to contribute positively to the campus community. Mercy College has a test-optional admissions policy for the majority of applicants. SAT or ACT scores are required for freshman applicants to the traditional nursing program and prospective athletes wishing to participate in our NCAA Division II programs. International student applicants may also submit SAT or ACT scores to satisfy

language proficiency requirements.

All material for the application file is reviewed upon receipt. Mercy College applications for all three semesters (fall, spring and summer) are received on a rolling basis.

Acceptances are based upon completion of all admissions requirements and forms. The official, final high school transcript and any other forms and material that may be required are due on or before enrollment. If the high school transcript and the other required forms and materials are not submitted by that date, admission may be denied. Please note that all materials and documents (including original documents) submitted as part of an application for admission become the property of Mercy College and cannot be returned.

Upon notification of acceptance by Mercy College, applicants are requested to contact the Office of Admissions to submit their enrollment deposit and complete their registration. An enrollment deposit of $100 for a commuter student ($200 for a resident student) is required to reserve a place as an entering student. As per National Association for College Admission Counseling (NACAC) guidelines, the $100 commuter deposit and the $200 resident deposit will be refundable up until May 1 (fall or summer start) or December 15 (spring start). Refund requests must be made in writing to the Admissions Office by stated deadlines. Deposits will be forfeited by non-attendees after stated deadlines. Full immunization compliance is required for registration. Please see Immunization Compliance Requirements at the end of this section.

Students who do not meet the minimum criteria for admission into the regular Mercy College program may be eligible for admission to one of the special programs under the umbrella of the College Opportunity Programs.

Application is made with the understanding that admission, matriculation and graduation are subject to the academic policies of Mercy College and that acceptance implies the obligation to abide by the rules and regulations of the College. The College reserves the right to request the withdrawal of any student who does not meet the above stated requirements.

Additional Information for Transfer Students

Transfer candidates applying for advanced standing will receive credit in transfer upon matriculation at Mercy College. Credit is usually transferable for all courses in which the applicant has obtained a grade of C (2.0) or higher. If a student has an Associate's degree and an average of C in courses taken for that degree, he/she will ordinarily receive full credit for all the courses successfully completed in earning that degree. If a student has an associate's degree, with a minimum of 48 credits in liberal arts and sciences, and an average grade of C in courses taken toward that degree, he/she may receive full credit by way of course substitutions for having completed the general education requirements for the bachelor's degree at Mercy College with the exception of any general education courses that are Prerequisites for the major. The evaluation of transcripts for the purpose of determining transferable credit is done on an individual basis. Matriculating students must successfully complete at least 30 semester-hours of credit in residence, 15–21 credits of which must be in their major concentration, in order to receive their degree from Mercy College.

A maximum of 75 credits may be accepted upon transfer from accredited two-year colleges. A maximum of 90 credits may be accepted upon transfer from accredited four-year colleges. Combined transfer credits from two- and four -year colleges may not exceed 90 credits. All final official transcripts with completed coursework must be submitted before the end of a student's first semester at Mercy College, and before any financial aid may be disbursed to the student.

Campus Visits and Information Sessions

Prospective applicants are encouraged to visit the College and to schedule an appointment with an admissions counselor to discuss academic and career goals, admission requirements, financial aid availability, and registration procedures. Appointments may be made with an admissions counselor at any of Mercy College's campuses. Applicants can also visit our website at www.mercy.edu.

Special Categories of Admissions

Accelerated Students

Accelerated students who have completed the requirements for a high school diploma after three years of high school may matriculate at Mercy College. Such students should apply for admission during their junior year in high school. Exceptional students may matriculate and study full-time under supervision at Mercy College without completing formal work for the high school diploma. Such students are accepted by Mercy College in accordance with the Early Admission Guidelines set forth by the New York State Education Department.

Advanced Placement

Students who have taken college-level courses in high school and who have received satisfactory scores on the College Board Advanced Placement Examinations are exempt from taking corresponding courses at Mercy College and are eligible for advanced standing. Students may also obtain advanced placement by achieving satisfactory scores on tests administered by the College Level Examination Program and the Excelsior College Examinations. Credits earned in this way may be used to satisfy general requirements. Credit may also be awarded for Life Achievement following submission and evaluation of a portfolio. For more information, please see the Life Achievement Portfolio Preparation section in the Academic Regulations and Procedures and Student Policies page of this catalog.

Advanced Study

High school seniors (or those about to enter their senior year) who wish to register for a course as a non-matriculate student may do so provided they meet certain requirements. This is an enrichment program — not for students who need to make up credits because they have failed high school classes. High school students are not eligible to take remedial courses under this program.

High school students must take the English Placement Test and score at the 110/111 level. If they are taking courses that require it, they must also take the Mathematics Placement Test. The placement tests can be waived under special circumstances.

High school students must submit a letter of permission from an appropriate high school official (varies upon school — guidance counselor, principal, assistant principal etc.)

High school students may register on a space available basis on the first day of the term at a reduced tuition rate.

High school students should complete the College's registration process. Please contact the Office of Admissions for more information at 877-MERCY-GO.

Adult Students

Mercy College offers qualified and motivated adult students the opportunity to pursue an undergraduate degree. Adult students who do not meet Mercy College's undergraduate admission requirements may gain entrance into most undergraduate degree programs based on the review of alternative admission materials. To qualify for such a review, students must (a) be age 24 or over, (b) be out of school (high school or college) for five or more years, and (c) have three or more years of professional work experience. Students must submit a current resume or CV. An admissions interview may be required on a case-by-case basis.

Students applying for admission to undergraduate programs in Design + Animation (*formerly Computer Arts + Design*), Music Production and Recording Arts, Nursing (R.N. to B.S.), and Social Work will be required to submit supplemental documents or proof of licensure. Undergraduate programs in Generic Nursing, Veterinary Technology, Occupational Therapy Assistant, and Health Science are not eligible for alternative admission. Adult students applying to these programs must meet regular admission requirements. For more information, contact the Office of Admissions at 1-877-MERCY-GO or email admissions@mercy.edu.

Dual Degree Programs

Mercy College offers several Dual Degree Programs which enable you to earn a bachelor's and master's degree in the fields of Accounting, Business, Education, Nursing, Health Sciences, Cybersecurity or Psychology. Many of these programs allow students to take graduate credits in their junior and senior years, and these credits can be used towards satisfying their bachelor's as well as master's degree requirements. Combining undergraduate and graduate degree programs streamlines the certification process in many of the related professions thus reducing the time and costs associated with obtaining a master's degree.

International Students

International applicants who plan to attend Mercy College under F-1 non-immigrant student status should contact the International Students Office and request the I-20 Eligibility Form, other immigration and admissions related materials, and assistance with visa procedures.

The International Students Office provides academic support and immigration advisement for holders of F-1 non-immigrant status in the U.S. Individuals who may be considering a Change of Status (COS) to F-1 International Student, or need information about their eligibility to study in their current immigration status, should contact the International Students Office for support. The office assists members of the Mercy College international community by providing direct support with academic, career, employment, immigration, personal, cross-cultural and financial matters as it serves as a referral source to other college offices and academic departments. The office will advise on immigration matters including, general information on students' rights and responsibilities, assistance with procedures required for transferring institutions, extensions of stay, permission to work and practical training experiences. All F-1 international students must report within 15 days of arrival to the International Students Office of Mercy College with their travel and immigration documents. International students may contact the International Students Office at (914) 674-7284 or international@mercy.edu.

Official transcripts from foreign institutions must be evaluated by NACES, AICE, or AACRAO members, or internally, and sent directly to the Admissions Office at Mercy College. A foreign academic credential evaluation is not required for an American school outside of the United States if it holds accreditation from an approved regional accrediting agency. International applicants whose primary language is not English are required to submit scores from the Test of English as a Foreign Language (TOEFL) or IELTS (International English Language Testing System). Scores must be less than two years old from the first day of class of the proposed term of entry unless an exception has been made by the international admissions office or appointed program chair. For more information regarding English proficiency requirements, please contact the Office of Admissions at 877-MERCY-GO or write to admissions@mercy.edu.

Members of the Armed Forces and Veterans

At Mercy College, the past and present sacrifices made by student veterans in service to our nation are deeply appreciated. For active-duty service members and military veterans who want to advance their education and career in the midst of a rigorous lifestyle, Mercy College enables students to earn an undergraduate and/or graduate degree from more than 90 degree choices. Mercy College degree programs are designed to meet the needs of even the most demanding military schedule in an affordable, flexible, and individual approach with special emphasis on distance learning, service relevant programs, and second career paths.

Mercy College is an official U.S. Department of Veteran Affairs Yellow Ribbon School, and a G.I. Jobs Top Military Friendly School. It is also recognized as a Service Members' Opportunity College (SOC), providing educational assistance to active duty service members; a joint member of the Department of Defense Concurrent Admissions Pro-gram; and an approved college for the National Guard Tuition Grant Program.

Mercy College offers the following benefits for members of the armed forces and veterans:

1. Use of admissions procedures that insure access to higher education for academically qualified military personnel

2. Evaluation of learning gained through military experiences and academic credit awarded where applicable to the service member's program of study
3. Evaluation of non-traditional learning and awarding of academic credit for such learning where applicable to the service member's program of study
4. Evaluation of requests for inter-institutional transfer of credits and acceptance of such credits whenever they are appropriate to the service member's program and are consistent with the College's curriculum
5. Flexibility to service members in satisfying residence requirements by making adjustments for military students who transfer when there are other assurances of program balance
6. Education and student support services for veterans
7. Adherence to U.S. Department of Defense Tuition Assistance (TA) program requirements for all Active Duty members.

New York State Department of Health Bureau Immunization Program

All students attending colleges and universities in New York State are required to show proof of immunity against measles, mumps, and rubella. Students born before January 1, 1957, are exempt from this requirement. Failure to show proof of compliance with this regulation may prohibit students from attending classes. In addition, students are required to submit a record of meningococcal meningitis immunization within the past ten years, or an acknowledgment of meningococcal disease risks and refusal of the immunization signed by the student.

For further information about the New York State Department of Health immunization requirements, please contact the Mercy College Office of Enrollment Services.

Non-Degree-Seeking Students (Non-Matriculating)

Students who wish to enroll in courses for college credit on a non-matriculating (non-degree) basis may register for those courses by completing a simple non-degree application for admission to Mercy College. Placement testing and submission of prior transcripts may be necessary depending on the Prerequisites of the chosen courses. Applications for non-matriculating students are available online and in the Office of Admissions at each campus location. Undergraduate students may only take up to 24 credits as a non-degree seeking student and are encouraged to apply for regular admission.

Facts about the Post-9/11 GI Bill

Mercy College's designation as a Yellow Ribbon school combined with Post-9/11 GI Bill benefits virtually eliminates any education costs throughout a student's college career. In addition, the Post-9/11 GI Bill may provide up to $9,000 toward living expenses every semester to eligible Mercy College students. Transitioning from military service to academic life has never been easier, thanks to Mercy College and the GI Bill.

- The education benefit of the Post-9/11 GI Bill can now be used for undergraduate, graduate, and doctoral degrees.
- There are increased benefit limits — including a housing cost allowance that is paid directly to the veteran.
- The tuition benefit is paid directly to Mercy College — 100 percent eligible veterans will have no out-of-pocket tuition costs.
- In certain cases, veteran GI Bill benefits can be transferred to an immediate family member.

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 Student Accounts at 914-674-3104.

Senior Citizen

Senior citizens (age 62 and older) may register on a space available basis on the first day of the term at the reduced tuition rate. Senior citizens should complete the College's registration process, and should be prepared to show proof of age.

Tuition, Expenses and Financial Assistance

Undergraduate Tuition

Full-time per semester (12 credits or more) A student with 12 or more credits in any semester is considered a full-time student	$9,789.00
Part-time per credit hour (less than 12 credits)	$823.00

Undergraduate Fees

Freshman Application Fee (non-refundable)	$40.00
Transfer Application Fee (non-refundable)	$40.00
Registration Fee (non-refundable)	
• 12 credits or more per semester	$400.00
• Less than 12 credits per semester	$200.00
Fully Online RN to BSN Program	
• Tuition Per Credit	$452.00
• Registration Fee- 12 credits or more	$400.00 per term
• Registration Fee- Less than 12 credits	$200.00 per term
• RN to BSN Program	$62.50 per term

Undergraduate Course Fees

Course	Title	Fee
ACCT 261	Computer App for Accountants	$85.00
BIOL 130A	Human Anatomy & Physiology I Lab	$80.00
BIOL 131A	Human Anatomy & Physiology II Lab	$80.00
BIOL 160A	General Biology I Lab	$80.00

BIOL 161A	General Biology II Lab	$80.00
BIOL 244	Microbiome	$150.00
BIOL 252	Plant Biology	$80.00
BIOL 265A	Microbiology Lab	$150.00
BIOL 275	Cell Biology	$150.00
BIOL 355	Molecular Biology of the Cell	$150.00
BIOL 360	Genetics	$150.00
BIOL 366	Developmental Biology	$150.00
BIOL 370	Biology Research I	$150.00
BIOL 440	Advanced Research	$150.00
BIOL 424	Neurobiology	$150.00
BIOL 460	Capstone Research in Biology	$150.00
CHEM 160A	General Chemistry I Lab	$80.00
CHEM 161A	General Chemistry II Lab	$80.00
CHEM 260A	Organic Chemistry I Lab	$80.00
CHEM 261A	Organic Chemistry II Lab	$80.00
CHEM 354	Biochemistry	$150.00
CLSC 410A	Hematology Lab	$80.00
CLSC 415A	Diagnostic Microbiology I Lab	$80.00
CLSC 420A	Clinical Chemistry I Lab	$80.00
CLSC 430A	Immunohematology I Lab	$80.00
CMDS 498	Clinical Process III	$105.00
EXSC 460	Exercise Physiology	$125.00
EXSC 490	Exercise Testing and Prescription	$125.00
EXSC 493	Resources for the Exercise Physiologist	$350.00

HLSC 303A	Hum Anatomy w/Cadaver Lab	$375.00
HLSC 410	Applied Neurosci/Rehab Prof	$200.00
LAWS 220	Art of Legal Reasoning	$105.00
LAWS/POLS 361	Constitutional Law Policy	$105.00
MATH 115	Math for Liberal Arts	$110.00
MATH 116	College Algebra	$110.00
MGMT 255	Info Systems for MGMT	$85.00
NURS 401	Community Health Nursing	$130.00
OCTR 209	Advanced Clinical Ed	$250.00
OCTR 210	Advanced Clinical Ed	$250.00
OCTR 214	Adulthood and Maturity	$250.00
OCTR 260	OT Practice Assistant and Child Adol	$250.00
PARA 206	Substantive Law / Document Draft	$105.00
PARA 300	Legal Research/Writing I	$105.00
PARA 302	Litigation	$105.00
PARA 400	Law Office Management	$105.00
PARA 410	Advanced Seminar Para Studies	$105.00
PHYS 160	Physics for Life Sciences I	$80.00
PHYS 161	Physics for Life Sciences II	$80.00
VETC 101	Introduction to Veterinary Science	$80.00
VETC 256A	Anatomy of Domestic Animals	$240.00
VETC 258	Animal Handling and Restraint	$180.00
VETC 306A	Clinical Laboratory Techniques	$160.00
VETC 350A	Clinical Nursing	$560.00
VETC 360	Fundamentals of Animal Research	$250.00

VETC 496	Externship II	$150.00

Special Program Fees

Special Program Fee- Business Honors Program (One-time-Fee: First term for Business Honors Students)	$300.00
Special Program Fee- Clinical Laboratory Science Program (per semester)	
• 4th year students	$300.00
Special Program Fee- Computer Information Systems (per term for all students)	$75.00
Special Program Fee- Computer Science (per term for all students)	$75.00
Special Program Fee- Cybersecurity (per term for all students)	$75.00
Special Program Fee- Design + Animation (per semester):	
• Greater than six credits	$800.00
• Six credits or less	$400.00
Special Program Fee- Media Studies (per semester):	
• Greater than six credits	$150.00
• Six credits or less	$75.00
Special Program Fee- Music Production and Recording Arts (per semester):	
• Greater than six credits	$700.00
• Six credits or less	$350.00
Special Program Fee- Nursing Program (per semester):	
• 1st year students	$800.00
• 2nd year students	$1,500.00
• 3rd year students	$1,500.00
• 4th year students	$1,500.00
Special Program Fee- ASDBS (2nd Degree Nursing) (per term for all students)	$1,500.00

Additional Fees

Residential Life application fee	$ 100
International Student Fee (new students only)	$ 450
Special Program Fee - RN to BSN (per semester)	$ 62.50
The STAR Program (Striving Toward Abilities Realized) per semester	$ 1,375.00
Challenge Exam Fee (for HLSC 303 , HLSC 302, HLSC 314, HLSC 410)	$ 80.00
Change of Program Fee *Payable by all students who add and drop a course during the period from the first day of class to the end of late registration.*	$ 15.00
Senior Citizens (age 62+; on the 1st day of class if seats available)	$ 150.00/cr
Returned Check Fee *Payment covering returned checks and fees and all payments to the College thereafter MUST be made by Cash, Money Order or Certified Check*	$ 20.00
Transcript Fee (official)	Free
Transcript Fee (student copy)	$ 5.00
Certificate Fee (for completion of Certificate Program)	$ 16.00
College Level Exam Program (money order required) *(Both payments are required)*	$ 15.00
Life Achievement Portfolio Submission Fee, per each additional three credits awarded via the portfolio	$ 40.00
Late Payment Fee, per assessment	$ 100.00
Late Registration Fee	$ 100.00
Reinstatement of a Cancelled Registration Fee	$ 100.00
Audit Fee	50% of tuition

Note: Certain courses offered may require additional costs.

Course with additional costs are noted in the course listing section.

College-Related Costs

Students are advised that they should anticipate certain expenses over and above tuition expenses. While Mercy College cannot guarantee that each student will incur the same expenses, or that these expenses will remain constant throughout the student's years at Mercy College, the following may assist the student in

making financial plans.

2020-2021	**Full-time 12–18 credits**
Tuition and Fees	$19,578.00 per year
Books	$1,620
Transportation	$1,646
Maintenance at Home*	$5,932
Personal Expenses	$1,938
Total	**$31,686.00per year**

* The "maintenance at home" figure is used for students living at home. Room and board charges for resident students are available from the Office of Student Residence Life.

Additional fees may be required for clinical/laboratory courses. Students in the **Occupational Therapy Assistant Program, Clinical Laboratory Science Program, Exercise Science Program,** and **Nursing Programs** may have additional expenses related to clinical/internship experiences. Clinical sites require students to have their immunization titer values taken (can cost a minimum of $300) and to have an annual physical examination to participate in the clinical education component of the programs. Professional malpractice insurance (approximately $40/year) is required, and an annual CPR certification course may be required. Some settings in which students complete clinical/internship experiences may require the students to complete criminal background checks through the State bureau of investigation, fingerprinting (approximately $100), central registry check for child abuse charges, and/or drug and alcohol screenings. The expenses incurred for this background checks are the student's responsibility. Some clinical sites may require specific uniforms and students to be immunized with the influenza vaccination.

The above tuition and fees are for the 2020-2021 academic year.

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 options, please contact either

the Office of Student Accounts or the Office of Enrollment Services. These arrangements must be made as of the above outlined timeline. Payment may be made by MasterCard, VISA, AMEX, Discover or debit cards with appropriate credit card logos. All tuition and fees are subject to change without prior notice. Any student who has an overdue balance will be subject to late fees, and will not be eligible to participate in the registration process, receive transcripts, or remain in residence at the College or use college services or facilities. Students are responsible for balances incurred due to the loss or reduction of financial aid or other credit originally anticipated due to her/his ineligibility, lack of attendance, incomplete paperwork or for any other reason.

Many Mercy College students may be eligible for Financial Aid in the form of Scholarships, Grants, Loans, and Work Study from Federal, State, Institutional, and/or Private sources. Tuition payment may be deferred based upon anticipated receipt of the awards that have been processed by the Office of Enrollment Services prior to billing due dates and in accordance with related deadlines. All financial aid awards are conditional upon the successful and timely completion of all related and required paperwork. Therefore, if, for any reason, financial aid awards are not disbursed, the full balance of tuition and fees is due and payable upon demand to Mercy College. Should it be necessary to place a delinquent account with a collection agency, all fees, including reasonable attorney fees, become the responsibility of the student.

Resident students should be aware that the due dates for their financial arrangements are different from the dates for the at-large student population. Please read the housing agreement carefully.

Notwithstanding anything contained in this catalog, the College administration expressly reserves the right, whenever it deems advisable: (1) to change or modify its schedule of tuition and fees, and (2) to withdraw, cancel, reschedule, or modify any course, program of study, or degree, or any requirements in connection with any of the foregoing.

For questions regarding billing or payments please contact the Enrollment Services Support Center at (877) MERCY-GO.

Refunds

When a student officially withdraws from any course or courses by filing a formal withdrawal notice (Drop/Add Form) with the Office of Enrollment Services, refund of tuition will be made according to the below outlined schedule. See the *course bulletin* for specific refund dates. The date of withdrawal is the date upon which the formal withdrawal notice is received. Withdrawal may be processed at the Office of Enrollment Services or via the Web at MercyConnect. *Fees are non-refundable once courses begin.*

Date of Withdrawal	*Fall or Spring Semesters*	*Eight-Week Sessions and Summer Sessions*
Prior to second week of scheduled course meetings	100% Refund	100% Refund
Prior to third week of scheduled course meetings	80% Refund	80% Refund
Prior to fourth week of scheduled course meetings	50% Refund	No Refund
During and after fourth week of scheduled course meetings	No Refund	No Refund

This refund policy may not apply to international students who enter the U.S. under the terms of their international contract with Mercy College or to students receiving discounted tuition.

Students who have elected to pay on the installment plan are responsible for completing all payments if they withdraw during or after the fifth week of the scheduled course meeting for the fall or spring semester, and

during or after the second week of scheduled course meeting for the eight-week sessions and summer sessions.

Financial Assistance

The general College policy for processing financial assistance for our students is to do so in an efficient, equitable and accurate fashion for all students. Specifically, the Office of Enrollment Services strives to provide access to the maximum number of resources at the maximum value possible for a student to fund his/her education.

In addition, the Office of Enrollment Services always strives to process all types of financial aid (federal, state, and institutional) in accordance with the U.S. Department of Education (DOE), the NYS Higher Education Services Corporation (HESC), and all other governing association mandated policies and procedures.

Mercy College utilizes the U.S. Department of Education Free Application for Federal Student Aid (FAFSA) to determine federal and institutional aid eligibility for a given academic year. Eligibility for state funding is determined by the NYS HESC Electronic TAP Application (ETAP).

All students requesting financial aid must file the previously mentioned FAFSA Application. The College recommends that students file this application electronically at www.fafsa.ed.gov. You must include the federal code for Mercy College to ensure that your application is forwarded to both the College and to HESC. The federal code is **002772.**

Once the application has been filed with the DOE, the processed application, the resulting Institution Student Information Record (ISIR), is forwarded to the College and to HESC electronically. Upon receipt of the ISIR record, the College will generate a comprehensive financial aid package. This information, along with supporting information will be sent to each student in the form of an official Notice of Award for the academic year. This information will also be available via MercyConnect.

Students MUST file a FAFSA Application EVERY year to be eligible for financial aid in a given academic year. The priority filing dates are as follows:

February 15 for the Academic Year: fall, spring, summer

February 15 for the fall term only

October 1 for the spring and summer terms

Meeting the priority filing dates ensures the ability of the Office of Enrollment Services to complete all the required processes to generate a comprehensive financial aid package in a timely manner. Failure to meet the above priority deadlines may result in the loss of federal, state, and/or institutional aid. Financial aid funds are credited to a student's account when eligibility requirements are satisfied for the given term (generally the fourth or fifth week of the term).

The U.S. Department of Education randomly selects FAFSA applications for a mandated Verification Process. This process requires the College to request, collect and review specific data elements of the received ISIR record. The Verification Process may result in a revision to a prior comprehensive financial aid package. A revised Notice of Award will be generated and sent to applicable students.

The Office of Enrollment Services will notify selected students in writing for verification. This notice will detail all required documents that must be submitted to the College within two weeks of the date of the notice. Failure to comply with the Verification request will result in the loss of all financial aid (federal, state, and institutional) funding. The student will then be responsible for the full balance due on the account.

To maintain eligibility for financial aid in subsequent academic years, a student must meet the following

criteria:

1. Re-file the FAFSA and the ETAP within the priority deadline.
2. Maintain minimum Satisfactory Academic Progress as defined by the federal and state agencies (detailed further later).
3. Maintain minimum academic requirements for academic scholarships.
4. Maintain minimum enrollment criteria for respective aid programs.
5. Complete and submit all required verification processes (if requested).

Federal Financial Aid Programs

The FAFSA application is required to determine potential eligibility for all federally funded financial aid programs, including grants, loans and work study. Additionally, a student must meet the following criteria:

1. Be a U.S. Citizen or an eligible non-citizen (permanent resident).
2. Have a valid Social Security Number.
3. Be enrolled as a matriculated student in an eligible degree-granting program.
4. Have either a high school diploma or a General Equivalency Development Certification (GED).
5. Be registered for the Selective Service (if applicable).
6. Demonstrate need (as defined by the DOE) for the grants, work study and student loan programs.
7. Not be in default or in an overpayment situation for any federal grant or loan program.
8. Maintain the minimum academic requirements (as detailed later).

The academic eligibility requirements for financial aid are as follows:

1. Maintain a cumulative grade point index during each academic year at or above the minimum standard as outlined in the below detailed chart.
2. Complete the minimum number of degree credits (or greater) as outlined in the below detailed chart.
3. Register for courses that are applicable to the matriculated degree; course work not applicable to the matriculated degree are not eligible for consideration in determining a student's eligibility for aid.

Students matriculated in either an associate's degree program or a bachelor's degree program must meet similar academic progress standards. However, the maximum number of semesters of aid eligibility for an associate degree is six.

Satisfactory Academic Progress

For purposes of determining financial aid eligibility under Title IV of the Higher Education Act (HEA) of 1965, all institutions, including Mercy College, must establish reasonable standards for measuring whether a student is maintaining satisfactory academic progress (SAP). On October 29, 2010, the Secretary of Education published final rules aimed at improving the integrity of programs authorized under Title IV of the HEA. Effective July 1, 2011, institutions must comply with the published regulations that impact SAP. The Office of Enrollment Services has implemented its satisfactory academic progress policy to comply with said regulations.

Mercy College students who do not make satisfactory academic progress towards their degree will not be eligible for the following federal Title IV aid programs:

Federal Pell Grants.

Federal Supplemental Educational Opportunity Grants (SEOG).

Federal Work Study Program.

Federal Direct Loan Programs, both Subsidized and Unsubsidized loans.

Federal Direct Parent Plus Loan Program.

In addition, students who do not meet satisfactory academic progress will not be eligible to receive institutional (Mercy College-based) grants and scholarships. NOTE: Students receiving academic scholarships must also meet the criteria outlined in the initial scholarship notification letter.

The Office of Enrollment Services will review academic records annually after each spring term to monitor that students are making progress towards degree completion. Students are required to maintain qualitative and quantitative standards, and may not exceed the maximum time frame for their program.

Qualitative Measure Standards

To maintain the qualitative standards of satisfactory academic progress, students must meet the cumulative GPA at the end of each academic year, as outlined in the charts below. The 'end' of an academic year is defined as the end of the spring term of each academic year, regardless of the term an individual student began his/her studies with the College in a given academic year.

Undergraduate Students

ASSOCIATE DEGREE		BACHELOR'S DEGREE	
Credit hours attempted	Cumulative GPA	Credit hours attempted	Cumulative GPA
0-15 credits	1.50 GPA	0-30 credits	1.50 GPA
16-30 credits	1.75 GPA	31-60 credits	1.75 GPA
31+ credits	2.00 GPA	61 credits or above	2.00 GPA

Quantitative Measure Standards

Cumulative Progress

To quantify academic progress, students must successfully earn credits toward their degree greater than or equal to 67 percent of the credits attempted. For example, if a student has attempted 24 credit hours, he/she must earn 16 credits of those attempted (16 earned credits / 24 attempted credits x 100 percent = 67 percent).

Maximum Time Frame

The number of credit hours for which a student may receive federal financial aid may not exceed 150 percent of the credit hours required to complete the academic program's published length. For example, if a student is enrolled in a bachelor's program that requires 120 credit hours for completion, then 180 hours is the maximum number of attempted hours permitted relative to federal student aid eligibility (150 percent x 120 credit hours). For a student enrolled in an associate's program, he/she may receive aid for up to 90 attempted credit hours (150 percent x 60 credit hours).

Determination of Attempted Credits and Earned Credits

The College includes all courses attempted at Mercy College plus course work accepted as transfer credit towards the student's declared major in the quantitative measurement in determining successful SAP. This

also includes courses taken via a Consortium Agreement. Earned hours include all courses which a passing grade was received (A, B, C, D). All withdrawn courses (W, FW) and failed courses (F) are counted as unearned hours in the calculation. Repeated courses are counted in the attempted hours and are taken into consideration for the maximum allowed hours for completion toward the degree.

1. Remedial Courses
   Since remedial courses and the remedial component of developmental and compensatory courses do not carry degree credit, enrollment in these courses will not result in the inclusion of the non-credit portion as cumulative attempted credits.
2. Withdrawals
   Withdrawals as part of the program adjustment period will not be included as cumulative attempted credits. Withdrawals that are recorded on a student's permanent record will be included as cumulative attempted credits and will have an adverse effect on a student's capability to meet the appropriate standard.
   NOTE: Retroactive "non-punitive" administrative withdrawal activity may result in the requirement for the student to repay any assistance received as a result of the student's enrollment at the time of receipt of the student assistance funds.
3. Incomplete Grades
   Courses with incomplete grades are included as cumulative attempted credits. However, these courses cannot be used as credits earned toward the degree since successful completion is the criterion for positive credit accumulation. Incomplete grades will be treated as an F when calculating a student's cumulative GPA for the purpose of determining whether a student has maintained the qualitative standards of satisfactory academic progress.
   If the student fails to meet the appropriate standard for credit accumulation due to the lack of successful completion grades for these courses, the recording of successful completion grades within a term which brings the accumulated credit level to the appropriate standard will restore eligibility for the term and subsequent terms within the academic year.
4. Repeated Courses
   Successfully completed courses can generally be accepted toward degree requirements once. However, each time a student attempts a course, it is included as part of the cumulative attempted credit record. Therefore, repeated courses, regardless of the prior grade, reduce a student's capacity to meet the appropriate credit accumulation standard.

Treatment of Non-Standard Situations

1. Readmitted Students
   Upon readmission after at least a one-year period of non-reenrollment, the student will receive assistance for the terms in the academic year of readmission and will be evaluated for future eligibility at the end of the spring term against the appropriate standard for the degree program for which the student is enrolled. The student's previous academic history will be included as part of the calculation. If a student is readmitted after less than one year of non-enrollment, the academic record will be evaluated for satisfactory academic progress under these standards as the record stood at the end of the last term of attendance.
2. Transfer Students
   Transfer students shall have their status initialized for purposes of satisfactory academic progress measurement by using the number of credits determined to be acceptable toward the degree as both the students' cumulative attempted credits and cumulative earned credits.

3. Second Degree Students
   Students enrolling for a second degree, either baccalaureate or graduate, shall have their status initialized for purposes of satisfactory academic progress measurement by using the number of credits determined to be acceptable toward the degree as both the students' cumulative attempted credits and cumulative earned credits.
4. Change of Major or Degree
   A student that changes majors within the same degree must complete the program within the maximum time frame allowed for the new program.
   Students must be mindful not to exceed the 150 percent maximum time frame when changing majors.

Evaluation and Notification of Federal Title IV Aid Ineligibility

The Office of Enrollment Services will review all students' academic records annually at the conclusion of the respective spring term. Students who are not making satisfactory academic progress towards their degree will immediately lose eligibility for future Title IV aid. Students will be notified of their ineligible status via electronic mail from the Office of Enrollment Services.

Note: If a student has a grade change or correction to their academic record subsequent to the review process, he/ she should notify their respective PACT or COP mentor in writing to request a re-evaluation of their Title IV academic progress.

Satisfactory Academic Progress for Federal Title IV Aid Appeals

Although federal regulations do not mandate institutions to offer an appeal process, Mercy College has established a Title IV SAP appeal process. Students who have unforeseen extenuating circumstances that prevented them from making SAP may submit an appeal in writing to the SAP Appeals Committee.

A student may initiate the SAP appeal process by preparing and submitting a written Title IV Satisfactory Academic Progress appeal with all substantiating documentation to his PACT or COP mentor. The appeal must include (1) a detailed explanation regarding: (a) why the student failed to make SAP (examples of appeal worthy circumstances are: serious physical or mental illness of the student, serious physical or mental illness of a student's immediate family member, death of a student's immediate family member and other extreme circumstances) and (b) what has changed that will allow the student to make SAP at the next evaluation, and (2) a SAP Academic Plan, made in conjunction with the student's PACT or COP mentor, that outlines the specific plan/corrective action to improve academic progress.

The SAP Appeals Committee will meet and review the students' submitted documentation. A determination will be made whether the students appeal will be approved or denied. All appeal decisions are final.

Result of Appeal/Reinstatement of Title IV Funding

A student whose appeal has been granted will receive federal financial aid, but will be expected to meet the terms of his Academic Plan to assure that the student is fully meeting the minimum SAP requirements by the end of the academic year. The approval of an SAP appeal is related to the renewal of federal and institutional need based aid only. Students must meet the renewal criteria of NYS and institutional scholarships for their respective renewal of funding.

A student whose appeal has been denied or who has lost eligibility by not meeting the standard without appeal may regain eligibility by leaving the institution for at least one year. Upon readmittance, the student will receive assistance for the terms in the academic year of readmittance and will be subject to SAP evaluation of eligibility at the end of that year.

Students who choose to remain enrolled at Mercy College without the receipt of Title IV Federal Student

Assistance may request a review of their academic records after any term in which they are enrolled without such benefits to determine whether the appropriate standards for the degree programs in which the students are enrolled have been met. If the standards are met, eligibility is regained for subsequent terms in the academic year.

Students who choose to remain enrolled at Mercy College without the receipt of Title IV Federal Student Assistance or institutional aid are responsible for all debts owed to the College, including any fees or tuition that may have been incurred during the review process.

Census and Aid Disbursement Requirements

The College faculty is required to complete a census of their respective classes by the end of the add/drop period of each session within a given term. The census information is utilized to confirm that a student has attended his/her registered courses. This information is then utilized during the Financial Aid Packaging Reconciliation Process to confirm financial aid eligibility. Financial Aid eligibility may be adjusted upon the census information. Financial Aid funds will NOT post to respective student accounts until both the Census and Packaging Reconciliation Processes are completed (generally the fourth or fifth week of the term).

Withdrawal and Federal Return of Financial Aid Policies (as mandated by DOE)

Mercy College is required to prorate financial aid funding to students that withdraw from the College. This process is required for students who withdraw officially (either in person via the Office of Enrollment Services or on-line via MercyConnect) or unofficially (by ceasing to attend).

Students who officially withdraw prior to attending 60 percent of the term are subject to the prorated calculation.

The percentage of aid retained will be applied to all institutional charges. The Return of Funds calculation may result in a balance owed to the College by the student. This balance is the full responsibility of the student.

Students who are determined to have unofficially withdrawn from the College during the end of term grading processes will have the Return of Funds calculated as of the midpoint of the term as outlined by the DOE. This Return of Funds calculation may result in a balance owed to the College by the student. This balance is the full responsibility of the student.

Federal Pell Grant

Eligibility for the Federal Grant Program is determined by the FAFSA application and current enrollment status in a degree-granting program. The value of the Federal Pell Grant is $598 to $5,815 for the 2016–2017 Academic Year. A student must be registered for a minimum of three credits and making SAP.

Federal Supplemental Educational Opportunity Grant: SEOG Grant

Awards are made to Federal Pell Grant eligible students demonstrating exceptional need (as defined by the DOE). Awards range from $200 to $4,000 per academic year. Limited funds restrict the number and the value of the awards in a given academic year. A student must be registered for a minimum of six credits and making SAP.

Federal Work Study Program

On-campus Federal Work Study positions are available at each campus. Additionally, a small number of students may be eligible to work off-campus at an approved not-for-profit organization through the community service component of the Federal Work Study Program. Students working in these positions generally work 12–20 hours per week. To be eligible, the student must show financial need, per the FAFSA application process. Students who have been approved for work-study as part of their aid award may contact the Office of Career Services for more program information.

Federal Aid to Native Americans

Full-time matriculated students that are one-fourth or greater Native American Indian, may be eligible for additional federal grants. Students must be members of tribes served by the U.S. Bureau of Indian Affairs, must presently reside or have resided on the reservation, and must demonstrate financial need (as defined by the DOE).

Applications may be obtained from the U.S. Department of the Interior, Bureau of Indian Affairs, Syracuse, NY 13210.

Veterans Administration Education Benefits (VA Benefits)

There are a variety of Education Related Benefits available to veterans of each of the military branches and their dependents. Mercy College is approved to conduct college level programs to Veterans and their dependents. Benefits generally cover tuition, fees, and education related expenses. Detailed information is available from the Offices of the Veterans Administration.

The Robert C. Byrd Honors Scholarship Program and the Paul Douglas Teacher Scholarship Program The Robert C. Byrd Honors Scholarship Program and the Paul Douglas Teacher Scholarship Program are federally funded programs administered by the state. For additional information and application forms, contact the New York State Education Department, State and Federal Scholarship and Fellowship Unit, Cultural Education Center, Albany, New York 12230.

National and Community Service Program

The National and Community Service Program is available to students with a high school diploma or a GED currently or formally enrolled as a matriculated student in a degree granting program. Students may earn up to $4,725 a year working either before, during or after college. The funds can be utilized to either pay current education expenses or to repay prior federal student loans. For additional information, call 800-942-2677 or write to The Corporation for National and Community Service, 1100 Vermont Avenue, NW, Washington, DC 20525.

William D. Ford Federal Direct Loan Program (DL Loan Program)

The DL Loan Program consists of the following loans products for undergraduate students: Federal Subsidized Stafford Loans, Federal Unsubsidized Stafford Loans, and Federal Parent PLUS Loans. Federal Stafford Loans, both Subsidized and Unsubsidized Loans, are loans in the name of the student. Federal PLUS Loans are loans in the name of the parent, for the student's educational expenses.

Students must demonstrate need (as defined by the DOE) to be eligible for Federal Subsidized Stafford Loans. The DOE pays the interest of the Subsidized Stafford Loan while a student is enrolled minimally half-time. Students that do not demonstrate need are also eligible for Federal Unsubsidized Stafford Loans. The value of the Federal Stafford Loan is determined by the student's grade level (as determined by the total number of cumulative credits toward the matriculated degree). The Federal Stafford Loan values for the 2018-2019 Academic Year are detailed below:

Dependent Students (as defined by the DOE)

Freshmen:	$3,500 Sub/Unsub (plus $2,000 Unsub)	Total $5,500
Sophomores:	$4,500 Sub/Unsub (plus $2,000 Unsub)	Total $6,500
Juniors:	$5,500 Sub/Unsub (plus $2,000 Unsub)	Total $7,500

Seniors:	$5,500 Sub/Unsub (plus $2,000 Unsub)	Total $7,500

The aggregate federal loan limit for a dependent undergraduate student is $23,000 in Subsidized funds (up to $31,000 including the additional $2,000 Unsubsidized funds, as defined by Congress).

Independent Students (as defined by the DOE):

Freshmen:	$3,500 Sub/Unsub (plus $6,000 Unsub)	Total $9,500
Sophomores:	$4,500 Sub/Unsub (plus $6,000 Unsub)	Total $10,500
Juniors:	$5,500 Sub/Unsub (plus $7,000 Unsub)	Total $12,500
Seniors:	$5,500 Sub/Unsub (plus $7,000 Unsub)	Total $12,500

The aggregate federal loan limit for an independent undergraduate student is $57,500 (Subsidized and Subsidized combined, as defined by Congress).

The DOE may deduct an origination fee of up to three percent for each loan. Repayment of any federal loan begins either six months after leaving school or once a student enrolls less than half time.

The Office of Enrollment Services will automatically determine eligibility for the Federal Stafford Loan Programs upon receipt of the FAFSA application. Eligibility will be communicated to the student via the comprehensive Financial Aid Notice of Award; the information will also be available via Mercy Connect.

The student may accept the offered loan amount by signing and returning one copy of the Financial Aid Notice of Award. Additionally, the student must complete a Master Promissory Note (MPN) and a Loan Entrance Interview (both are included with the Financial Aid Notice of Award packet). Both of these documents can also be completed electronically via the Department of Education web site at studentloans.gov.

Federal Loans must be disbursed minimally in two installments (whether the loan is for one term or multiple terms in an academic year). Additionally, Federal Loan funds for newly enrolled students at the College are eligible for disbursement thirty days after the first day of the term (as required by the DOE).

Federal Direct Parent PLUS Loan

Parents may borrow up to the cost of education less any financial aid each academic year for a dependent undergraduate student. The interest rate is determined by Congress. Repayment commences 60 days after the final disbursement of the loan in an academic year.

Any parent requesting a Federal PLUS on behalf of his/her student must notify the Office of Enrollment Services of approval of the Federal PLUS Loan and the value of the loan requested. Additionally, the parent must complete a Master Promissory Note (MPN) and submit a copy of the MPN to the College.

Please be advised that Federal PLUS Loan approvals are based upon credit checks. Additionally, Federal PLUS
Loans are subject to the same origination and default fees as the Federal Stafford Loans. Finally, Federal PLUS Loans are subject to the same disbursement regulations as the Federal Stafford Loans (as mentioned earlier).

New York State Financial Aid Program NYS

Tuition Assistance Program (TAP)

Initial application for TAP is made by completing the FAFSA application and listing Mercy College's Federal School Code (002772) in the first slot of the FAFSA application. NYS Higher Education Services Corporation (HESC) will then notify students via email that an Electronic TAP Application (ETA) is available at https://www.hesc.ny.gov/ for completion. HESC will not finalize the TAP Application (ETA) without the student logging onto the website to review and electronically sign the ETA.

Students that did not list Mercy College in the first slot of the FAFSA application, yet subsequently enrolled at the College, MUST complete a NYS TAP College Change Form to be eligible for a TAP award at Mercy College.

TAP awards range from $250 to $5,165 in an academic year for NYS residents. Students must be matriculated in an approved bachelor's or associate's degree granting program, be registered full-time, and maintain Satisfactory Academic Progress (SAP) as outlined by HESC.

SAP for NYS Tuition Assistance Awards is measured by Program Pursuit (completion of minimum percentage of credits in a given term) and Cumulative GPA. Details of both the Program Pursuit and Cumulative GPA are available on the Mercy College website www.mercy.edu.

To be eligible for TAP in any one semester, students must take a minimum of 12 credits applicable to their degree. For example, if a student takes four courses, but only three of the courses are applicable toward the degree and the other is for personal enrichment, that student would be counted as a part-time student for TAP purposes for that term.

Courses that are replacing a degree requirement that has already been satisfied are not counted towards full-time enrollment for TAP purposes. For example, if a student transferred in 15 credits worth of electives and their degree requires 18 credits of electives in total, they only have three credits remaining to meet that requirement. A student taking two core courses and two electives for a term would not be counted as full-time for TAP purposes; only one of those electives count towards the degree, the other is extraneous.

A student may only repeat a course and have the course count as part of the minimum full-time or part-time course load for financial aid purposes if credit was not previously earned for the course. If an F or a W was received in a course, credit was not earned for the course. Therefore, a student may repeat courses in which F or W grades were earned and have them count towards full-time or part-time study requirements. There are certain other circumstances when a student may repeat a course and have it count as part of the minimum course load, including when: (1) the grade earned is passing at the College but not considered passing in a particular curriculum. For example, a student receives a D in a nursing course. D is a passing grade; however, any grade lower than a C in a nursing course is considered a failing grade. Thus, the nursing course in which you earned the D may be repeated as part of the minimum full-time or part-time course load; or (2) The course can be repeated and credit earned each time, such as certain physical education or language courses.

With regard to the effect on full-time and part-time status, a repeated course in which you earned a passing grade may not be used to meet the pursuit of program requirement (completing a certain percentage of the minimum full-time or part-time course load in each term an award is received) for maintaining good academic standing. In other words, a course that a college does not require you to repeat in order for you to earn credit toward a degree cannot be considered in determining whether you have satisfied the pursuit requirement for a New York State award.

NYS regulations require that a student must take a minimum of one three-or-more credit course at the campus at which the degree is approved by the state education department. Each program has detailed a core course within the major, which is only offered at the program's 'home' campus, for this purpose. Students can take core requirements and electives at other campuses and qualify for NYS aid, but they must complete the core

course at the home campus in order to complete their degree. See the program pages for detail of the specified course for that program.

Standard of Satisfactory Academic Progress for the Purpose of Determining Eligibility for State Student Aid

STUDENTS RECEIVING FIRST NYS AWARD PAYMENT IN 2006-07 AND EARLIER

Program: Baccalaureate Program

Before Being Certified for This Full-time Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th**	10th**
A Student Must Have Accrued at Least This Many Credits	0	3	9	21	33	45	60	75	90	105
With At Least This Grade Point Average	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

Program: Associate Degree

Before Being Certified for This Full-time Payment	1st	2nd	3rd	4th	5th	6th
A Student Must Have Accrued at Least This Many Credits	0	3	9	18	30	45
With at Least This Grade Point Average	0	.5	.75	1.3	2.0	2.0

EFFECTIVE 2010-11 STUDENTS RECEIVING FIRST NYS AWARD PAYMENT IN 2007-08 AND THEREAFTER

Program: Baccalaureate Program

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
A Student Must Have Accrued at Least This Many Credits	0	6	15	30	45	60	75	90	105	120
With At Least This Grade Point Average	0	1.5	1.8	2.0	2.0	2.0	2.0	2.0	2.0	2.0

Program: Associate Degrees

Before Being Certified for this Payment	1st	2nd	3rd	4th	5th	6th
A Student Must Have Accrued at Least This Many Credits	0	6	15	30	45	60
With at least this Grade Point Average	0	1.5	1.8	2.0	2.0	2.0

Loss of TAP Eligibility

Any student that fails to meet the renewal criteria for a TAP award will lose eligibility for a TAP award for the following semester. Options available to a student in this situation are as follows:

1. Request a TAP Waiver. A TAP Waiver is NOT automatic and is granted only for reasons of EXTRAORDINARY CIRCUMSTANCES. For further information, please contact the Office of Enrollment Services.
2. Remain out of school for a least one full year after losing eligibility. Students who have used four semesters of TAP, but have a CGPA of below 2.0, must obtain a CGPA of 2.0 at Mercy College to regain eligibility.
3. Transfer to another college.
4. Continue in college using funds other than TAP to finance educational costs. Eligibility will be regained when the student again meets the academic criteria.

Enhanced Tuition Award (ETA)

The Enhanced Tuition Awards program provides tuition awards to students who are New York State residents attending a private college located in New York State. Recipients receive $6,000 through a combination of their TAP award, ETA award and a match from Mercy College.

To be eligible a student must complete and application with HESC and:

be a resident of NYS and have resided in NYS for 12 continuous months prior to the beginning of the term;

be a U.S. citizen or eligible non-citizen;

have either graduated from high school in the United States, earned a high school equivalency diploma, or passed a federally approved "Ability to Benefit" test, as defined by the Commissioner of the State Education Department;

have a combined federal adjusted gross income of $100,000 or less, as reported on their family's 2015 tax return;

be pursuing an undergraduate degree at a participating private college or university located in New York State;

be enrolled in at least 12 credits per term and complete at least 30 credits each year (successively), applicable toward his or her degree program;

if attended college prior to the 2017-18 academic year, have earned at least 30 credits each year (successively),

applicable toward his or her degree program prior to applying for an Enhanced Tuition Award;

be in a non-default status on any student loan(s) made under any NYS or federal education loan program or on the repayment of any NYS award;

be in a non-default status on a student loan made under any NYS or federal education loan program or on the repayment of any NYS award;

be in compliance with the terms of the service condition(s) imposed by any NYS award(s) that you have previously received; and

execute a Contract agreeing to reside in NYS for the length of time the award was received, and, if employed during such time, be employed in NYS.

An applicant who first entered college as a freshman student in the 2015-16 academic year and earned 54 credits, or who first entered college as a freshman student in the 2016-17 academic year and earned 24 credits can make up those 6 credits in 2017-18. Students who successfully earn 36 credits in the 2017-18 academic year can apply to become eligible for an Enhanced Tuition Award beginning in the 2018-19 academic year.

A recipient of an Enhanced Tuition Award is eligible to receive award payments for not more than two years of full-time undergraduate study in a program leading to an Associate's degree or four years of fulltime undergraduate study, or five years if the program of study normally requires five years, in a program leading to a Bachelor's degree.

To receive payments each subsequent year (after the initial application year), an Enhanced Tuition Awards recipient must annually complete the Free Application for Federal Student Aid (FAFSA) and the TAP-on-the-Web Application.

NYS Aid for Part-Time Study (APTS)

The NYS APTS program is a grant program financed via HESC providing funding for qualified part-time undergraduate students that are NYS Residents. The APTS grant awards range from $100 to $2,000 in an academic year. Contact the Office of Enrollment Services for more information about eligibility requirements and application processes.

Higher Education Opportunity Program (HEOP)

Students must meet both academic and economic criteria to be eligible for the HEOP Program. Generally, students must prove both academic and economic disadvantage. Upon admittance to the HEOP program, students may receive supplemental financial and educational assistance from the College.

Financial aid is calculated on an individual basis and is calculated to include the cost of tuition, fees, books, supplies, transportation, etc. A comprehensive financial aid package will be generated for all students upon admittance to the program and receipt of the FAFSA application. Students must also complete the ETA from HESC. Students must complete the College application process with the Offices of Admission and HEOP.

Regents Awards for Children of Deceased and Disabled Veterans

Awards for children of deceased or disabled veterans are available to the children of veterans who die or who have a current disability of 50 percent or more resulting from U.S. Military service. The amount of the award is up to $450 per year. Applications are made through the NYS HESC via https://www.hesc.ny.gov/.

For further information regarding VA Benefits Certification, please contact the Office of Student Accounts at 914-674-3104.

Regents Awards for Children of Deceased Police Officers, Firefighters and Corrections Officers

These awards provide up to $450 per academic year for children of police officers, firefighters, and corrections officers of NYS who have died as a result of injuries sustained in the line of duty. Applications are made

through NYS HESC via www.hesc.org.

Regents Awards for Children of Deceased State Corrections Officers and State Civilian Employees of a Correctional Facility

This Regents Award provides financial aid to children of NYS Corrections Officers or Civilian Employees of a NYS correction facility who dies as a result of injuries sustained in the line of duty during the September 1971 Attica uprising. Individuals cannot be eligible for both this award and the Regents Award for the Children of Deceased Police Officers, Firefighters, or Corrections Officers. The awards are for full-time undergraduate study and are equal to the sum of annual tuition and average room and board charges specified by the State University of New York. Applications are made through NYS HESC at https://www.hesc.ny.gov/.

New York State Aid to Native Americans

New York State Aid to Native Americans is an entitlement program with neither a qualifying examination nor a limited number of awards. A student may be eligible for an award of up to $1,000 per academic year for a maximum of four years of full-time study. Applications are made through NYS HESC at https://www.hesc.ny.gov/.

Mercy College Scholarship and Grant Programs

Mercy College Scholarships are awarded primarily on the basis of superior academic performance, demonstrated financial need, and the student's potential contribution to the intellectual life of the College. Need-based funding and scholarship disbursement requires the filing of the Free Application for Federal Student Aid (the FAFSA) by February 15th of each year. Scholarships are generally available to new incoming freshmen, transfer students and continuing students.

To apply for any of the Mercy College-funded scholarship programs, please go to our Prospective Students section at www.mercy.edu.

Mercy College Assistance Grant

Mercy College offers need-based tuition grants to supplement federal and state aid. Application is made by completing the FAFSA application. Based on the Estimated Family Contribution (EFC), full-time students may be allocated funds to assist them in meeting their financial obligations to the College. Students who receive non-need based grants from the college and/or from sources outside Mercy College may have their MCAG award reduced and/or cancelled.

Mercy College Presidential Excellence Scholarship

Scholarships may be awarded to outstanding entering freshmen students who have demonstrated academic merit. Scholarship awards are renewable for up to four years as long as the recipient meets the conditions outlined via the Scholarships Agreement Form.

Mercy College Excellence Scholarship

Scholarships may be awarded to outstanding entering freshmen students who have demonstrated academic merit. Scholarship awards are renewable for up to four years as long as the recipient meets the conditions outlined via the Scholarship Agreement Form.

Mercy College Trustees Scholarship

Scholarships may be awarded to outstanding entering freshmen students who have demonstrated academic merit. Scholarship awards are renewable for up to four years as long as the recipient meets the conditions outlined via the Scholarship Agreement Form.

Mercy College Presidential Scholarship

Scholarships may be awarded to outstanding entering freshmen students who have demonstrated academic

merit. Scholarship awards are renewable for up to four years as long as the recipient meets the conditions outlined via the Scholarship Agreement Form.

Mercy College Trustee Transfer Scholarship

Scholarships may be awarded to outstanding entering transfer students who have demonstrated academic merit and earned minimally 24 credits. Scholarship awards are renewable for up to three years long as the recipient meets the conditions outlined via the Scholarship Agreement Form.

Mercy College Presidential Transfer Scholarship

Scholarships may be awarded to outstanding entering transfer students who have demonstrated academic merit and earned minimally 24 credits. Scholarship awards are renewable for up to three years, as long as the recipient meets the conditions outlined via the Scholarship Agreement Form.

Mercy College Transfer Scholarship

Scholarships may be awarded to outstanding entering transfer students who have demonstrated academic merit and earned minimally 24 credits. Scholarship awards are renewable for up to three years as long as the recipient meets the conditions outlined via the Scholarship Agreement Form.

Athletics

Mercy is a Division II NCAA member and offers intercollegiate competition in men's baseball, basketball, cross-country, lacrosse, track and field, soccer, tennis, and golf. Women's intercollegiate sports include basketball, cross-country, track and field, lacrosse, soccer, softball, and volleyball. Athletic scholarships are available to students who meet the eligibility guidelines as specified by the NCAA and are selected as scholarship recipients.

E.L. Franz County Scholarship Program

Scholarships awarded annually to adult students demonstrating need who have not recently been in a "normal schooling pattern" and are not normally eligible for scholarship funding from Westchester County and the Bronx.

E.L. Franz Scholarship Fund

Scholarships awarded annually to a student receiving full financial aid in order to reduce dependence on employment income and enhance opportunity for academic success.

Joel Halpern Memorial Scholarship

Scholarship created to perpetuate the spirit of Mr. Halpern, in recognition of his contributions to the enrichment of the cultural and educational environment of Westchester County. Awarded annually to a student from Westchester County; renewed in the sophomore, junior and senior years, provided the recipient continues to qualify for financial aid according to college guidelines.

Frances T.M. Mahoney Scholarship Fund for Students

The Frances T.M. Mahoney endowed scholarship fund supports a student with a GPA of 3.0 or higher who is in need of financial aid. Please contact the Office of Institutional Advancement for more information.

Links-LeMelle Scholarship

The Links-LeMelle scholarship is a partial scholarship awarded annually to defray travel expenses anywhere in the world to undertake a study project preferably at a major university or educational institution, in preparation for a professional or graduate career. The competitive scholarship is awarded to a female African-American student who has completed a minimum of 50 credits. The scholarship is offered through a fund generously contributed by the Westchester Chapter of LINKS to honor and perpetuate the ideas of its president, Wilbert John LeMelle.

Mortimer Levitt Scholarship Fund

This scholarship is awarded annually to a female member of the student body to help defray travel expenses anywhere in the world, preferably to a major university or educational institution, while undertaking an approved study project. The scholarship(s) will be awarded on a basis of a competition involving the submission of project essays. The scholarship was founded by Mortimer Levitt, founder and president of The Custom Shop.

Mortimer Levitt Gifted Student Fund

These partial scholarships are awarded to a freshman, a sophomore, and a junior based on academic merit. Each student must be on the Summa Cum Laude track and be nominated by a Mercy faculty. The award is renewable with continued academic excellence. Scholarship funding is made available by Mortimer Levitt.

Steven Gans Memorial Award

A partial scholarship awarded annually to a continuing undergraduate who has demonstrated creativity and academic achievement in his/her pursuit of an undergraduate degree. Students should be nominated by the faculty in the field of computer science, mathematics and related sciences on the basis of academic excellence, creativity, community service and financial need.

Sal Argento Memorial Fund

A monetary award, based on financial need, may be awarded to any student pursuing a four-year undergraduate degree at Mercy College. The College acknowledges that the donor requests that the aid be used to meet the financial need of a student who is a first generation higher education degree-seeking student.

Anne Rice Endowed Scholarship

A partial scholarship awarded annually to a student in the natural sciences who has maintained academic excellence.

Gioietta and Alberto Vitale Scholarship

Established by Mercy College Trustee Alberto Vitale and his wife, Gioietta, partial scholarships are available to incoming Honors students who demonstrate extraordinary academic ability and who have an interest in business or health science.

Linda Christof Guglielmo Scholarship Fund

Established in honor of Mercy College alumna, Linda Christof Guglielmo, the scholarship is designated to a female student having completed her freshman year (if full-time) or the equivalent number of credits if part-time. Award is made based on a combination of financial need and academic achievement. To qualify, the recipient must have a minimum of a B average with no grade less than a C. Recipient must maintain those academic standards for each academic year in order to qualify for grant continuance. The general intent of the award is to support those who will pursue a teaching career. Recipients must be enrolled in an education-related undergraduate major. The award amount shall be $500 per academic year or per that period it takes a part time student to complete credit requirements equal to one full academic year. In no event shall one student receive more than three awards.

Luzette Ceneus Scholarship Fund

This fund is awarded to a female or male Haitian student pursuing a degree in business.

Lucie Lapovsky Award

Partial scholarship award, based on financial need, may be offered to any student pursuing a four-year undergraduate degree at Mercy College. The College acknowledges that the donor requests that the aid be used to meet financial need and has expressed a particular interest in the needs of transfer and part-time students.

Matero Scholarships

Two partial scholarships are awarded to one full-time and one part-time student who are members of a union or have an immediate family member who is a member of a union. Eligible students must pursue a degree in industrial relations or business and have a record of academic achievement.

Carol Burnett Scholarship

Partial Scholarship offered to a student who has exhibited academic achievement and has an interest in the Arts or Humanities, especially the Performing Arts. The scholarship derives from a generous contribution to the College by Carol Burnett.

The Eva Ellis Travel Scholarship Fund

The Eva Ellis Traveling Scholarship Award has been established for a student in the Mercy College Honors Program to travel to Honor Semesters sponsored by the National Collegiate Honors Council.

John Sullivan Fund

Fund established to support a student in need. Please contact the Scholarship Office for more information.

Juan Miguel Roldan Scholarship

A partial scholarship awarded annually to an undergraduate student majoring in Music Production and Recording Arts with a GPA of 3.2 or higher.

Rockland Community College Transfer Scholarship

Awarded annually to an outstanding Rockland Community College graduate majoring in Business. The student is selected by Rockland Community College faculty.

Westchester Community College Transfer Scholarship

Awarded annually to an outstanding Westchester Community College graduate majoring in Business. Students are selected by Westchester Community College faculty.

U.S. Department of Health and Human Services Scholarship for Communication Disorders

Scholarships are available for disadvantaged students through a grant from the United States Department of Health and Human Services. Funding is available for students who have been accepted into the bachelor's degree program in Communication Disorders.

Michael I. Muro Scholarship

This is an annual scholarship for a student entering his/her senior year and majoring in history. Recipients must be Yonkers residents and shall be chosen on the basis of academic excellence, community service, and financial need.

Neillis Memorial Scholarship

This partial award is given to a financially disadvantaged student majoring in the natural sciences who has attained academic merit. This scholarship was established in memory of the former chairperson of the Natural Sciences Department, Dr. Jeanne Marie Neillis.

The J. Mae Pepper Memorial Fund

Two partial scholarships are awarded annually to one undergraduate and one graduate student majoring in nursing. This award is given to a student who has demonstrated qualities of scholarship, leadership, integrity, and a love for the profession characteristic of Dr. Pepper, the late Chair of Nursing. Established in memory of the former chairperson of the Nursing Department, Dr. Jessie Mae Pepper.

Charlotte Newcombe W. Foundation Scholarship

Awarded annually to "mature women students" — over the age of 25 — who have earned at least 60 credits

toward a bachelor's degree and are in need of additional financial support to complete their course work.

Steinitt Memorial Fund

Founded by Dr. Eva F.S. Ellis, the Steinitt Memorial Award is presented annually to the most outstanding student in the Teacher Education Program who plans to enroll in a Mercy College graduate program in Education.

Barbara Ross Sullivan Memorial Fund

This fund is used to generate a monetary award to be presented to the most deserving graduating senior at the Bronx campus who is entering a graduate school to pursue an advanced degree in Library Science.

Daddy Short Legs Scholarship

This scholarship supported by an anonymous donor is intended for Mercy College seniors who are in jeopardy of dropping out of school due to financial struggles. Funds may cover transportation, childcare and other expenses. A faculty or staff member of Mercy College must refer students to the Scholarship Office. The president of Mercy College makes the final selection.

Campus Employment

Through the on-campus employment program, full-time students, who are not eligible to participate in the Federal Work Study Program, may be eligible to work on-campus through departmentally sponsored positions. Students work 12–20 hours per week at the prevailing rate of pay. Students who are interested should contact the Work Study Program coordinator at 914-674-3084.

Tuition Reimbursement Plans

Many employers offer tuition reimbursement plans. Contact your employer regarding available assistance.

Requirements for Graduation

Bachelor's Degree

To be eligible for graduation with a bachelor's degree, a student must successfully complete at least 120 academic credits, and these credits must fulfill one of the major curricular distributions in the College catalog. The student must follow the curriculum requirements of the catalog under which he/she matriculates or to any successive catalog year, if the student formally elects to change his/her catalog year, during his/her continued matriculation prior to graduation. The change of major/catalog year form can be accessed on Mercy Connect or from the student's advisor. He/she may not use combinations from two or more catalogs to satisfy these requirements.

It should be noted that for the Bachelor of Arts degree, 90 of 120 credits must be completed in the liberal arts and sciences and for the Bachelor of Science degree, 60 of the 120 credits must be completed in the liberal arts and sciences. Curricular distributions should be interpreted accordingly.

Further, to be eligible for graduation with the bachelor's degree, a student must fulfill the following conditions:

1. A minimum average of C in course grades represented by a cumulative scholastic index of not less than 2.0 in courses taken at Mercy College.
2. A minimum average of C in course grades represented by a cumulative scholastic index of not less than 2.0 in courses taken at Mercy College in the major field of study.
3. A minimum of at least 30 credits taken in residence at Mercy College. Graduate level courses are not included in the 30-credit residency requirement.

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

4. A minimum of one half of the credits in the area of the major concentration taken in residence at Mercy College. The minimum for each major concentration is listed under the major concentration requirements.

5. Residency is defined as courses offered by Mercy College for academic credit. Courses offered by other institutions or in cooperation with Mercy College do not fulfill residency requirements.

Specific requirements for each major concentration are listed at the beginning of each department's course offerings.

Double Major

Occasionally a student wishes to specialize in two discrete areas of study to prepare for his/her intended career. In such a case the student may want to apply for a double major. The student will complete a single set of core and elective requirements and complete two sets of major requirements, one for each major desired. Where the same course is required in each major, the student may apply a maximum of 12 credits to satisfy both major requirements.

Overlap credits in excess of 12 must be substituted by major courses with the approval of the respective program directors. If a major does not have sufficient courses for substitution, then those two majors cannot

be completed as a double major.

Double Degrees

Occasionally a student wishing to specialize in two discrete areas of study (e.g., Business Administration and Computer Science) will complete a double major. The New York State Education Department has issued guidelines stating that under such circumstances the award of two separate degrees would be inappropriate. In rare cases, however, where the two specializations are clearly widely separated (e.g., Business Administration and Music), and the student might need separate credentials attesting to his/her achievement in each area, separate degrees may be awarded. Students wishing to pursue two separate degrees should consult with the registrar early in their academic career.

Programs of study leading to the Bachelor of Arts or Bachelor of Science degree are available with the following major concentrations (Hegis Codes indicated):

Behavioral Science (2201)

Interdisciplinary Studies (4901)

Sociology (2208)

Mathematics (1701)

Psychology (2001)

Programs of study leading to the Bachelor of Arts degree only are available with the following major concentrations (Hegis Codes indicated):

English (1501)

History (2205)

Spanish (1105)

Programs of study leading to the Bachelor of Science degree only are available with the following major concentrations (Hegis Codes indicated):

Accounting (0502)

Biology (0401)

Business Administration (0506)

Clinical Laboratory Science (1223)

Communication Disorders (1220)

Communication Studies (0601)

Computer Information Systems (0702)

Computer Science (0701)

Corporate and Homeland Security (2105)

Criminal Justice (2105)

Cybersecurity (0799)

Education — B.S. and M.S. Degree (0803), (0823)

Exercise Science (1299.30)

Health Science (1299)

International Relations and Diplomacy (2210)

Journalism and Media (0699)

Legal Studies (0599)

Music Production and Recording Arts (1099)

Nursing (Upper Division only) (1203.10)

Organizational Management (0506)

Veterinary Technology (0104)

Program of study leading to the Bachelor of Social Work degree is available with the following major concentrations (Hegis Codes indicated):

Social Work (2104)

Program of study leading to the Bachelor of Fine Arts degree is available in the following major concentration (Hegis Code indicated):

Design + Animation (1009) (*formerly Computer* Arts + Design)

Specific requirements for each major concentration are listed at the beginning of each department's course offerings.

Associate Degree

To be eligible for graduation with the Associate degree, a student must successfully complete 60 or more academic credits,
and these credits must fulfill one of the curricular distributions by the College.

It should be noted that for the Associate in Arts degree, all 60 credits must be completed in the liberal arts and sciences; for the Associate in Science degree, 48 of 60 credits must be completed in the liberal arts and sciences.

Further, to be eligible for graduation with the associate degree, a student must fulfill the following conditions:

1. A minimum average of C in course grades represented by a cumulative scholastic index of not less than 2.0 in courses taken at Mercy College.
2. A minimum of one year's work in residence, i.e., at least 30 credits taken at Mercy College.

Note: Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

The following associate degrees are offered at Mercy College:

Occupational Therapy Assistant (5210) (A.A.S.) (DF)

Liberal Arts & Sciences (5649) (DF, BX, YH, MT)

Posthumous Degree Policy

I. **Policy Statement**

This policy establishes guidelines for the process by which a degree may be awarded posthumously in the unfortunate event that a student passes away near the completion of his or her academic program at Mercy College. To recognize the student's work, a next of kin (including child, parent, spouse, or domestic partner) may request a posthumous degree.

II. **Criteria for Awarding Posthumous Degrees**

In consultation with the College administration, a posthumous degree may be awarded upon the following criteria being met:

1. The College must substantiate the student is deceased, by obtaining a death certificate from the family or other proof of death;
2. The student must have completed sufficient coursework to be awarded a degree;
3. The student must have been in good academic standing at the College; and
4. The student must have no college disciplinary sanctions pending

The College reserves the right to evaluate and approve requests in light of the facts and circumstances relating to a student's death.

III. **Determination of Sufficient Coursework**

- **For undergraduate candidates,** (a) all coursework and other degree requirements would have been completed in the semester that the student died or (b) within one additional semester of attendance at the College.
- **For master's degree candidates in degree programs without a thesis requirement,** all coursework and other degree requirements would have been completed in the semester that the student died.
- **For master's degree candidates in degree programs with a thesis requirement,** the Dean of relevant school shall consult with appropriate members of the school and make a determination that the thesis was substantially completed, i.e., that a full draft exists and that the student could have defended the thesis during the semester in which he or she died.
- **For doctoral degree candidates,** all coursework and other degree requirements would have been completed in the semester that the student died. The Dean of the relevant school shall consult with appropriate members of the school and administration to determine whether the requirements of the doctoral degree were substantially completed.

Procedures for Awarding Posthumous Degrees

A request for a posthumous degree must be made in writing by the student's next of kin to the Vice President for Enrollment Services, along with the relevant documentation. The Vice President for Enrollment Services or her/his designee shall review the request, and shall confer with the relevant school dean and the Registrar whether the criteria are met for awarding the degree. If the relevant criteria are met, the Vice President for Enrollment Services shall make a recommendation to the Provost, who will review the request and make a final determination whether to award the degree. **The posthumous degree award will be made for the then-current academic year.**

Thereafter, the Office of the Provost or designee (such as the relevant school dean) shall notify the next of kin regarding the College's determination whether to recognize the student with a posthumous degree. The Office of the Provost shall also notify the Vice President for Enrollment Services, who will inform the Registrar

regarding necessary actions, such as transcript notations, commencement arrangements, etc. If the next of kin desires to represent the student and receive the diploma at a commencement ceremony, this arrangement must be conveyed within the published commencement deadlines to be included in the planning process for commencement. The commencement program will note that the degree was awarded posthumously. The College Registrar will post the notice of the award of the posthumous degree to the student's transcript. There will be an indication of a posthumous award on the student's diploma.

Curricular Distributions for All the Bachelor's Degrees and Associate Degrees in Liberal Arts: General Rules and Definitions

English

English placement is determined by one's high school transcript or score on ACCUPLACER. All students are required to take a sequence of two English courses, ENGL 111 and ENGL 112 . All students are required to complete ENGL 111 and ENGL 112 or the equivalent. ENGL 110 do not count toward fulfilling the general education requirement in English.

Liberal Arts and Sciences Electives

These are courses selected in the area of the liberal arts and sciences. The College offers courses in these areas under the following headings (check individual course listings):

Art

Behavioral Science

Biology

Chemistry

Communication

Economics

English

Exercise Science

French

History

Humanities

Interdisciplinary Studies

Italian

Linguistics

Mathematics

Music

Philosophy

Physical Science

Physics

Political Science

Psychology

Religion

Sociology

Spanish

Mathematics
All students are required to complete MATH 115 Mathematics for the Liberal Arts, or MATH 116 College Algebra, or a higher-level math course.

Open Electives
These are any courses selected by the student, whether in the liberal arts and sciences or in such areas as Education, Accounting, Management, Finance, Marketing, Computer Information Systems, Social Work, Journalism, Nursing, Criminal Justice, Legal Studies, Veterinary Technology, etc.

Degree Conferral Form

Formal graduation ceremonies take place in May. Degree conferral occurs in February, May and August. Diplomas are issued the subsequent month of the respective degree conferral.

A student applies for graduation by filling out the Graduation Application Form (available online via Mercy Connect under the Student Services tab or in the Office of Enrollment Services) and submitting the completed form to the Registrar.

Forms must be submitted according to the following deadlines. Failure to meet the appropriate deadline will result in postponement of graduation to the next scheduled date for issuing diplomas. There are no exceptions to this policy.

The Degree Conferral Form can be found here: https://www.mercy.edu/degree-conferral-application

Deadlines for applying for Degree Conferral	**Application Date**
February	**October 15**
May	**February 2**
August	**May 15**
August Participating in May Ceremony*	**April 10**

**Students must be registered for their final 6 or less credits to satisfy their degree requirements and have satisfied financial obligations with the College (i.e.: whether via financial aid, a payment plan, etc.).*

Graduation Honors

To be eligible for academic honors (summa cum laude, magna cum laude, and cum laude) and major program honors, a student must be a candidate for a baccalaureate degree and complete a minimum of 36 credits in residency at Mercy College. Required indices for honors are as follows:

Summa Cum Laude	3.8
Magna Cum Laude	3.6
Cum Laude	3.4

To be eligible for major program honors, a student must have an overall GPA of 3.0 and a 3.5 GPA in courses meeting requirements for their major program in the semester prior to the beginning of the semester their commencement takes place.

To be eligible for the President's Medal and major program honors, which are awarded annually, and to have his/ her honors appear in the published commencement program, a student must complete a minimum of 36 credits in residency at Mercy College prior to the beginning of the semester in which his/her commencement takes place.

Candidates for the Associate degree are eligible for honors if they have completed at least 36 credits at Mercy College and a minimum GPA of 3.4 for courses completed at Mercy College in the semester before their commencement takes place.

Honor Societies

Mercy College has established chapters of a range of national honor societies. One of these, Alpha Chi, is an honor society promoting general academic excellence and character. Departments that have established chapters of honor societies are:

Biological Sciences — Beta Beta

Business, Accounting — Delta Mu Delta

Criminal Justice — Alpha Phi Sigma

Education — Kappa Delta Pi

English — Sigma Tau Delta

Foreign Languages — Phi Sigma Iota

Gerontology — Sigma Phi Omega

Health Sciences/Health Professions — Alpha Eta

History — Phi Alpha Theta

International Studies — Sigma Iota Rho

Mathematics and Computer Science — Pi Mu Epsilon

Nursing — Sigma Theta Tau

Paralegal /Legal — Lambda Epsilon Chi

Psychology — Psi Chi

Social Work — Phi Alpha

Social Sciences — Pi Gamma Mu

Transfer credits are not included in the calculation for graduation honors.

Undergraduate Programs

Associate in Arts

Associate in Applied Science

Associate in Science

Bachelor of Arts

Bachelor of Fine Arts

Bachelor of Science

Bachelor of Social Work

Minor Concentrations

Minors can help students to diversify their educational experiences and/or focus on particular areas to complement their majors. Choosing a minor may also be helpful for students in reaching their career objectives and/or applying to graduate school. Minors demonstrate a depth or breadth of knowledge in particular fields and disciplines. Minors can also allow students to tailor and personalize their own educational experiences to their particular talents, interests, and goals.

Students may group a set of courses as a Minor. Minors are noted on a student's transcript.

A minor consists of a group of courses amounting to **at least 15 credits** in one of the following areas:

- **Biology**
- **Business Administration**
- **Communication Disorders**
- **Communication Studies**
- **Computer Information Systems**
- **Computer Science**
- **Criminal Justice**
- **Cybersecurity***

- **English**
- **Health Science****
- **History***
- **Legal Studies**
- **Mathematics**
- **Media Studies**
- **Music Production and Recording Arts**
- **Philosophy*****
- **Psychology**
- **Sociology**
- **Spanish**

*See Cybersecurity, B.S. and History, B.A. academic program pages for specific requirements and additional information.

** See the Health Science, Health Promotion Concentration, B.S. academic program page for specific requirements and additional information.

***See the School of Liberal Arts page for specific requirements and additional information on the Philosophy minor.

The following conditions for earning a minor apply:

1. At least nine credits used toward a minor concentration must have been taken at Mercy College.
2. A student must have a 2.0 cumulative GPA in courses making up the Minor in order for the Minor concentration to be recorded on the student's transcript. .
3. Courses already counted toward Major or Major Elective courses cannot also constitute part of a Minor concentration.
4. Open Electives can be used toward a Minor.
5. Courses already counted toward the General Education Liberal Arts / Core Competency Skills (18 credits) or the General Education Liberal Arts Disciplinary Groupings (24 credits) cannot be used to fulfill a Minor.
6. Courses from the General Education additional Liberal Arts elective courses (18 credits) can be used for a Minor.
7. Please speak with your PACT advisor about the process of declaring a Minor.

Student Right to Know

In compliance with the Commissioner's Regulations NYSED and the federal government's Student Right to Know legislation, Mercy College presents the following information showing the graduation rate of students completing their academic programs.

First-time, Full-time Students seeking a Bachelor's degree Fall 2010 Cohort

	Number	Pct.
Fall 2010 Cohort	1,043	100%
Earned bachelor's degree within six years (150% of normal time)	414	39.7%
Earned associate's degree within three years (150% of normal time)	2	0.2%
Total degrees	416	39.9%

NOTES:

If a student received an associate degree and a bachelor's degree, the bachelor's degree is counted above.

The graduation rate does not include students who left the school to serve in the armed forces, on official church missions, or in the foreign service of the federal government. Students who died or were totally and permanently disabled are also excluded.

SOURCE:
Office of Institutional Research

Major Concentrations

Most major concentrations are offered at the main campus in Dobbs Ferry (DF). In addition, major concentrations are offered at the branch campuses in the Bronx (BX), Manhattan (MT) and Yorktown Heights (YH), as well as online (DL). All campuses offer the Associate Degree in Arts and in Science.

For detailed program information, please see Academic Programs of Study.

School of Business

Business Administration, B.S. (0506)

Data Analytics (DF, BX, MT)
Entrepreneurship (DF, BX, MT)
Finance (DF, BX, MT, YH, DL)
General Business Administration (DF, BX, MT, YH, DL)
International Business (DF, BX, MT, YH, DL)
Management (DF, BX, MT, YH, DL)
Marketing (DF, BX, MT, YH, DL)
Sport Management (DF, DL)

Corporate and Homeland Security, B.S. (2105) (DF, BX, DL)
Corporate and Homeland Security Certificate (2105) (DF, BX)

General Accounting, B.S. (0502)

Computers and Information Systems (DF, BX)
Financial Accounting (DF, BX)
Taxation (DF, BX)

General Accounting I Certificate (5002) (DF, BX)
General Accounting II Certificate (5002) (DF, BX)
General Business Administration Certificate (5001) (DF, BX)
Management Accounting, B.S. (0502) (DF, BX)
Management Accounting Certificate (5002) (DF, BX)
Organizational Management, B.S. (0506) (DF, BX, MT, YH, DL)

Public Accounting, B.S. (0502) (DF, BX)

Public Accounting B.S. + M.S. (DF)

Public Accounting Certificate (5002) (DF, BX)

School of Health and Natural Sciences

Biology, B.S. (0401) (DF)

Animal Sciences (DF)
Biology Education (DF)
Biomedical Sciences (DF)

Clinical Laboratory Science, B.S. (1223) (DF)

Communication Disorders, B.S. (1220) (DF)

Exercise Science, B.S. (1299.30)

Clinical Track (DF)
Performance Track (DF)

Health Science, B.S. (1299) (DF, BX)

Health Promotion (DF, BX)
Health Pre-OT (DF)
Health Pre-PA (DF, BX)
Health Pre-PT (DF)

Health Science, B.S. / Doctorate of Physical Therapy, DPT (1212) (DF)

Nursing – RN to B.S.— (1203.10) (DF, DL)
Nursing—Traditional, B.S. (1203) (DF)
Nursing- Accelerated Second Degree (ASDBS) (1203) (BX)
Occupational Therapy Assistant , A.A.S.(5210) (DF)
Veterinary Technology, B.S. (0104) (DF)

School of Liberal Arts

Communication Studies, B.S. (0601) (DF, MT)

Public Relations (0601) (DF, MT)

Computer Information Systems, B.S. (0702) (DF, BX, DL)
Computer Science, B.S. (0701) (DF, BX, DL)
Cybersecurity, B.S. (0799) (DF, BX, DL)

Cybersecurity B.S. + M.S. (DF, BX, DL)

Design + Animation, B.F.A. (1009) (DF)
English, B.A. (1501) (DF, DL, BX)
History, B.A. (2205) (DF, BX, DL, YH)
Liberal Arts and Sciences, A.A./A.S (5649.00) (DF, BX, DL, MT, YH)
Mathematics, B.S. (1701) (DF, DL)

Media Studies, B.S. (0699)

Film/Culture (DF)
Journalism (DF)
Radio & Television Production (DF)

Music Production and Recording Arts, B.S. (1099) (DF)
Spanish, B.A. (1105) (DF, DL)

School of Social and Behavioral Sciences

Behavioral Science, B.S. (2201) (DF, BX, YH, MT, DL)

Community Health (DF, BX, MT, YH, DL)
Gerontology (DF, BX, MT, YH, DL)
Health Services Management (DF, BX, MT, YH, DL)

Childcare Certificate (5503) (DF, BX)

Criminal Justice, B.S. (2105) (DF, BX, MT, YH, DL)

Homeland Security (DF, BX, MT, DL)
Forensics (DF)

Criminal Justice Certificate (5505) (DF, BX, YH)
Health Services Management Certificate (5299) (DF, BX)
International Relations and Diplomacy, B.S. (2210) (DF, MT)

Legal Studies, B.S. (0599) (DF, DL)

Paralegal Studies (DF, DL)
Political Science (DF, DL)

Psychology, B.S. (2001) (DF, BX, MT, YH, DL)
Social Work, BSW (2104) (DF, BX)
Sociology, B.S. (2208) (DF, BX, MT, YH, DL)

Other Programs

Interdisciplinary Studies, B.A. (4901) (DF, BX)

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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 relating 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 Policies and Procedures for Handling Student Complaints, which can be found in the Student Handbook and on the College Webpage. A complaint can also be submitted online at: https://www.mercy.edu/student-complaint-form.

If, however, a student believes that these administrative procedures have not adequately addressed his/her concerns, the following external 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, New York 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

Or with the New York State Division of Human Rights: https://dhr.ny.gov/complaint

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Mercy College
555 Broadway
Dobbs Ferry, New York 10522
877-MERCY-GO

Weather and Special Events
914-674-7777

Concerning	**Write to:**
General policies, interests and welfare of the College	Office of the President
Faculty	Office of the Provost
Academic Studies and Regulations	Office of the Provost
Student Life and Student Activities	Division of Student Affairs
Financial and Business Matters	Finance Office
Transcripts and other Official Records	Office of the Registrar
Admissions	Office of Admissions

Student Financial Aid	Office of Enrollment Services
Transfer Students	Office of Admissions
Public Relations	Advancement Office
Contributions to the College	Advancement Office
Alumni	Alumni Relations Office
Veterans' Affairs	Office of Student Accounts

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 and email is gjo@naacls.org. Clinical Laboratory Technology is a licensed profession in New York State and Mercy College's program in Clinical Laboratory Science is registered with the New York State Education Department as a licensure-qualifying program.

The 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.

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. 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.

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

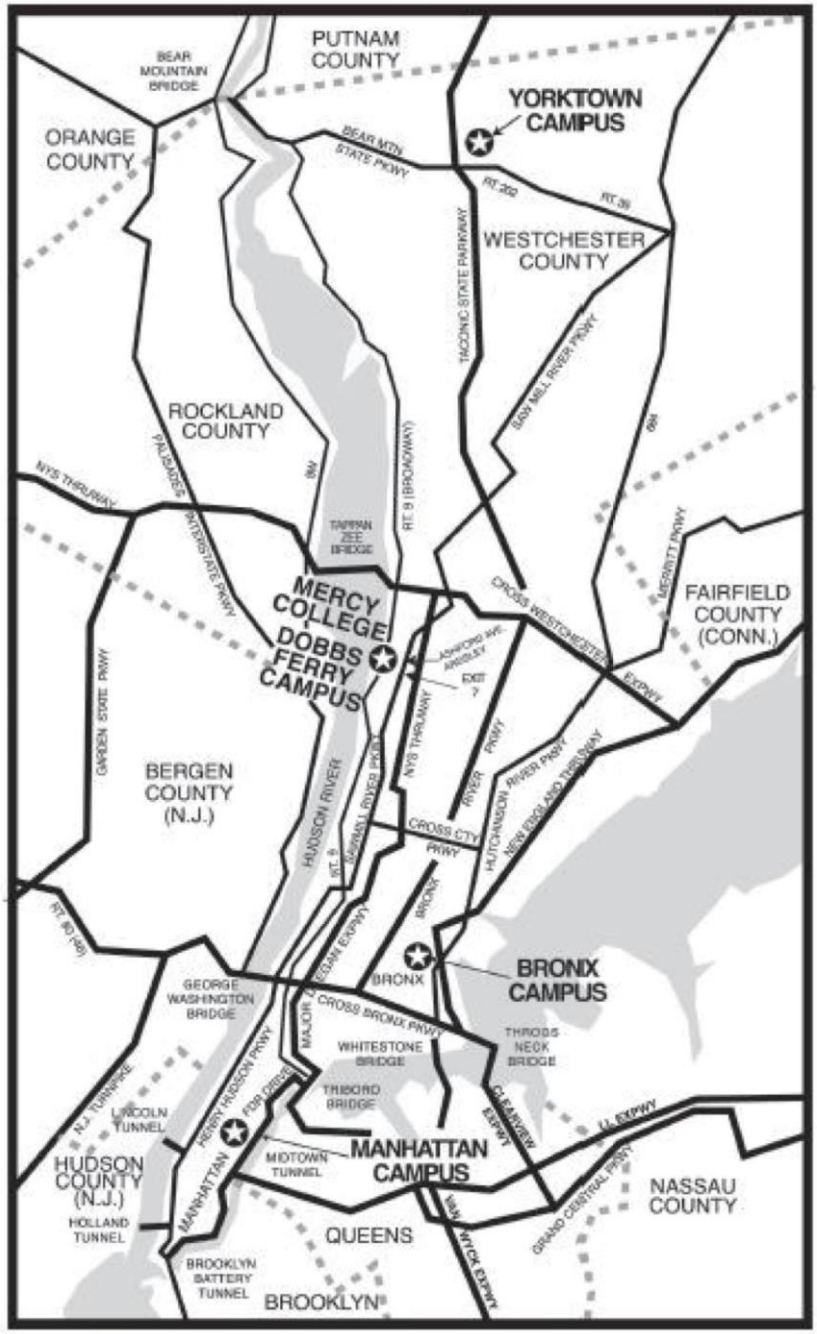
Association (ALA)
Assessment Network of
New York (ANNY)
Association for
Institutional Research
(AIR)
Association of American
Colleges and Universities
(AAC&U)
Association of Governing
Boards of Colleges &
Universities (AGB)
Association on Higher
Education and Disability
(AHEAD)
Association of
International 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 (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)


PUTNAM COUNTY
BEAR MOUNTAIN BRIDGE
YORKTOWN CAMPUS
ORANGE COUNTY
BEAR MTN STATE PKWY
RT. 202
RT. 35
WESTCHESTER COUNTY
TACONIC STATE PARKWAY
SAW MILL RIVER PKWY
ROCKLAND COUNTY
PALISADES INTERSTATE PKWY
NYS THRUWAY
I-87
TAPPAN ZEE BRIDGE
RT. 9 (BROADWAY)
MERRITT PKWY
MERCY COLLEGE DOBBS FERRY CAMPUS
CROSS WESTCHESTER EXPWAY
FAIRFIELD COUNTY (CONN.)
ASHFORD AVE. ARDSLEY
EXIT 7
GARDEN STATE PKWY
BERGEN COUNTY (N.J.)
HUDSON RIVER
HUTCHINSON RIVER PKWY
NEW ENGLAND THRUWAY
CROSS CTY PKWY
RT. 9W (PALI)
BRONX
BRONX CAMPUS
GEORGE WASHINGTON BRIDGE
MAJOR DEEGAN EXPWY
CROSS BRONX PKWY
WHITESTONE BRIDGE
THROGS NECK BRIDGE
TRIBORO BRIDGE
CLEARVIEW EXPWY
LINCOLN TUNNEL
N.J. TURNPIKE
HUDSON COUNTY (N.J.)
HOLLAND TUNNEL
MIDTOWN TUNNEL
MANHATTAN CAMPUS
L.I. EXPWY
NASSAU COUNTY
GRAND CENTRAL PKWY
QUEENS
VAN WYCK EXPWY
BROOKLYN BATTERY TUNNEL
BROOKLYN

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

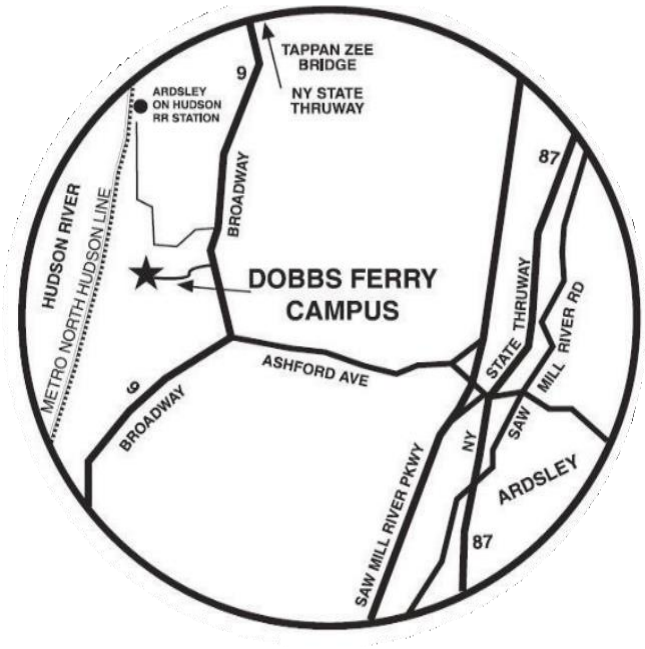
555 Broadway, Dobbs Ferry, NY 10522

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:

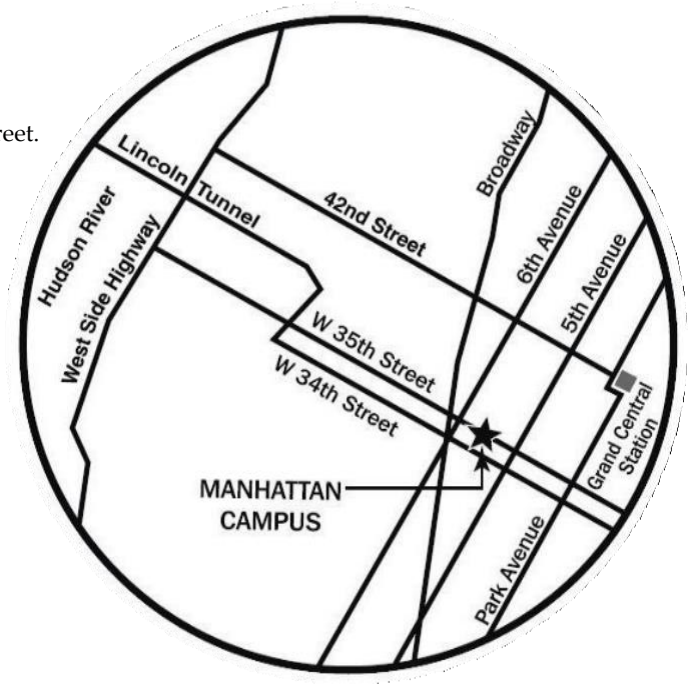
Exit immediately after toll (Exit 9). Turn left at end of ramp onto Broadway (Rte 9). Continue 4 miles to entrance on right.

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 34th 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 34th Street.

By Subway:
Take the A, B, C, D, E, F, N, Q, R, V, W, 1, 2, 3, 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.

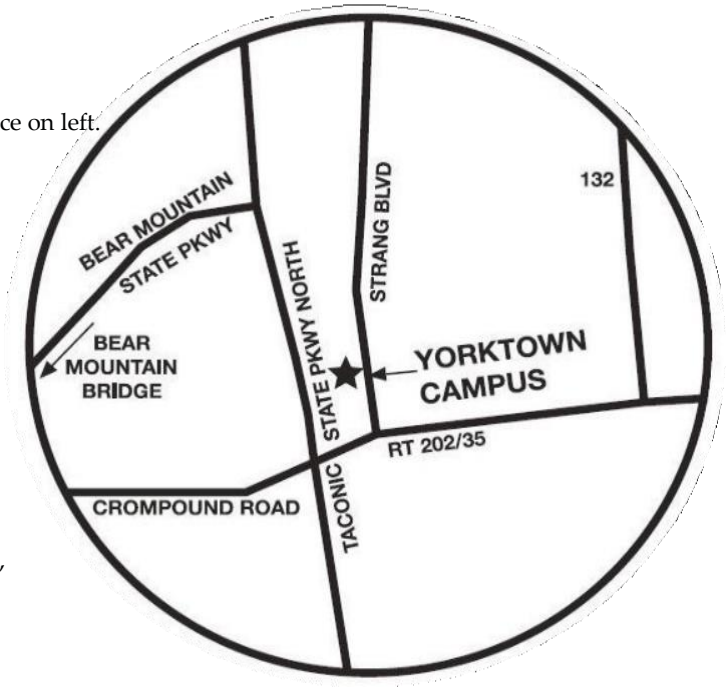
From New Jersey:
Take the Lincoln Tunnel to 35th Street.

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.