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Born out of the idealism and turbulence of the 1960s, Metropolitan College of New York was founded by Audrey Cohen, an innovative educator who believed the key to a truly effective education lay in uniting the classroom with the professional world.

Cohen launched the Women's Talent Corps in 1964, addressing a need for both jobs and training. The program prepared motivated women, with experience in their low-income neighborhoods, for jobs to assist their communities. Simultaneously, the Women's Talent Corps worked to create a new level of ‘paraprofessional’ positions in organizations and agencies - teacher's assistant, guidance counselor assistant, paralegal. The 30-week training program included an eight-week classroom orientation, ten weeks on-the-job training in a school or community agency, and twelve weeks of intensive work at the same organization. Students were then hired by those agencies. The one-year training program paid students $2 per hour to participate.

By 1969, the Talent Corps began admitting men and added a second year of programming. It continued to expand in scope, and was renamed the College for Human Services in 1970, when it was granted a Charter by the New York State Board of Regents to award Associate's degrees, soon after it was accredited by the Middle States Commission on Higher Education.
In 1972, the College revamped its curriculum to develop what it now calls Purpose-Centered Education. Interviewing a spectrum of the best professionals, they identified key characteristics that all shared no matter what their field or position. Among them was the ability to understand themselves and others, work effectively in groups, gather and communicate information, and manage change. Developing these skills became the foundation of Purpose-Centered Education, still the hallmark of MCNY and one of the differentiating factors of the college. This unique, holistic approach has proven to be particularly meaningful for nontraditional students pursuing degrees while working and raising families, as they can experience the relevance of their studies to their daily lives from the moment they enter the College.

Focused on Human Services professions in its early years, the College added Business programs in 1983. Soon after, in 1988, the College added its first graduate program - a Master of Administration (today a Master's in Public Administration).

Renamed Audrey Cohen College in 1992 in honor of its founder and president, the school became Metropolitan College of New York a decade later, reflecting the growth, vitality, and diversity that this dynamic institution shares with the city in which it is located. Students now come from all over the United States and the world, drawn to MCNY by its unique experiential focus, hands-on faculty, and opportunities for intense, accelerated study. Today, the college has graduate and undergraduate programs across three schools - the Audrey Cohen School for Human Services and Education, the School for Business and the School for Public Affairs and Administration.

In addition to the main campus at 60 West Street in Manhattan (212-343-1234), the College is also located at 463 East 149th Street, Bronx, NY 10455 (718-665-7787).
Mission Statement

To provide a superior, experientially-based education that fosters personal and professional development, promotes social justice, and encourages positive change in workplaces and communities.

Vision

To be acknowledged as the college of choice for experiential learning and applied scholarship.

Values

● Integrity: Establishing and maintaining the highest standards.
● Innovation: Identifying and implementing creative opportunities to provide quality programs and services.
● Empowerment: Assisting ourselves and others to become more effective and productive.
● Diversity: Actively promoting and supporting a community of different people and ideas
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Tina Georgiou
Manager of Communications and Alumni Relations

Taurean Kennedy
Bursar

Michael Molina
Director of Student Services

Lincoln Roney
Associate Vice President for Fiscal Analysis and Compliance

Judith Santiago
Director of Human Resources

Nathan Schiller
Director of Academic Support

Noreen Smith
Registrar

Steebo Varghese
Interim Director of Admissions

Anthony Williams
Director of Institutional Research and Assessment
Accreditations and Memberships

MCNY is chartered by the Board of Regents of the University of the State of New York and is accredited by the Middle States Commission of Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104, (267) 284-5000. In addition, the College is a member of the National Association of Schools of Public Affairs and Administration; National Association of Independent Colleges and Universities; Association of American Colleges and Universities; the Council of Adult and Experiential Learning; the Commission on Independent Colleges and Universities; and the Hispanic Association of Colleges and Universities.

Master of Science in Education Program

The Master of Science in Education Degree Program at Metropolitan College of New York is nationally accredited in meeting NCATE standards by the Council for the Accreditation of Educator Preparation (CAEP), 1140 19th Street, Suite 400, Washington DC, 20036 (202) 223-0077. The accreditation covers initial teacher preparation programs and/or advanced educator preparation programs. The accreditation does not include education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes.

The School for Business

The Associate and Bachelor Degree in Business Administration and all MBA programs at Metropolitan College of New York are accredited by The Accreditation Council for Business Schools & Programs (ACBSP).

Memberships

- Council for Higher Education Accreditation (CHEA)
- Middle States Commission on Higher Education (MSCHE)
- National Council for Accreditation of Teacher Education (NCATE)
- Accreditation Council for Business Schools & Programs (ACBSP)
- Network of Schools of Public Policy, Affairs, and Administration (NASPAA)
Notice of Nondiscrimination

MCNY is committed to providing a learning and working environment not impaired by unlawful discrimination. MCNY prohibits discrimination or harassment by students, employees, or third parties against any person on the basis of race, color, sex, gender, pregnancy, religion, creed, marital status, partnership status, age, sexual orientation, gender identity, gender expression, national origin, disability, military status, or any other legally protected category in the admission to and administration of its educational programs or the employment of individuals in College administered programs and activities.

Sexual harassment and sexual violence are forms of sex discrimination prohibited by Title IX of the Education Amendments of 1972 ("Title IX"). Consistent with Title IX and other federal, state and local laws, including Article 129-B of the New York State Education Law, and MCNY policy, the College is committed to maintaining a community that prohibits sex discrimination, including sexual harassment, sexual violence, and gender-based misconduct. For College procedures and resources regarding sexual and gender-based misconduct click here.

As stated above, and consistent with Section 504 of the Rehabilitation Act of 1973 ("Section 504") the College does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs and activities. Inquiries regarding the application of Section 504 and its implementing regulation may be referred to the Section 504 Coordinator named below or to the U.S. Department of Education, Office for Civil Rights. The College’s 504 Coordinator is responsible for the coordination of compliance with all aspects of Section 504. For College grievance procedures regarding claims of disability discrimination perpetrated by students, employees, or third parties, and for other disability-related issues please click here.
Inquiries or complaints regarding any form of discrimination or harassment may be directed to:

Michael Molina
Director of Student Services
Title IX Coordinator/504 Coordinator
Metropolitan College of New York
60 West Street
New York, NY 10006
(212) 343-1234
mmolina@mcny.edu

U.S. Department of Education
Office for Civil Rights
New York - Region II
32 Old Slip, 26th Floor
New York, NY 10005
(646) 428-3800
OCR.NewYork@ed.gov
“What is a Constructive Action?”

Deborah Allen
Former Board of Trustees Vice Chair

Constructive Action is a planned and purposeful effort to use knowledge to bring about positive change. Every student at Metropolitan College of New York researches, plans, carries out, and assesses a Constructive Action (CA) at a worksite or community setting every semester. Their goal is always to empower a particular group of beneficiaries and themselves and to strengthen their organization or community.

As a learning methodology, the Constructive Action challenges students to test and apply theory related to a specific area of competence while simultaneously building interpersonal, analytic, and communication skills and organizational know-how. In the process they create a body of living case studies.

As a context for assessment, the CA provides a comprehensive and integrated body of evidence for students themselves, faculty, field supervisors, and administrators to use to evaluate the student's growing competence.

As a practice methodology, the Constructive Action helps professional practitioners contribute to making a better world by preparing comprehensive and realistic plans to empower self and others, acting on them effectively, assessing the outcomes, and making plans to build on what has been achieved.
What is Purpose-Centered Education?

Metropolitan College of New York pioneered development of a pedagogical model, Purpose-Centered Education, which informs the development of its curriculum and the delivery of its courses. The following represents terminology that students, educators, and other professionals will encounter when examining or participating in programs that utilize this model.

**Purpose-Centered Education:** Purpose-Centered Education is based on the premise that students achieve high academic standards when they use their knowledge and skills to achieve a meaningful and complex Purpose that makes a positive difference in their own lives and in the lives of others.

**Purpose:** Each semester of study at Metropolitan College of New York is focused on a specific Performance Area called a Purpose. These Purposes are the basis around which the semesters in both the undergraduate and graduate programs are structured. Achieving mastery in each is critical to a student's ability to integrate and use the theory learned in the classroom at an internship or work-site and deliver effective professional performance.

**Constructive Action:** A Constructive Action is a significant endeavor systematically planned, implemented, assessed, and documented each semester at the work or internship site to demonstrate mastery of the Metropolitan College of New York curriculum. As a learning methodology, the Constructive Action process enables a student to develop a body of living case studies, with each focused on a key area of purposeful education and performance. Simultaneously, the process carefully builds analytical, writing, and communication skills. As a practice methodology, the Constructive Action helps the practitioner to prepare comprehensive and realistic plans, act on them effectively, and assess the outcomes that have been achieved.
an assessment methodology, it provides an appropriate basis for evaluating the competence of professionals and professionals-in-training.

**Dimensions of Learning, Action, and Assessment:** To solve increasingly complex challenges, people need to draw upon an ever-widening range of knowledge and skills. Students at Metropolitan College of New York are asked to look at their performance from 5 trans-disciplinary perspectives called Dimensions: Purpose, Values and Ethics, Self and Others, Systems, and Skills. Dimensions integrate material from such diverse disciplines as philosophy, history, law, psychology, anthropology, economics, etc., with the professional Performance Areas (Purposes) appropriate to a student's program of study. Together, the Dimensions provide students with a comprehensive way of looking at organizational situations and designing solutions to the problems.
Policies Pertaining to Students

All students enrolled at MCNY are expected to maintain the highest personal and academic standards. Jurisdiction over violations of academic rules and regulations rests with the Academic Council, while the Dean of Students oversees issues relating to student discipline and unacceptable behavior of a non-academic nature.

Standards of Academic Conduct and Student Integrity

The College expects academic honesty from students and instructors. Students have the obligation both to themselves and to the College to make the appropriate College representative aware of instances of academic deceit or dishonesty. Generally, this entails making the situation known to the instructor, and if needed, to the Dean of the student’s school. Likewise, faculty members are responsible for enforcing the stated academic standards of the College.

Instances of violating academic standards might include, but are not necessarily limited to the situations outlined below:

• Cheating – Receiving or providing unapproved help in any academic task, test or treatise. Cheating includes the attempt to use or the actual use of any unauthorized information, educational material, or learning aid in a test or assignment. Cheating includes multiple submission of any academic exercise more than once for credit without prior authorization and approval of the instructor.

• Plagiarism – Presenting someone else’s work as though it is your own. In an academic community the use of words, ideas, or discoveries of another person without explicit, formal acknowledgement constitutes an act of theft or plagiarism. In order to avoid the charge of plagiarism, students must engage in standard academic practices such as putting quotation marks
around words that are not their own, employing the appropriate documentation or citation, and including a formal acknowledgement of the source in the proper format.

- Fabrication – Inventing or falsifying any data, information, or records.
- Obstruction – Impeding the ability of another student to perform assigned work.
- Collusion – Assisting any of the above situations or performing work that another student presents as his or her own.

Penalties for Academic Misconduct

A student who violates MCNY’s academic standards may be subject to one or more of the following penalties:

First-time offenders:

- Failure or no credit for the academic task
- Mark down of the grade for the course
- Failure for the course and an “F” permanently placed on the student’s record
- Recording the incident on a student’s transcript or permanent file, especially in situations of collusion or obstruction, where a student may not be registered in the course
- Placement of the student on Academic Probation
- The College reserves the right to suspend or dismiss first-time offenders if, in its judgment, the situation or infraction warrants such action

Repeat offenders will be subject to any of the above sanctions, or combination thereof, and the following:

- Suspension from the College for a minimum of one year with reinstatement upon approval of the appropriate Academic Dean
• Dismissal from the College

**Academic Misconduct Procedure**

When a faculty member believes that a student has violated the standards of academic conduct, the faculty member will:

1. Discuss the situation with the student immediately. If, after consultation with the student, the faculty member determines that an academic standard was violated, he or she will determine and impose an appropriate sanction with regard to the student’s grade in the course.

2. The faculty member will immediately submit written documentation with regard to the violation and the sanction imposed to the Dean of the school in which the alleged incident took place. If the faculty member believes that additional sanctions are appropriate, he or she shall request that the Dean review the case and impose such additional sanctions. If no additional sanctions are requested, the faculty member shall notify the student of the grade sanction in writing and also alert the Registrar and other appropriate offices.

3. Where requested by the faculty member, or otherwise determined appropriate, the Dean or Dean’s representative shall review the allegation and speak to both the faculty member and student regarding the claims. Upon completing this review, the Dean or Dean’s representative will notify the student in writing of the allegation, grade sanction, any additional sanctions imposed, and of the Procedure to Appeal Academic Conduct Violations. The faculty member and appropriate officials shall receive a copy of this letter.

**Procedure to Appeal an Academic Conduct Allegation and/or Sanction**

A student who wishes to contest the allegation of an academic conduct violation must follow the Appeal Procedure by submitting a written appeal to the Dean within 14 calendar days
of the date of notification of the sanction from either the faculty member or the Dean. Failure to submit an appeal within this period shall constitute a waiver of the right of appeal.

If a student wishes to appeal the academic misconduct allegation and sanction he or she must:

1. Submit a written appeal to the appropriate academic Dean with 14 calendar days of receiving notice of the violation.

2. If the appeal is an appeal from a faculty grade sanction, the Dean or Dean’s representative shall first review the allegation and sanction and attempt to mediate a solution between the student and the faculty member. Written notice of the result of the mediation shall be sent to both the student and faculty member within fourteen calendar days of date of the student’s written appeal. If the student wishes to further appeal the sanction, he or she must submit a written request to the Dean for a hearing before the Academic Appeals Committee within seven calendar days of receiving notice of the mediation results.

3. If the appeal is an appeal from a sanction imposed by the Dean or Dean’s representative, or a student has requested a hearing before the Academic Appeals committee after mediation, the Dean or Dean’s representative will convene a hearing before the Academic Appeals Committee, comprised of one MCNY faculty member from each school at the College. The Academic Appeals shall review the case, meet with the student, the Dean or Dean’s representative and, if appropriate, with the faculty member or other relevant parties, and make a recommendation to the Dean. The recommendation can be to uphold, modify or dismiss the sanction.
4. The Dean will make the final decision and notify the student and other appropriate College individuals within 10 calendar days of the hearing.

5. If the student feels that the College has not adhered to the appeal process, he or she may submit a written request to the Academic Council to review the appeals process. The request must be sent within 10 calendar days of the Dean’s notification.

6. If the Academic Council determines the College’s procedure was followed the outcome will stand with no further appeal. If it is determined that there was a material violation of the appeals process, the matter will be returned to the Dean to conduct a second appeal. The result of the second appeal is final.

7. To ensure impartiality, the faculty member making the allegation cannot serve in any administration or review role in the appeals procedure. A suitable substitute will be appointed from the appropriate school in such situations.

Attendance Policy

Students are required to arrive on time and attend all scheduled classes, to complete all assignments by the due date, and to actively participate in class discussions. Additionally, students are responsible for knowing missed material. Faculty need not offer make-ups or extensions for missed work. Students who miss multiple classes may jeopardize their good standing. Students who accumulate excessive absences or lateness may be recommended for withdrawal.

Grades and Symbols

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Grade Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>4.000</td>
</tr>
</tbody>
</table>
### Grade Point Average

A system of points is used to determine a student’s Grade Point Average (GPA). Every semester a GPA is calculated in two ways: for all courses attempted in that semester, and cumulatively for all semesters.
The semester GPA is calculated as follows. The grade point weight for each grade received is multiplied by credit hours assigned to that course, creating quality points. All quality points are added together. This sum is then divided by the number of credits attempted for that semester, producing a semester GPA. The GPA is rounded off. An undergraduate Purpose 1 example is shown below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Grade Weight</th>
<th>Credits</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructive Action/Purpose</td>
<td>B</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Introduction to Values and Ethics</td>
<td>A</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Research in Business</td>
<td>C</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Business Management</td>
<td>B+</td>
<td>3.333</td>
<td>3</td>
<td>9.999</td>
</tr>
<tr>
<td>Computer Applications for Management</td>
<td>C</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Fundamentals of Business Writing</td>
<td>B</td>
<td>2.667</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total Credits/Points</strong></td>
<td><strong>2.812</strong></td>
<td><strong>16</strong></td>
<td><strong>44.999</strong></td>
<td></td>
</tr>
</tbody>
</table>

An incomplete “I” or a failure “F” is counted as a zero. When the “I” has been removed, the grade point average will be recalculated to reflect the final grade.

Inclusion of failing grades in GPA: If a student passes a failed course on the second attempt, the passing grade will be used to calculate the GPA, and the original F will not be included in the GPA calculation, although it will remain on the transcript and will count toward attempted credits for financial aid eligibility.

Retaking a Class: A student must retake any class that she has failed. In addition, a student that wishes to repeat a previously passed course to improve his or her GPA may repeat the course once. TAP aid will not be available for the repeated course. Retaking a course may
impact future financial aid eligibility as it will affect the pace of completion. The highest grade received for that particular class will be used to calculate the cumulative grade point average.

Cumulative Grade Point Average: The cumulative GPA is the sum of the quality points to date divided by the sum of all credits attempted to date.

Minimum Cumulative Grade Point Average: The minimum cumulative GPA required for graduation is 2.0 for Undergraduate students and 3.0 for Graduate students.

The Office of the Registrar provides information on all prior grading systems. Grades are based on the grading system in place when the courses were taken.

Incomplete Grades Policy Update

There are times when unanticipated events occur to students that prevent him or her from completing all of the requisite course work within the 14-week time frame. At those times it is within the instructor’s discretion to decide whether or not additional time and a grade of Incomplete can be granted to the student to complete the outstanding work. Generally, a grade of Incomplete is the exception rather than the norm.

In an attempt to clarify misperceptions by students in this regard, the Office of the Academic Affairs provides the following information to inform our students and faculty about the use of Incomplete Grades.

• A grade of Incomplete is granted or denied solely at the discretion of the instructor, and is not a grade that is entered by the instructor because the student failed to submit a final assignment in a timely manner. The grade of “I” indicates that an unforeseen emergency or extreme circumstance prevented the student from completing all of the course work on time.

• The grade of Incomplete (I) must be requested by the student in writing and in advance of the last day of class.
• Incompletes are only granted if the student has completed a substantial portion of the course and the course work is of passing quality (recommended 60% undergraduate and 70% graduate at the time Incomplete is requested).

• An Incomplete Grade Notification Form should be filed with the Registrar’s Office within 72 hours of the last regularly scheduled meeting of the course, and must be filed by the last day that grades are due in the respective semester. The Incomplete Grade Notification form must be signed by the instructor and indicate the reason the student could not complete the work within the dates of the regularly scheduled semester, the outstanding work that must be completed by the student to successfully meet the established course requirements, and the due date. The instructor should also file a copy of the Notification Form with the Dean or his designee.

• The proposed completion date is at the discretion of the professor, but can be no later than the date set on the academic calendar published by the Registrar (7th week of the subsequent semester) as the last date for students to submit outstanding work.

• An incomplete grade will eliminate a student’s eligibility for the dean’s list and may affect the student’s financial aid or the ability of a School for Business graduate student to participate in the International Field Practicum, as it computes as an ‘F’.

• If the instructor does not submit a grade change by the date designated by the Registrar in the academic calendar, the grade will automatically change to an “F”.

• In rare circumstances, an Extended Incomplete may be granted, but only with the signed approval of the Dean.

• If an Incomplete or Extended Incomplete is changed to an “F” because deadlines for the submission of course work were not met, the failed course must be repeated and tuition
will be assessed for both the Incomplete and the subsequent course. For financial aid audits, an incomplete grade is calculated as an “F” until the grade has been changed. Please speak to a Financial Aid counselor for details.

*FERPA guidelines prohibit grades to be submitted through emails or fax. If a professor wishes to submit grades, they must be brought into the registrar’s office in person or submitted through regular or interoffice mail.*

**Student Status**

Student status is determined by the number of credits per fall or spring semester. Full-time status is applied to one who registers for 12 or more credits (9 credits for graduate students) and a part-time student is one who registers for less than 12 credits. Half-time status is applied to students who register for at least 6, but less than 12 credits.

**Good Standing and Academic Progress**

Good Standing guidelines exist to ensure that students understand what the College expects of them in terms of behavior and performance. To be in good academic standing at the College, a student must be matriculated and making satisfactory progress toward a degree. Students in an undergraduate program must maintain at least a 2.0 GPA. Graduate students must maintain a 3.0 GPA. Students falling below these minimum standards are placed on academic probation.

Students should review the financial aid standards for academic progress and/or consult with the Office of Student Financial Services. These may be different than the College’s academic standards as they follow State and Federal guidelines. Each and every MCNY student is responsible for learning the degree requirements for his or her program of study, for seeking
out needed academic and career advice, and for ensuring that he or she makes sufficient academic progress toward graduation.

Academic Standing and Financial Aid

Satisfactory academic progress is a crucial factor in maintaining eligibility for state, federal, and institutional financial aid.

Federal Regulations (Sections 668.16(e), 668.32(f) and 668.34) require that schools monitor the academic progress of each applicant for federal financial assistance and that the school certify that the applicant is making satisfactory academic progress toward earning his/her degree.

This determination of progress is made at the end of each semester (fall, spring and summer) for all full-time and part-time undergraduate and graduate degree candidates. The review includes a determination as to whether the student has met the cumulative qualitative and quantitative standards set forth in the College’s SAP policy. Specifically included in the review is a measurement of the student’s Pace to ensure that the student will complete the program within the maximum timeframe. Students will be notified in writing of the results of an evaluation that impacts the student’s eligibility for federal and institutional financial assistance.

Qualitative SAP Standards

2.0 cumulative Grade Point Average for undergraduates

3.0 cumulative Grade Point Average for graduates

Quantitative SAP Standards

Students must have earned at least 67% of their attempted course credits to be considered to be meeting Satisfactory Academic Progress minimum standards. In other words, a student’s
pace is calculated by dividing the cumulative number of credits that the student has successfully completed by the cumulative number of credits that the student has attempted.

Students are permitted to receive federal student aid up to the maximum timeframe of 150% of the published length of the education program in attempted credits. Students are not eligible to receive federal financial assistance beyond this point.

Students should consult the College’s website for further information regarding SAP, including treatment of transfer credit, repeated courses, withdrawals, financial aid warnings and appeals, at http://www.mcny.edu/pdfs/financial/SAP_TAP_Policy.pdf

State Regulations

In addition to the requirements for federal aid, there are separate requirements for eligibility for New York State Aid, specifically the Tuition Assistance Program (“TAP”) grants. New York State regulations require recipients to maintain satisfactory academic progress and program pursuit. The specific requirements depend on the year the student first received an award of state aid. For these specific requirements, as well as the one-time waiver of the academic eligibility requirements, please see the full policy on the College’s financial aid web page at http://www.mcny.edu/pdfs/financial/SAP_TAP_Policy.pdf

Students should contact Student Financial Services with questions about general requirements or personal status.

Undergraduate Standing, Academic Warning, Probation, and Dismissal

In addition to the requirements to maintain financial aid eligibility, the College requires that students meet minimum academic performance standards in order to remain enrolled.

A student who is not meeting the standards for satisfactory academic performance will be placed on Academic Probation. Academic Probation is a serious warning that educational
performance is below standards and continuation could lead to a student’s dismissal from the College.

Undergraduate students are expected to maintain a GPA of 2.0 or better. When an undergraduate student falls below a 2.0 GPA in any given semester, but the cumulative GPA is 2.0 or better, he or she will be given an academic warning. Students who fall below a cumulative 2.0 GPA, will be placed on Academic Probation. Students placed on Academic Probation must follow a specific plan designed to return them to good standing which may include a reduced course load. Typically the plan is developed by Student Services in conjunction with the appropriate Dean, director, or chair. Failure to follow the plan and specified conditions could lead to dismissal.

**Graduate Standing, Academic Warning, Probation, and Dismissal**

Graduate students are expected to maintain a GPA of 3.0 or better. A student who falls below a 2.0 GPA in their first semester will be dismissed from the program. When a graduate student falls below a 3.0 GPA in any given semester, but the cumulative GPA is 3.0 or better, he or she will be given an academic warning. Students failing to maintain a cumulative 3.0 are placed on Academic Probation and must achieve a 3.0 average in the following semester.

Both undergraduate and graduate students who are placed on Academic Probation will be permitted to register for the semester subsequent to the probation semester, but the student may be dismissed after the receipt of grades from the previous semester if they do not achieve the required GPA. (If students are dismissed under these circumstances, they will not be liable for any tuition expense incurred in the semester from which they are dismissed). Students dismissed for failure to maintain Academic Standards will not be readmitted into the program for one year, absent a waiver from the Dean.
Dean’s List – Undergraduate Students

MCNY recognizes excellence in academic performance by placing deserving students on the Dean’s List for a particular semester. A student must meet all of the following criteria for this honor:

- Receive an “A” for that semester’s Constructive Action
- Maintain an overall GPA of at least 3.70 for the semester
- Be registered for 12 or more credits
- No course in the semester can be a repeat

Grade Appeals

A student will not be permitted to proceed with the formal grade appeal procedure without demonstrating that he or she has first attempted to resolve the issue with the faculty member issuing the grade. This might include a review of the course syllabus, grading system, tests, assignments, class attendance and papers submitted. Most concerns about grades are resolved at this informal level. If, after this meeting, a student wishes to formally appeal the grade he or she must follow the Formal Grade Appeal Procedure that follows.

A student must have a bona fide reason to appeal a grade in a course. Legitimate grounds for grade appeals are limited to the following:

- The professor made a clerical error or mistake of fact in assigning the grade;
- The professor assigned the grade because of an improper motivation; or
- The grade is based upon standards that are significant, unannounced and unreasonable departures from those articulated in the course description distributed at the beginning of the course.
Failure to make an appeal within the specified timeframe shall constitute a waiver of the right to appeal the grade.

**Formal Grade Appeal Procedure**

1) Within 30 calendar days after grade reports are posted by the Office of the Registrar, the student must complete a Grade Appeal Request Form and submit it with supporting documentation and faculty signature to the appropriate Dean of the school. This form is available from Student Services and on the MCNY web site.

2) Students must list ALL grounds for the appeal on the form. Students will not be permitted to file a second form for the same class, or to raise additional grounds for the appeal that were not listed on the appeal form.

3) The Dean or Dean’s representative will review all appeal forms, and notify the faculty member that a grade appeal has been filed. If the written appeal does not raise a legitimate grounds for a grade change (as described above, clerical error, improper motivation, or unreasonable departure from previously announced standards), the appeal will be dismissed. The Dean or Dean’s representative shall notify the student of such dismissal within 7 calendar days of receiving the appeal.

4) If the written appeal raises legitimate grounds for a grade change, the Dean or Dean’s representative will schedule meetings with the student and the faculty member, either together or separately, within 14 calendar days of receiving the written appeal. The faculty member will be asked to submit supporting evidence for the grade given. If a faculty member refuses or is unavailable to cooperate with the investigation, the Dean will continue the investigation despite the faculty member's absence.
5) If, after these meetings, a consensus between the student and the professor is not reached, the Dean or Dean’s representative will convene a meeting of the Academic Appeals Committee, comprised of a minimum of three full-time professors appointed by the Dean, within 30 days of the date the appeal was filed.

6) The Academic Appeals Committee will review all supporting documentation and, when appropriate, meet with student, Dean or Dean’s representative, faculty member or any other relevant individuals, and make a recommendation to the Dean or Dean’s representative within 7 days from the conclusion of the Committee’s meeting(s). The recommendation can be to raise or maintain the grade.

The Dean or Dean’s representative will make the final decision and notify the student and other appropriate College individuals, including the faculty member, in writing of the outcome, within 7 calendar days of the committee’s recommendation.

The College will attempt to adhere to the schedule listed above in responding to grade appeals, but difficulties in scheduling, illness or other extenuating factors may require some deviation. Such deviation shall not be considered a material departure from this written policy.

Admissions and Registration Procedures

MCNY Correspondence

Please respond immediately to any correspondence from any College office. Failure to do so may jeopardize financial aid, academic status, registration, graduation or other areas important to students. Students are responsible for the information contained in official College correspondence, and for providing the Office of the Registrar with accurate and current student contact information, such as name, address, phone number, and e-mail address.
Your MCNY email account will be used for most official communications. You will be expected to check your MCNY email account regularly; you should not expect to be provided with a hard copy of documents or communications that are emailed. You may find instructions on how to forward emails sent to your MCNY account to a personal account in the Student Services section of the College website at: http://www.mcny.edu/student_serv/studentemail.php

Admissions

Undergraduate admission is based upon a combination of academic, professional, and personal abilities and skills, which demonstrate that the candidate is prepared to participate successfully in a performance-based educational curriculum. Admission decisions are based on criteria that may include the following:

- Standardized test scores of English, Reading and Mathematics
- High school, GED or college coursework
- SAT scores
- Personal references
- Completed application

Detailed information is available from the Office of Admissions at 1-800-33-THINK, ext. 5001 or mcny.edu. Graduate admissions criteria are significantly different and are outlined in the sections pertaining to graduate programs.

Registration

To attend classes at MCNY a student must be officially registered. Registration for classes begins approximately six weeks prior to the beginning of a semester. All students are assigned an academic advisor in Student Services. All registration activity must be completed by the end of the first week of class in a given semester. For reasons of academic ethics and
fairness, no student will be permitted to register beyond this time. Faculty will submit grades only for students listed on the Official Grade Roster as determined by the Office of the Registrar. See the Office of the Registrar section in this Handbook for complete details about the registration process.

A full-time undergraduate student normally registers for a full purpose or 15 credits per semester to graduate on the accelerated MCNY schedule. In certain limited circumstances, a student may be able to take up to 24 credits per semester upon the approval of their advisor or Dean.

Changing Academic Programs

Students must obtain the approval of their advisor to change academic programs from one degree level to the next, at the undergraduate level, i.e. from an Associate’s degree program to a Bachelor’s degree program. This requires documentation, approval and a change in registration records. Upon the completion of the degree audit, records are changed accordingly.

Students may change from the Bachelor to Associate degree programs so long as they have one semester (at least 15 credits) left in the Associate’s degree program, and have not begun that final semester in the Associate’s degree program. This change requires documentation, approval and a change in registration records. It also may affect a student’s financial aid status regarding TAP and loans. Consult the Financial Aid Office for more information.

Students who wish to change academic programs on the same degree level, for example from a Bachelor of Professional Studies to a Bachelor of Business Administration, must first notify their advisor and then follow the procedure to change registration records. The student
must make an appointment with the appropriate Dean to have his/her credits evaluated for possible transfer to the new degree program.

Part-time Study

The College welcomes part-time undergraduate students, who are officially defined as individuals registering for less than 12 credits a semester. However, students admitted as part-time learners typically register for 8 credits, instead of the full-time load of 15 credits. Part-time schedules are prescribed in a manner that ensures completion of the Purpose over 2 semesters. Students admitted as full-time learners who opt for the part-time enrollment must inform the College. Such a decision will typically negatively affect a student’s financial aid status. If a student chooses to take 8 credits, he or she is expected to remain in the program for a minimum of two semesters in order to complete the cycle.

Changing Status

Students changing from a part-time program to a full-time program or vice-versa must notify their advisor of the change during the advisement meeting so the Registration Form can be completed properly. Status changes may affect a student’s financial aid status. Consult the Financial Aid Office for more information.

Because changes to status or academic programs may require administrative time to obtain current grades prior to approval and or registration, students negatively affected by this delay will not be charged a late fee.

Class Schedules

The final class schedule for each semester is contingent upon sufficient enrollment. If an insufficient number of students register for a particular section - day, evening, evening/weekend
- of a Purpose, that section will be cancelled. Students will be expected to enroll in the remaining available section(s), by completing an Add/Drop Form available from the Office of Student Services. A student is not allowed to attend a class or a section without officially registering. Unless a student is registered for a class their name will not appear on the official class roster and the student will not be graded even if work is submitted. Students should be aware that courses and faculty are subject to change each semester. They should contact their advisor for further information.

**Distance Learning**

MCNY offers a limited number of courses through its distance learning delivery format. These courses have the same requirements as regular MCNY classes, but are offered online instead of the traditional classroom setting. Distance Learning classes are outlined in the semester class schedule. Additional information is available from academic advisors in Student Services.

**Articulation Agreements**

Students with a minimum cumulative GPA of 2.0 entering the College with an Associate Degree from another institution with which MCNY has an articulation agreement and from a program specified in the agreement, may have 60 or more credits accepted by the College. These students will be exempted from up to four of the eight Purposes. Transcripts will show a “TR” for each transfer credit class. Students entering under articulation agreements will be awarded credits based on conditions specific to MCNY’s agreement with the previous college. Students entering MCNY from institutions where no transfer articulation agreement exists will have their official transcripts evaluated on an individual basis (see below for transfer of credits).
Transfer Student and Transfer Credits

Students transferring from institution with which MCNY has an articulation agreement should refer to the section on articulation agreements above.

The College welcomes students from regionally accredited institutions of higher education and former students interested in resuming their college education. Determination of credit transferability typically takes place during the admissions evaluation and decision period, although an unofficial preliminary evaluation may be made during an admissions interview. A listing of the applicant’s courses and transfer credits applicable to MCNY will be given to admitted students provided the official transcripts of previous college work are on file at the time of admission. No undergraduate course will be accepted if the grade of the course is less than a “C.” A “B” is required for graduate transfer credit. Other transfer limitations may also apply.

Transcripts for all previously completed college work must be sent directly from the former institution to the MCNY Office of Admissions. Failure to do so can result in taking courses where transfer credit could have been awarded, paying more tuition than required, or increasing the time required to complete the degree. If the student attended the former institution under a different name, it is the student’s responsibility to notify the Office of Admissions and the Office of the Registrar of the other name with proper documentation of the name change in order to appropriately link all the records. The absence of any official transcripts will be a barrier to registration for the second semester, regardless of whether you are receiving transfer of credits or not.

It is the student’s responsibility to secure and submit all required MCNY admissions documentation in a timely fashion. Transfer credits will be considered only when an official
transcript is received and evaluated. The evaluation must be made before the end of the fourth week of class of the student’s first semester, so transfer students must plan accordingly.

Upon receipt of the official transcript(s), the College will complete a Transfer of Credit Evaluation form, which must be signed by the student and the designated administrator from the relevant academic department. The signed Transfer of Credit Evaluation form and official transcript(s) will be forwarded to the Registrar and the credits will be posted on the student’s MCNY academic record. Students are strongly encouraged to follow-up with Admission to ensure that all documentation has been submitted and properly processed.

MCNY accepts transfer credits from non-collegiate training programs that have been approved by the State Education Department and or the American Council of Education. This may include military and or corporate educational experiences. All reviews of transfer credit are based on documented, official records and their relevance to the College’s programs. A student must have earned a grade of at least a “C” or its equivalent for matriculated undergraduate transfer credits and at least a “B” or its equivalent for matriculated graduate transfer credits.

Undergraduate students entering with transfer credits are required to complete all Constructive Actions while enrolled at MCNY. Transfer students who have successfully completed a formal field internship at their previous college, and where the internship directly correlates with a specific Purpose in the MCNY curriculum, may receive an exemption with proper documentation.

Students with a limited number of transfer courses or credits have the following options:

Having those grades applied and completing the rest of the College’s curriculum, or applying for entry into the Advanced Standing Option (Audrey Cohen School for Human Services and Education bachelor's degree students only).
The total number of possible transfer credits for a given program is as follows:

- Associate of Arts - 12 credits
- Associate of Science in Business – 24 credits
- Bachelor of Professional Studies and Business Administration – 90 credits from an approved four year college.
- Master’s degree - 6 credits

In certain technical areas, course credits earned more than 5 years prior to admission may not qualify for transfer credits.

**Advanced Standing for Bachelor of Professional Studies Students**

Bachelor of Professional Studies students enrolled in the Audrey Cohen School for Human Services and Education with extensive professional experience and previous education may, after completing the first two Purposes or semesters, apply for the Advanced Standing Option. In this rigorous process, students must document that they are able to relate the required bodies of knowledge to their workplace experience in accordance with the College’s requirements. The Advanced Standing Option enables the validation of prior college credits and work experience and may lead to exemption from one to three Purpose areas. Interested students should consult the Advanced Standing description in the Program-Specific section of this Handbook. A student cannot combine transfer credits within a Purpose with admission into the Advanced Standing Option.

**Credit by Examination**

Students with significant academic experience may become eligible for credit by examination upon passing selected examinations of the College Level Examination Program.
(CLEP). Credit-bearing scores are based upon the recommendations of the American Council of Education. Currently, a maximum of 32 credits may be awarded through examination toward the undergraduate business, human services, or American Urban Studies degrees. Contact the Admissions Office for further information.

Information on CLEP can be obtained by writing CLEP at P.O. Box 6600, Princeton, NJ 08541-6600 or by e-mail at: www.collegeboard.org/clep.

Returning and Readmitted Students

Students who have been absent from MCNY for one semester - excluding summer semester - should consult with an advisor in the Office of Student Services regarding degree requirements, grading policies and other academic procedures, which may have changed during the time of their absence. Students returning to MCNY after being out for more than three semesters must see the Office of Admissions to apply for re-admission. All re-admitted students will be required to complete the curriculum and degree requirements in effect at the time they are re-admitted. Students will have their MCNY transcript evaluated by the respective school to decide which courses will be transferred into the new degree curriculum.

Waiver Accept Students

Students with outstanding credentials, who fail to meet the admissions requirements, may be allowed to attend MCNY under extenuating circumstances. Such a student may be allowed to attend classes as a waiver-accept student for the first semester at the College. This gives the student an extra semester to meet the criteria set for admission. As a waiver-accept student, the individual is ineligible to receive Financial Aid. During the first semester the student will attend the same classes and undertake the same class work as matriculated students, but must:
• Submit all the necessary documents during the first semester
• Maintain the GPA (a standard set as a condition for admission) at the end of the first semester
• Failure to meet these requirements could result in termination.
• At the end of the first semester, a stop will be placed on the student’s record if all requirements have not been met.

Non-Attendance, No-Shows, Withdrawals, and Add/Drops

Non-attendance does not constitute a withdrawal from a course or Purpose. A student who stops attending classes and does not officially withdraw within the first 10 weeks of the semester will incur tuition liability and will receive the grade of “FWD,” which counts in the grade point average. A student is designated as a no-show if he or she has registered for the semester but has not attended any classes.

Students who cannot attend classes for which they have registered have the responsibility to officially withdraw from classes. Students are considered enrolled until they have completed all withdrawal procedures. A student who wishes to withdraw from all courses should obtain a Withdrawal Form from the Office of the Registrar or Student Services.

Students who wish to drop a class or switch class times - move from a day to an evening schedule - should complete the Add/Drop Form from the Office of Student Services and follow the instructions within the first week of the semester. All Dimension classes must be taken prior to, or concurrently with, the Constructive Action Purpose fieldwork component. A student must drop the Constructive Action and Purpose class if they drop a Dimension class. In most cases this course reduction creates part-time status for students and can negatively impact their
financial aid. In all circumstances, students should speak with an academic advisor prior to adding, dropping or withdrawing from classes.

Students in good standing who withdraw are qualified to return to the College within one academic year without reapplying. A student withdrawing with conditions is qualified to return to the College provided the specific conditions are met within one academic year. The date of withdrawal is the date of notification to the Registrar's Office.

A student who officially drops a class prior to the end of the official add/drop period (within the first week of the semester) will receive a grade of “W” which is reflected on the transcript. A “W” grade has no effect on the grade point average. Dropping and withdrawing from classes, however, can have a negative impact on financial aid in the current and subsequent semesters. Withdrawals made after the close of the add/drop period will be classified as WP (Withdraw with Penalty) and the credits from those courses will count toward the attempted credits for the Financial Aid Standards of Academic Progress that must be maintained for financial aid eligibility. No withdrawals are allowed after the 10th week of class. Students should refer to the Financial Aid section of the website or speak to a Financial Aid Counselor prior to withdrawing.

**Withdrawal and Refund Policy**

Students, who withdraw, take a leave of absence, or drop a course(s) after the first day of classes are responsible for tuition charges. The tuition refund amount for dropping any or all courses is based on the date the student drops the course(s). The tuition refunds policy is as follows:

- Before semester begins 100%
- Through the first week of semester 75%
Through the second week of semester 50%
Through the third week of semester 25%
After the third week of semester No Refund

Any adjustment of aid for dropped courses, withdrawals, and leave of absence will be determined by the Bursar's office.

It is possible that a student’s future eligibility for Federal and State financial aid may be affected by a withdrawal. Visit the Office of Student Financial Services section of our website or speak with a member of our staff before withdrawing.

Leave of Absence

A leave of absence may be granted to an undergraduate matriculated student with a cumulative GPA of 2.0 (3.0 for graduate students) for a period of one semester (not part of a semester) upon presentation of a Leave of Absence Application and supportive documentation. The Leave of Absence will allow a student to return without penalty (no increase in tuition rate if the guarantee of tuition is still in place). A leave may cover only one semester with the privilege of renewal for one more consecutive semester. A leave of absence may be granted for the following reasons:

• Medical
• Financial
• Employment
• Military
Authority to grant a leave of absence resides with the Dean of Students. Please note: If the leave of absence is more than six (6) months, the student may have to start repaying any student loans borrowed to pay MCNY costs. The exception to this is extended military duty.

**International Students**

Candidates for admission who officially reside in a foreign country and are not citizens of the United States must submit all official transcripts to an organization recognized by the American Association of College Registrars and Admissions Officers (AACRAO). These agencies provide appropriate equivalency between foreign courses and the American standards. The World Education Services (WES, www.wes.org), Globe Language Services, Inc. (www.globelanguage.com), and ECE (www.ece.org) may be used.

Students whose native language is not English are required to submit the results of the Test of English as a Foreign Language (TOEFL) and receive a score of 61 IBT for undergraduate and 80 IBT for graduate admission. MCNY will also accept International English Language Testing System (IELTS) score of 5.0 or above for undergraduate admission and 5.5 or above for graduate admission.

Undergraduate transfer students interested in attending Metropolitan College of New York may transfer course credits in which a grade of “C” or better was awarded by one of the above organizations.

International students are required to pay tuition and fees upon registration every semester. A minimum payment of 40% of the semester’s tuition and fees is required at the time of registration as long as the student establishes a means for paying the remainder of their balance prior to the registration for the next semester.
The international student advisor in the Office Student Services is the College’s Designated School Official (DSO) and is available to assist students in matters related to the rules and regulations of the US Department of Homeland Security relevant to F-1 student status.

International Students are subject to special regulatory rules mandated by the Federal government. Students’ records are closely monitored and registration and attendance are all carefully reported to the Bureau of Immigration and Citizen Services of the Government of the United States of America. All international students are required by law to be in attendance every spring and fall semester during their matriculation at MCNY.

International Students should secure a signature on a valid 1-20 from their International Student Advisor once per year. International Students are not permitted to register for less than a full time credit load (12 credits for undergraduate students, 9 credits for graduate students) during the fall and spring semesters unless they are in their last semester of attendance or if a documented medical emergency occurs. For undergraduate students 9 of the 12 credits must be on-campus rather than online, and for graduate students 6 of the 9 credits must be on-campus rather than online, although both undergraduate and graduate students are permitted to take more online courses so long as the minimum on-campus credits are satisfied.

**Academic Adjustments for Students with Disabilities**

The Rehabilitation Act of 1973 - Section 504, which applies to all postsecondary educational programs that receive federal assistance, requires that colleges must be free from discrimination in their recruitment, admissions, and treatment of students. MCNY is committed to complying with this law by making reasonable accommodations in its academic programs, thus insuring maximum participation by all students with disabilities.
Reasonable accommodations and academic assistance are provided to MCNY students with disabilities registered with the Office of Student Services. Once accepted into the College by the Admissions Office, students with disabilities must complete an Application for Accommodation Form available from the Student Services Office. Documentation of disability from a qualified medical or other licensed practitioner is required at this time. Specific guidelines for disability documentation are available from the Student Services Office.

Accommodations are individually determined according to documented need. Some more typical accommodations include:

- Test accommodations. This may include lengthening the time required to take an exam or providing a private room for testing
- Classroom accommodation. This may involve the taping of classes, providing readers or sign-language interpreters, books on tape, enlarged textbooks or materials and the use of note-takers
- Tutorial services. A specific plan is developed for each student
- Referrals, where appropriate and possible
- Mobility for field completion requirements. The hours required for fieldwork could be extended. Collaboration with field supervisors would be required.

Internship and Worksite Standards

Each student is required to meet the internship or worksite standards for professional performance as agreed to by the College and the collaborating organization. Faculty members, organizational mentors or supervisors, and students themselves document performance in the Constructive Action.
Education Abroad

Certain graduate degree programs at MCNY contain a study abroad component. If you are enrolled in such a program, participation in the study abroad trip is required. If you are unable to participate in the trip because of extenuating circumstances, you must consult with the Dean of your school as soon as possible to seek a waiver from participation. Students who receive a waiver or who are ineligible for travel for any reason will be assigned an alternative project to earn the required credit. The experience is an inherent part of these curricula. Student participation is required as this is necessary to develop and apply the skills required to work effectively in the global economy. This action-oriented program is tailored to ensure that students have the opportunity to work collaboratively in a pan-cultural environment in which they are exposed to new cultures and given the opportunity to explore them.

Depending on the semester students start their program, students will be eligible to participate in the trip after the completion of either one or two semesters of their degree program, provided that they are in good academic and non-academic standing. Eligibility for the trip is also conditioned upon approval from the Bursars office (e.g. no outstanding balance owed to the College or compliance with an approved payment plan). Students are responsible for determining their own eligibility for a visa, if necessary, and all other arrangements for travel documents.

Students who do not participate in the trip, regardless of the reason, are not entitled to a refund of any tuition. The study abroad trip is an academic component of the degree program, and students who are ineligible or unable to participate are provided with an alternative academic assignment that must be completed to obtain credit for the course.
The College’s rules and regulations for conduct will be in full force and effect on the trip, and violation of those rules will subject students to disciplinary action. Students who engage in serious misconduct may be suspended from the trip and sent home pending full conduct review procedures upon return to the US. Students are expected to participate fully in scheduled activities in order to receive credit for the trip. Students must travel with the group and stay in assigned lodging. Due to constraints imposed by group booking, flights and other travel arrangements may not be changed for individuals. The time and location of the trip may be changed from time to time at the discretion of the College. The College will attempt to give advance notice regarding changes to the trip, but it reserves the right to postpone or cancel the trip if necessary in the discretion of the College.

The College will provide students with information regarding supplementary travel health insurance that is available for a small fee; the College strongly urges all students to review their personal health insurance coverage and to consider buying supplemental coverage if appropriate. Students will be working in teams and team members will be determined by course instructor(s) and Program Director. Reasonable efforts will be made to pair students consistent with their program goals. Teams will be assigned in Marketing, Finance, Management & Change, Planning, Management Information Systems, and Legal and Regulatory. There may be more than one team in specific areas.

Students who participate in the Study Abroad trip will be enrolled in an International Field Practicum course, a non-credit course, to record participation and successful completion of the trip. Grades will be Pass or Failure.
Graduation

All MCNY students are responsible for understanding and successfully completing his or her degree requirements. This includes successful completion of his or her program of study, for seeking out needed academic and career advice, and for ensuring that he or she makes sufficient academic progress toward graduation, and assumes that all obligations - financial, academic and documentary - have been fulfilled. These requirements are stipulated in a variety of College publications, including this Handbook, individual program publications, the College’s website and from MCNY advisors and administrators. Also watch for correspondence from the College regarding graduation announcements.

The College holds graduation ceremonies once a year, usually in June. At that time, all students who have completed a degree program since the previous graduation ceremony are invited to attend the commencement ceremony and process provided they follow the procedure below:

• The potential candidate will file an application for graduation with the Registrar by the third week of their final semester of study at the College
• The Office of the Registrar will review all academic records and determine the names of eligible candidates once an application for graduation is filed.

Minimum requirements are the successful completion of all required courses and:

• Undergraduate students: 2.0 GPA, GED or official high school transcript, and official transcripts from any colleges from which you are requesting transfer of credit,
• All graduate students: 3.0 GPA, transcripts from all colleges from which a degree was conferred or you have received transfer of credit, immunization records.
Information about graduation will be provided to students whose names have been reviewed and validated by the Registrar. Any questions regarding eligibility for graduation should be referred to the Office of the Registrar.

**Graduation Honors**

Undergraduate students become eligible for graduation with honors as follows:

- Cum laude: 3.65 GPA
- Magna cum laude: 3.75
- Summa cum laude: 3.95.

**Collection & Retention of CA Document and Other Student Work**

The Constructive Action document and any electronic media submitted by each student for each Purpose becomes the property of the College. The Constructive Action is key to the College’s continuing efforts to evaluate and improve its educational program. Under strict guidelines to preserve confidentiality, Constructive Action documents are used for such purposes as:

- Assessment of student performance and assignment of grades
- Evaluation of the educational development of students
- Evaluation of student contributions to citizen empowerment through the Constructive Action methodology
- Identification of program and review of needed areas

If the College no longer needs its copy of any Constructive Action document, the copy will be destroyed.
Family Educational Rights Privacy Act (FERPA)

Confidentiality of Student Educational Records

MCNY complies fully with the Family Educational Rights and Privacy Act of 1974, as amended. This law provides that the institution will maintain the confidentiality of student educational records. Personally identifiable information from a student’s education record will not be disclosed without consent of the student, except to other school officials within MCNY, whom MCNY has determined to have a legitimate educational interest, and to others to the extent the Family Educational Rights and Privacy Act authorizes disclosure without consent. A school official is a person employed by MCNY in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom MCNY has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

Directory Information

“Directory Information” refers to information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed. MCNY designates the following categories of student information as public or "Directory Information." MCNY may disclose such information at its discretion, without the written consent of the student.
A currently enrolled student may request that his or her directory information not be released by filing an opt-out form with the Office of the Registrar (http://www.mcny.edu/pdfs/MCNY_ferpa_optout.pdf). Students should be aware that opting out does not prevent the release of information to school officials as described above, nor does it prevent a school official from identifying a student by name or from disclosing a student’s institutional email address in class.
Right to Inspect Records

The College respects the rights of students to inspect and review their educational records, with the exception of financial information submitted by parents and confidential letters and recommendations associated with admissions, employment, or job placement. Students who believe their educational records contain inaccurate or misleading information should contact the Office of the Registrar regarding the policy for correction of inaccurate data as mandated by this law and implemented by MCNY. Students should complete a Review of Records Form available at the Office of the Registrar. MCNY will honor the request to review records within a 30-day period from receipt of the request.

Complaints

Each student has the right to file a complaint with the Family Policy and Compliance Office (address below) of the Department of Education if the College has failed to comply with the requirements of the law.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Code of Conduct for Students

MCNY students are expected to comport themselves as adults, and to behave in a manner that facilitates the College’s mission. The College recognizes that freedom of inquiry and the transmission of knowledge are the foundations of higher learning. However, any assertion of rights or freedoms must be balanced by a readiness to assume corresponding responsibilities. These include respecting the rights of others in the academic community and accepting responsibility for one’s own behavior.
Jurisdiction over student conduct and behavior of a non-academic nature resides with the Dean of Students.

Discrimination, Harassment, Sexual Assault, Hazing, Disruptive and/or Illegal Conduct

In the interest of protecting the rights of all individuals on campus, the College has established standards of conduct and policies and procedures prohibiting discrimination, harassment, sexual assault and other disruptive and or illegal conduct.

Students must refrain from:

• Making any verbal or physical threats of violence, or behaving in a coercive, intimidating, hostile or threatening manner to students, faculty or staff
• Bringing weapons on campus - firearms, box-cutters, knives, mace, or any instrument or device used for attack
• Engaging in unprofessional and or illegal behavior or conduct, such as harassment, assault (see separate section on sexual harassment and sexual assault), falsifying official College documents, stealing, damaging personal or College property, using illegal substances, disrupting a class or activities in an area of the College’s premises, etc.
• Uploading or downloading copyrighted works - music, movies, software, video games and other copyrighted works - without authorization of the owners. This is a violation of Federal copyright law
• Viewing sexually explicit or other inappropriate websites on any of the College’s computers
• Any behavior that interferes with the operation of the College or any situation that recklessly or intentionally endangers or threatens the mental or physical health of any individual, including but not limited to threats, coercion, harassment, or acts of violence.

While these items address major standards of conduct, it is not realistic to list every potential infraction; the College reserves the right to extend these principles to similar acts.

Procedure for Non-Academic Conduct Violations

Any member of the faculty, administration, staff, or student body may file a complaint against a student for any offense by following the procedure below. Complaints must be filed within 30 days of the initial incident. While this procedure will suffice for reporting most offenses, students should review the special sections for reporting instances of sexual harassment, discrimination, hazing and sexual assaults.

Filing a Complaint

A complaint must be filed, in writing, to the Dean of Students. It must be typed, or legibly written, dated, and signed (electronic signature is sufficient). The complaint must clearly describe the incident, including specific time and date of the occurrence and all persons involved.

The College may suspend the subject(s) of the complaint immediately, pending an investigation and hearing, if there is a credible allegation of a threat of physical harm. Such suspension shall last no longer than 48 hours. If after the investigation there is sufficient circumstantial evidence to indicate that allowing the subject(s) on campus presents a risk, the suspension will be extended pending a disciplinary hearing.
In other cases, the Dean of Students may designate a representative to conduct an investigation into the allegation(s). The designated representative of the Dean will notify the accused party and may schedule a fact-finding meeting to begin the investigation.

As part of the fact-finding process, the accused may submit a written response to the allegations.

During the fact-finding process, upon agreement of all parties, the Dean of Student’s designated representative may attempt mediation to informally resolve the issue. Sexual harassment claims shall not be subject to mediation directly between the parties, but a mutually acceptable resolution may be facilitated by the representative of the Dean of Students. Sexual assault claims shall not be subject to mediation. If the issue is not resolved at this level, the designated representative of the Dean of Students will refer the complaint for a disciplinary hearing.

Disciplinary Hearing and Due Process

The Dean of Students will convene the Conduct Review Board to hear the complaint. The board is comprised of two students, one faculty member, and one professional staff member, all of whom are impartial. The Associate Director of Student Services will chair the board but will not be a voting member.

The accused and the complainant will be notified of the hearing, and will be requested to attend. If either or both parties choose not to attend, the College reserves the right to conduct the hearing in their absence. If it is determined that the accused poses a threat of physical harm, the Board may request that the accused submit a written response to the allegations rather than attend the hearing in person.
Hearings will be open only to individuals and witnesses who are invited by the Board. The accused or complainant can request assistance for the hearing, subject to approval by the Conduct Review Board. The Board must be given at least 24 hours’ notice that the presence of such assistance is desired at the hearing. Individuals may not be accompanied by attorneys.

The Board will hear all testimony relevant to the complaint and will be allowed to ask questions of all parties and witnesses, if any. The accused and complainant will generally not be permitted to directly question each other during the hearing, and may be called before the Board separately. The Board may choose to record the hearing at its discretion. Upon completion of the hearing, the Board will meet in private to deliberate and form a recommendation on its findings and applicable sanctions, if any. The recommendation and findings shall be based on a preponderance of the evidence standard. This recommendation shall be submitted to the Dean of Students within two working days of the hearing.

The Board may recommend the dismissal of the allegations or the imposition of disciplinary sanctions, as noted below which include suspension or dismissal from the College. Based on the Board’s findings, the Dean of Students or her designee will make a decision on the complaint and determine the appropriate sanction(s) if any. The Dean will notify the accused, in writing, of the decision and the right to appeal within 10 calendar days of the hearing.

Notification will also be made to the victim of an alleged perpetrator of a crime of violence including forcible sex offenses, or a non-forcible sex offense (incest or statutory rape) concerning the final results of a disciplinary hearing (including any violation found to have been committed and sanctions imposed) with respect to the alleged crime, regardless of the outcome of the hearing.
Notification may also be made to any third party regarding the final results of a disciplinary proceeding related to a crime of violence or non-forcible sex offense if the student who is the alleged perpetrator is found to have violated the College's rules or policies. The disclosure of the final results will only include: the name of the alleged perpetrator, the violation committed, and any sanction imposed against the alleged perpetrator. The disclosure will not include the name of any other student, including a victim or witness, without the written consent of that other student.

The complainant in sexual harassment cases will be notified of any sanctions that relate directly to the complainant if sexual harassment is found to have occurred, for instance sanctions that the harasser avoid contact with the complainant or leave the College. Regardless of whether harassment is found to have occurred, both sides shall be given notice of the outcome and the right to appeal.

The College is required by the Cleary Act to give the campus community timely warning of crimes that represent a threat to the safety of students or employees. Such information is exempted from FERPA under the exception of health or safety emergencies.

The complainant and any individual who cooperates with an investigation will be protected against retaliation. Any acts of retaliation should be reported to the Dean of Students or other College administrator immediately and will be thoroughly investigated.

Disciplinary Appeals

Decisions made by the Dean of Students or her designee may be appealed, in writing, to the President within 14 calendar days of the date of the notification. Failure to submit an appeal within this period shall constitute a waiver of the right to appeal. All appeals will be limited to a review of the original hearing, including any supporting documents. Appeals will be limited to:
• Determining whether the original hearing was conducted in a fair manner and in accordance with College policy.
• Determining whether the decision was based on a preponderance of the evidence.
• Determining whether the sanctions were appropriate for the violation of conduct.
• Consideration of new information that was not available at the time of the initial hearing.

On appeal, the President may uphold, modify or dismiss the decision. The matter may also be returned to the Dean of Students for reconsideration. The decision of the President is final.

Disciplinary Sanction

The sanctions imposed will be determined by the severity of the violation, prior misconduct and the student’s understanding and willingness to accept responsibility for the behavior. Possible sanctions include, but are not limited to the following:

• Verbal and or written warning
• Community and or College service
• Behavioral contract
• Monetary fines and or restitution
• Social probation (suspension from a student club, group or activity)
• Suspension from attending classes or being on College premises
• Dismissal

• Discretionary sanctions, which may include notation in the student’s permanent file.

The College reserves the right to combine sanctions, as appropriate.

Any student who is suspended or dismissed will be responsible for tuition charges incurred, in accordance with the tuition liability policy.

General Grievance Procedure

A student who has an issue or complaint against the College that does not fall under the aforementioned procedures may request consideration of the matter under the general grievance procedure. Included might be situations where the student feels the College policies and procedures do not comply with applicable laws, or where a College administrator, staff member or faculty member is perceived as acting unfairly or improperly in carrying-out assigned tasks or responsibilities.

To request consideration under the general grievance procedure, a student should consult with an advisor in the Student Services area, and/or the appropriate director, chair or Dean, to determine how best to resolve the issue informally. Most grievances are resolved at this stage.

If the matter is not resolved informally, the student should present a written statement explaining the grievance to the Dean of Students. He or she will delegate the review of the student’s issue to the appropriate administrative office or official for prompt review and determination of required action. The review process will generally be completed within 45 calendar days of receipt of the written statement.

Should the matter remain unresolved after the review process initiated by the Dean of Students, it may be appealed in writing to the President of the College. He or she will delegate
the review on appeal to an appropriate College administrator or faculty member for a final
determination. This decision is final.

Violation and Misuse of MCNY Identity and Logo

The College’s name and logo are registered trademarks of Metropolitan College of New
York., and may not be used without the written permission from the College. Such permission
will set forth the name of the group, the nature of the use, and restrictions regarding the standards
and quality of the goods and services in connection with which the trademark(s) are used.
Violation of this rule is regarded as sufficient cause for dismissal.

Health and Well-being at the College

New York State Immunization Laws

The New York State Public Health Law mandates that students residing in New York
State and born on or after January 1, 1957, must provide the College with documentation of
immunization for Measles, Mumps and Rubella within 30 days of enrolling. Students from out of
state or International Students have 45 days from enrolling to provide acceptable documentation.
The documentation consists of either of the following: Official blood test results confirming that
you have been tested and you are immune to the above diseases. Arrangements for such blood
tests are most easily made through your own physician, or, if you are part of a Health
Maintenance Organization, then through its services; or a statement or form signed by a health
provider confirming that you have been immunized by vaccine for the above diseases. This
confirmation must also include the dates of immunization, and show that one dose of the mumps
and rubella vaccines and 2 doses of the measles vaccine were administered.
Your health care provider or a City Health Department clinic can administer the immunizations and provide the appropriate documentation. In addition, if your employing company or organization has a medical office, you may be able to get your immunizations there. If you carry medical insurance or are part of a Health Maintenance Organization, check to see if the costs for either the blood test or the immunizations are reimbursable or covered. There are public health clinics where immunization can be obtained without charge. However, clinics tend to be crowded, particularly prior to the start of the semesters at colleges all over New York State. New York State also requires colleges to notify all students of the dangers of Meningitis an infection which can lead to high fever, headache, vomiting and skin rash. It is easily spread through nose or throat discharges of an infected person. Vaccines are available from your health practitioner. MCNY is required to inform all students of the dangers of this disease and secure a signed statement from each student that they are aware of the dangers of this disease and understand that they may take steps to be properly immunized and thereby protect themselves from infection.

Certain individuals are exempt from these new requirements, including those who sign a statement indicating that they hold sincere religious beliefs which prohibit such immunizations, and those with certain documented medical conditions - early pregnancy, for example. A physician’s confirming statement is required and should be attached to the medical form already provided. Medical forms are distributed to all students at the time of admission. These must be completed and returned to the appropriate office within 30 or 45 days of enrolling, and will become part of the student’s official record.
A student who fails to comply with this law may be administratively withdrawn and will not be allowed to register for the subsequent semester. Additionally, the student’s financial aid may be negatively affected.

**Policies with Regard to Alcohol, Drug-Free Schools and Communities**

The unlawful use, manufacture, distribution, dispensation, sale, or possession of any illegal drug or controlled substance – without a valid prescription – is prohibited. This policy covers all illegal drugs, alcohol, and legal drugs, which impair a student’s or employee’s ability to successfully complete his or her work or educational program at the College. Students are prohibited from reporting to the College or to work or fieldwork while under the influence of any illegal drug or controlled substance, including alcohol. Violation of this policy may be grounds for serious disciplinary action, up to and including dismissal. Individuals suffering from drug or alcohol abuse are encouraged to seek assistance from their doctor who can refer them to proper treatment or rehabilitation programs. The College also reserves the right to require individuals to undergo a medical evaluation under appropriate circumstances. As an institution of higher education, the College believes that education and information about the risks imposed by the use of drugs will help reduce abuse. Therefore, as part of its educational effort each semester the College organizes at least one Drug Education Seminar for students, and encourages all to attend. This supplements material and information about drugs that are incorporated into the curriculum. A list of referrals regarding available treatment, special resources, community drug prevention programs, etc., is available by contacting the Office of Student Services.

**Suspension of Federal Financial Aid Eligibility for Drug Related Offenses**

A student who has been convicted of any offense under any Federal or State law involving the possession or sale of a controlled substance shall not be eligible to receive any
federal grant, loan, or work assistance during the period beginning on the date of such conviction and ending after the interval specified in the following table:

If convicted of an offense involving:
The possession of a controlled substance: Ineligibility period is:
First offense ................................... 1 year
Second offense ............................... 2 years
Third offense ................................. Indefinite.

The sale of a controlled substance: Ineligibility period is:
First offense ................................... 2 years
Second offense ............................... Indefinite.

Smoking

In accordance with New York City Smoke-Free Air and New York State Clean Air Acts, smoking is prohibited in all areas of the College, including common area spaces and private offices. These areas include but are not limited to: hallways, lobbies, classrooms, corridors, bathrooms, stairwells, elevators and landings, the Computer Learning Centers, Library, lounge areas, meeting and conference rooms, storage rooms, machine and utility rooms. Smoking is defined as the burning of a lighted cigar, cigarette, electronic cigarette, pipe, or any other substance that contains tobacco.

Eating and Drinking

Please confine eating or drinking of non-alcoholic beverages to the student lounge area.

Children

Children are not allowed in classrooms, the hall areas surrounding the classrooms, the learning centers, and the Library. Security will prevent students arriving with children from entering these areas. Another key concern is the safety of children, especially those who are unsupervised, or who stray from their guardians. The potential for accidents is the primary
reason to exclude children from these areas. Children are permitted on the premises when accompanied by an adult, if the student is completing an administrative task, such as registration, financial aid counseling, payment and the like. If the child becomes disruptive, the student may be asked to leave the premises and return on another day to complete his or her transaction.

**Campus Hours**

The College campus in Manhattan is open Monday through Friday until 10:30 pm. On Saturdays the campus closes at 7:00.

**Use of Campus Facilities**

Students who wish to reserve College classrooms, lounges or meeting areas for student activities must contact Student Services.

**Other Prohibited Actions**

As a general rule, and to the extent that these impact on others by way of disruptive endangerment or lack of academic integrity, the College also prohibits the following:

- Engaging in loud conversations or use of inappropriate or foul language
- Use of electronic devices that are audible to others
- Bringing food or drinks into the Library or computer rooms
- Placing trash in places other than the receptacles provided
- Smoking
- Bringing children on campus for any purpose other than completing an administrative task
- Taking materials out of any College office without the express permission of an appropriate College official
• Engaging in disruptive or violent behavior
• Using another student’s ID
• Storing personal belongings on campus
• Vandalism

Security Procedures and Sexual Assault Prevention

The Laws of New York State require every post-secondary institution to provide specific information to incoming students about sexual assault prevention. The College is fortunate that its location is centralized, and in compact spaces, which facilitate the protection of students and staff. In addition, because we do not operate any residential facilities, we do not face the same level of security risk that other institutions do. The College remains committed to insuring the security of its students and staff, and to maintaining its enviable safety record.

The College maintains tight security at all times. An organization such as ours must be proactive in maintaining a safe learning environment. We are proud of our safety record. By law, we are required to provide annual statistics related to the security of our institution. Over the years, we have a few incidents and MCNY is doing everything it can to ensure that this record remains outstanding. While the safety procedures outlined below may seem an annoyance to some, our commitment to the security of our community should take precedence over the small inconveniences that the procedures sometimes cause us all. Student cooperation in this is expected and appreciated.

Listed below are items to help insure your safety while you are at the College:

• Security is on duty during all hours that the College is open
• All students entering the College must produce and show identification cards to security
Students must have their ID cards visible at all times. Student Services will issue students ID cards.

If you forget your College ID card, you must show other identification and sign in with security. The Office of Student Services will organize one or more programs on sexual assault prevention during the semester. Students will be informed of dates and times of such programs.

The College has a security guard on duty in the building from 6:00 p.m.-7:00 a.m. In addition, the College maintains its own security guard during evening hours as well as on weekends.

The College has security guards on duty whenever classes are in session. Any incidents of illegal behavior, including sexual assault, should be reported immediately to the security guard on duty, or in his or her absence, to one of the Deans or the College administrator responsible during evenings and weekends. The building security officer and the local police department must be called without delay.

All students must leave the building when Security makes the final evening check.

An additional list includes some suggestions that can help you protect yourself while you are off campus:

- If you attend evening classes, leave the building with a group rather than alone.
- When walking, try to stay in well-lit, populated areas. Do not walk close to doors or in alleyways. Stay as close to the street as possible.
- If you are dependent on subway transportation to go to and from the College, do not stand in an isolated area of the subway platform. Stand near other people or the attendant booth.
- Be careful when walking down subway stairs alone.
Policies and Procedures on Sexual Assault and Sexual Harassment

Sexual harassment violates Federal, State and City laws, and creates an unpleasant and unproductive working and learning environment. The College condemns and strictly prohibits sexual harassment of any member of the College community, whether such harassment is aimed at students, faculty, or other employees. Violators will be subject to disciplinary action. All college employees and students are responsible for maintaining this policy. The following activities are examples of possible harassment. Each of these activities alone may be considered serious enough to warrant immediate discipline, discharge, or expulsion. These examples are intended to be illustrative rather than exhaustive:

- Threatening retribution or promising benefits in return for sexual favors, whether implicitly or explicitly
- Unwanted verbal, physical or visual conduct - the person who is the target of the conduct is the judge of what is considered unwanted
- Unwanted sexual advances
- Sexual violence and sexual assault
- Comments concerning an employee’s or a student’s sexual habits, sexual preference, or sexual desirability, whether generally stated or, specifically at an individual
- Offensive talk about sex or sexuality
- The use of demeaning or offensive words when referring to people of a particular sex
• The display of pornographic or other offensive material, including circulating written or graphic material including e-mail messages that denigrates or shows hostility or aversion toward an individual or group and

• Any other activity that creates an unpleasant or offensive working or learning environment, or that interferes with work or academic performance, because of a person’s sex

It makes no difference if the harassment is “just joking” or “teasing” or “playful.” Jokes may be just as offensive as any other type of harassment, and will be dealt with in the same manner.

Procedure for Reporting Sexual Harassment

Any MCNY student who believes that he or she has been the victim of sexual harassment, either on campus or off-campus involving a member of the College community, should:

• Promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued.

• Students should then immediately report the complaint in writing to the Dean of Students.

• If the complaint is against a student, investigation will be undertaken by the Dean of Students through the procedures for non-academic code of conduct violations, above.

• If the complaint is against an employee of the College or third party, the Dean of Students will refer the matter to the Director of Human Resources or College
Counsel for investigation through the procedures below. In both cases of claims against students and claims against employees, the College will request consent from the complainant before investigating, however, if consent is not granted or confidentiality is requested, the College will take reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue the investigation. In all cases, complaints will be treated as confidential matters and shared only with necessary parties to the investigation, discipline process, or supervisory process. The College will accept complaints by third parties who are not themselves the victims of harassment, but the College’s ability to investigate such complaints may be limited without cooperation of the alleged victim.

- College officials may independently advise local police and law enforcement authorities of a sexual harassment offense as part of their ongoing effort on campus security. A complainant may also file a report with law enforcement authorities, regardless of the status or outcome of the College investigation.

In response to complaints against employees, the College will promptly conduct a thorough and impartial investigation to determine if sexual harassment has occurred. A preponderance of the evidence standard shall be used. The subject(s) of the complaint shall be afforded an opportunity to present his or her or their version of the event(s), and any additional information in defense. All individuals are required to fully cooperate in the investigation of harassment and discrimination complaints.

Both the complainant and the subject(s) will be given written notice of the results of the investigation.
The complainant in sexual harassment cases will be notified of any sanctions that relate directly to the complainant if sexual harassment is found to have occurred, for instance sanctions that the harasser avoid contact with the complainant or leave the College.

Notification will also be made to the victim of an alleged perpetrator of a crime of violence including forcible sex offenses, or a non-forcible sex offense (incest or statutory rape) concerning the final results of the investigation (including any violation found to have been committed and sanctions imposed) with respect to the alleged crime, regardless of the outcome of the investigation.

The appropriate College officials and or departments will also be notified. If it is concluded that harassment did occur, the College will take immediate corrective action.

Corrective action may include: training, referral to professional counseling, and or disciplinary action such as warning, reprimand, suspension and dismissal, or any combination or other actions the College determines is appropriate to the circumstances. The complainant and any individual who cooperates with an investigation will be protected against retaliation. Any acts of retaliation should be reported to the Dean of Students or other College administrator immediately and will be thoroughly investigated.

Field/Internship Site

If harassment occurs at a field/internship site, the College will address the issue with the field site supervisor, and work with the student to transfer to a new field site if necessary.

Other Types of Harassment and Discrimination

Just as sexual harassment is strictly prohibited, so is harassment on the basis of race, color, gender, ethnicity, disability, religion, national origin, age, veteran status, sexual orientation, or any other category protected by law. The College will not tolerate harassment or
discrimination of applicants, employees, or students by anyone, including managers, supervisors, co-workers or students. Employees or students who believe they are being harassed or discriminated against on the basis of any of these factors should follow the same procedure outlined above in notifying the College. If you have any questions concerning the College’s policy on sexual harassment, or other equal employment opportunity matters, please feel free to contact the Director of Human Resources.

Policies on Bias Crimes

A hate crime, also known as a bias-related crime, is a criminal offense committed against, a person, property or society which is motivated in whole or part, by the offender's bias against a race, religion, disability, sexual orientation, or ethnicity / national origin. Examples of bias-related crime that might occur on a college campus are racially or religiously targeted acts or attempted acts by any person, or group of persons, against the person or property of another individual or group which may in any way constitute an expression of racial or religious hostility, including threatening phone calls, certain types of graffiti, hate mail, physical assaults, vandalism, cross burning, fire bombing, etc. The College condemns all bias related actions, and will take prompt disciplinary action, up to and including discharge or expulsion, against any employee or student who commits a bias crime.

Reporting Sexual Assault or Bias Crimes

The following procedure should be followed in these instances:

• Any instance of sexual assault should immediately be reported to a MCNY official. This would include the Campus Security Staff or the Dean of Students. Victims of sexual assault will be informed of any additional steps required for
reporting, the importance of preserving evidence if a criminal act of sexual assault has occurred, the importance of seeking prompt medical attention, and the availability of counseling and other support services.

• Students will be informed of their right to protect their privacy, how information will, or will not, be shared, and the actions the College will take to assist in dealing with the situation. Additionally, students will be advised of their option to notify law enforcement authorities, including the police, and the option to be assisted by College officials in notifying and cooperating with external authorities.

• A student charged with sexual assault shall be subject to discipline through the College’s disciplinary.

• College officials may independently advise local police and law enforcement authorities of a sexual assault or sex offense as part of their ongoing effort on campus security.

Counseling for Victims of Sexual Assault, Harassment, Bias Crime or Discrimination

All students who are victims of or affected by a Sexual Assault, Bias Crime or other harassment or discrimination are urged to see Student Services to seek counseling and/or other appropriate services.

Domestic Violence and Stalking

According to the New York State Office for the Prevention of Domestic Violence, domestic violence is described as follows: Domestic violence is when one person does a variety of things to control another person in an intimate relationship. The shift in power can happen very slowly, over a period of time, so that the other person cannot even remember when it
happened. Or it can happen very quickly after there is some sort of commitment or some change in the level of intimacy.

Many people wonder if what is happening to them is domestic violence because their partner has never hit them. Physical abuse is probably what most people think of when they think about domestic violence, but it is just one of the many ways that your partner might try to gain power and control in your relationship.

Ways a person might try to gain power and control over their partner include:

- Isolation - making it hard for you to see your friends and family; telling you that your friends and family cause problems in the relationship or are trying to "come between you."
- Economic abuse - having complete control over the money; making you account for every penny you spend; taking your money from you.
- Verbal, emotional, psychological abuse - calling you names; putting you down or embarrassing you in front of other people; criticizing your abilities as a partner or parent.
- Intimidation - making you afraid with a look, action, or gesture; getting you to do something by reminding you about "what happened last time."
- Coercion and threats - showing you a weapon and threatening to use it on you; threatening to "out" you to family, friends, or employers if you are gay or lesbian; threatening to harm your family, friends, or anyone you might go to for help.
- Physical abuse - pushing, grabbing, hitting, slapping, punching, or kicking you.
- Sexual abuse - forcing you to have sex when you don't want to; making you engage in sexual acts that make you uncomfortable; forcing you to engage in prostitution.
• Using children - undermining your authority with your children; threatening to take the children away from you by kidnapping or getting custody of them; "pumping" your children for information about you.

• Minimizing, denying, blaming - making you think the abuse is your fault; saying the abuse was caused by stress, alcohol, or problems at work; denying that the abuse happened at all.

These are some of the most common ways that abusers try to control their partners, but certainly not the only ones. If your partner does things that restrict your personal freedom or that make you afraid, you may be a victim of domestic violence.

Stalking

Stalking is the term used to describe repeated harassing or threatening behavior toward another person. A stalker can be a stranger or someone the victim knows including a partner, an ex-partner, or a family member. Stalking is generally considered to be any unwanted contact between a stalker and his/her victim that directly or indirectly communicates a threat or places the victim in fear. If you are a victim of domestic abuse or stalking, you may be able to obtain protection through the court system through an Order of Protection. Some abusive behavior including stalking is also a violation of criminal laws and subject to prosecution. Victims of domestic abuse or stalking should see Student Services regarding resources for counseling and other support services.

Violence Policy

Metropolitan College of New York is committed to providing faculty, staff and students with a safe and secure environment that is free from threats and acts of intimidation or violence.
For the purpose of this policy, “workplace violence” shall mean any behavior, act or statement that:

- Would be interpreted by a reasonable person to be aggressive, intimidating, harassing, or unsafe and
- Which carries an expressed or implied intent to cause harm to a person or property

**Hazing**

MCNY policy and New York State Law prohibit all forms of hazing. Hazing is defined as any action taken or situation created which, regardless of location or consent of the participants, recklessly or intentionally endangers mental or physical health or involves forced consumption of alcohol or other drugs for the purpose of initiation into or affiliation with any organization at the College. All instances of hazing should be immediately reported to an MCNY official, such as the Campus Security Staff or the Dean of Students. All allegations of hazing shall be fully investigated. Individual violators are subject to disciplinary actions by the College, up to and including dismissal from the College. Any organizational violators may have their permission to operate on campus withdrawn. All students, faculty, staff and campus visitors or invitees are subject to these regulations. In addition, violators are also subject to any applicable provisions of the penal code.

**Violence Definitions**

Any act of intimidation, threat of violence, or act of violence committed against any person on the property of Metropolitan College of New York is prohibited.
• Intimidation: A physical or verbal act toward another person, the result of which causes that person to reasonably fear for his/her safety or the safety of others. Threat of Violence: A physical or verbal act, which threatens bodily harm to another person or damage to the property of another.

• Act of Violence: A physical act, whether or not it causes actual bodily harm to another person or damage to the property of another.

Metropolitan College of New York will take prompt disciplinary action, up to and including discharge or expulsion, against any employee or student who engages in the above mentioned manner. The purpose of this policy is preventive. It is the responsibility of each employee and student to contribute to a safe working and learning environment. Metropolitan College of New York cannot do its part to prevent violence in the workplace without your full cooperation.

Violence Warning Signs

There is no exact method to predict when a person will become violent. One or more of these warning signs may be displayed before a person becomes violent, but they do not necessarily indicate that an individual will become violent. A display of these signs should trigger concern as people experiencing problems usually exhibit them:

• Verbal, nonverbal, or written threats or intimidation, explicit or subtle
• Fascination with weaponry and or acts of violence
• Expression of a plan to hurt self or others
• Feelings of persecution, expressed distrust, especially with authority figures
• Frequent interpersonal conflicts
• Displays of unwarranted anger
- Indications of marked mood swings
- Vandalism—violence toward inanimate objects
- Sabotaging projects or equipment
- Holding a grudge against a specific person; verbalizing a hope that something will happen to him or her.

Employees and students who are concerned about potentially violent behavior of coworkers or classmates should report their concerns to the appropriate College official.

**Weapons in the Workplace and on Campus**

Metropolitan College of New York strictly prohibits employees and students from possessing weapons of any kind on the premises. The prohibition explicitly includes firearms of any type, including those for which the holder has a legal permit, with the exception of firearms carried by off-duty police officers or other peace officers. Other examples may include but are not limited to box-cutters, knives, mace, or any instrument or device used for attack. Employees and students are not permitted to bring weapons to the work site or keep weapons on school property. The school property covered by this policy includes property of any nature owned, controlled or used by the College, including but not limited to offices, desks, file cabinets and lockers. This policy is designed to ensure the health and safety of all employees and students on campus. A violation of this policy may result in disciplinary action up to and including immediate discharge or expulsion. Police officers or peace officers who fall within the exception above must seek written approval from the College President to bring the weapon on campus, and provide any requested documentation to support the granting of this approval.
Workplace Violence Procedures

Employees and students who experience, observe, or become aware of acts of violence must immediately report such conduct to Security or, if Security is unavailable, must call 911. Confidentiality will be maintained to the extent that circumstances permit. Metropolitan College of New York will not tolerate any form of retaliation against any employee or student for making a report under this policy. Likewise, no employee or student will suffer any retaliation for having complied with this policy. The College will investigate any acts of violence that take place on the College campus in coordination with local law enforcement agencies.

Emergency Responses and Evacuation Procedures

The College will notify the campus community immediately of a significant emergency or dangerous situation involving an immediate threat on or near the College. The College offers an emergency alert system called E2Campus that can notify students of an emergency situation by text message, voice message, and/or email message. Students are urged to sign up to receive messages through this system through the College’s web page. This notification system will be tested annually.

Advice and Updates to Students Regarding Security Procedures

In addition to the information contained herein, the College Advisory Committee on Campus Safety reviews current campus security policies and procedures and makes recommendation for their improvement. Students and employees are advised and updated regarding campus security procedures in a number of ways. Depending on the nature of the change, letters may be sent out to the student body. The College’s website is updated immediately and publications such as the Student Handbook are updated at their next printing. In addition to the above methods, College employees are notified of any policy changes through
institution-wide emails, postings on bulletin boards, etc. The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. To receive such information, please contact the Director of Student Services at 212 343-1234, or visit the Department of Education website at: http://ope.ed.gov/security/index.asp.

Public Safety

MCNY's annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in off-campus building or property owned or controlled by the College; and on public property within, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning alcohol and drug abuse, crime prevention, the reporting of crimes, sexual assault and other matters. You can obtain a copy of this report by contacting Admissions (ext.. 5001), Student Services (ext.. 5009) or Security (ext.. 2000), or by accessing our website at mcny.edu.

State Laws Regarding Sex Offenses

The College is committed to educating the campus community about sexual harassment and sexual assaults. This includes raising awareness about the nature of the conduct, advising about the consequences of such behavior, and outlining the procedures to follow in the event of an instance. In addition to College sanctions, there are potential criminal penalties that can be imposed, as sexual assault is prosecuted criminally in New York State. The New York State Legislature has mandated that colleges make this information available to students as part of an ongoing effort to raise awareness, educate students, and combat sexual assault. Sex offenses are defined in the New York State Penal Code and include: rape, sodomy, sexual abuse, aggravated sexual abuse, and sexual misconduct. These offenses are ranked and carry different punishments.
ranging from a few months imprisonment for misdemeanors, to up to 25 years imprisonment for felonies.

In New York, a person can be found guilty of rape in the first, second, or third degree, all of which are punishable as felony crimes that carry prison sentences of up to 25 years. Rape in the first degree occurs when a person engages in non-consensual intercourse with another by physical force, coercion or threat, or with a person who is incapable of consent by reason of being physically helpless or under age. Under the law, the term sexual intercourse has as its common meaning penile - vaginal - and occurs upon any penetration, however slight. It is a first-degree rape if the victim is mentally incapacitated by the influence of drugs, or alcohol is administered without consent.

Consent is an element of every sexual offense defined in the penal code, with the exception of consensual sodomy. In these sexual offenses, the sexual act was committed without consent of the victim. Lack of consent results from: forcible compulsion; incapacity to consent; or where the offense charged is sexual abuse, any circumstances, in addition to forcible compulsion or incapacity to consent, in which the victim does not expressly or implied, acquiesce in the actor’s conduct. Non-consensual sodomy, in its varying degrees, is a felony or misdemeanor crime, punishable by up to 25 years imprisonment. Sodomy occurs when a person engages in deviant sexual intercourse with another. Deviant sexual intercourse is defined as sexual conduct between persons not married to each other consisting of various contact between the mouth, sexual organs, and rectum.

Sexual abuse, in its varying degrees, can be a felony crime, and occurs when a person subjects another to sexual contact by forcible compulsion or when the other person is incapable of consent. Sexual contact means any touching of the genitals or other intimate parts of a person
for the purpose of gratifying sexual desire. Convictions for sexual abuse include penalties ranging from three months to seven years imprisonment. Aggravated sexual abuse occurs when a person inserts a finger or foreign object into the vagina, urethra, penis or rectum of another person without the person’s consent causing physical injury. Convictions for aggravated sexual assault include penalties of up to 25 years imprisonment.

Sexual misconduct occurs when there is sexual intercourse or sodomy without the consent of the victim. By law, a person under seventeen is considered incapable of giving consent. Sexual misconduct is a class A misdemeanor. A person is deemed incapable of consent when one is: less than 17 years old; or mentally defective; or mentally incapacitated or physically helpless.

For your reference, the penal code provides the following definitions: Mentally defective means that a person suffers from a mental disease or defect, which renders one incapable of appraising the nature of one’s conduct. Mentally incapacitated means that a person is rendered temporarily incapable of appraising one’s conduct owing to the influence of narcotic or intoxicating substance administered without one’s consent, or to any other act committed upon the person without consent. Physically helpless means that a person is unconscious or any other reason, physically unable to communicate a willingness to act.

Forcible compulsion means to compel by either: use of physical force; or a threat, express or implied, which places a person in fear of immediate death or physical injury to himself or another person, or in fear that he, she or another person will immediately be kidnapped. Alcohol or drug use will not be a defense against a charge of rape or sexual assault.
State Laws Regarding Bias Crimes

According to the Hate Crimes Act of 2000 (article 485), a person commits a hate crime when he or she commits a specified offense and either (a) intentionally select the person against whom the offense in committed or intended to be committed in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct, or (b) intentionally commits the act or acts constituting the offense in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct.

The Hate Crimes Act provides for minimum sentences if a person is convicted of a hate crime, depending on the underlying specified offense.

When a person is convicted of a hate crime and the specified offense is a misdemeanor or a class C, D or E felony, the hate crime shall be deemed to be one category higher than the specified offense the defendant committed, or one category higher than the offense level applicable to the defendant's conviction for an attempt or conspiracy to commit a specified offense, whichever is applicable.

When person is convicted of a hate crime and the specified offense is a class B felony:

- the maximum term of the indeterminate sentence must be at least six years if the defendant is sentenced pursuant to section 70.00 of the New York Penal Code;
- the term of the determinate sentence must be at least eight years if the defendant is sentenced pursuant to section 70.02 or the New York Penal Code;
the term of the determinate sentence must be at least twelve years if the defendant is sentenced pursuant to section 70.04 of the New York Penal Code;

• the maximum term of the indeterminate sentence must be at least four years if the defendant is sentenced pursuant to section 70.05 of the New York Penal Code; and

• the maximum term of the indeterminate sentence or the term of the determinate sentence must be at least ten years if the defendant is sentenced pursuant to section 70.06 of the New York Penal Code.

When a person is convicted of a hate crime and the specified offense is a class A-1 felony, the minimum period of the indeterminate sentence shall be not less than twenty years.

Redress By law, a student, faculty member, or any other person who believes he or she has been aggrieved by an institution of higher education has the right to file a complaint first with the institution, and, subsequently, if he or she has been unable to resolve the issue directly with the institution, with the State Education Department. In the latter instance, and within three years of the alleged incident or problem, a written complaint should be directed to: The State Education Department, Postsecondary Complaint Registry, One Park Avenue, 6th Floor, New York, New York 10016. Contact the Office of the President for further information.

Off-campus Behavior

Students may be subject to College discipline and sanctions for violations of the above policies that take place off-campus. In the discretion of the Dean of Students, the College may address such violations if the off-campus conduct impairs college-related activities or affairs of another member of the college community or creates a risk of harm to any member or members of the college community. Complaints of sexual assault or sexual harassment involving students will be addressed by the College through these procedures regardless of where they occur. Off-
campus activities that are wholly unrelated to the College and its educational programs may be determined to be better handled by law enforcement authorities. The Dean of Students will determine whether the activities in question have sufficient connection to, or impact on, College activities to merit investigation and disciplinary action by the College.
Admissions

Location
Metropolitan College of New York
Office of Admissions
60 West Street, 1st floor
New York, NY 10006

Contact Information
• Phone: 212-343-1234, ext. 5001
• Fax: 212-343-8470
• Email: admissions@mcny.edu

We also have a Bronx campus located at 463 East 149th Street, The Bronx, NY 10455, 718- 665-7787

Undergraduate Academic Requirements
Here are the admissions requirements for all undergraduate programs:
• A Completed Online Application for undergraduate admission
• Official high school transcript
• Passing scores on the College’s entrance exam
• Recent high school graduates may submit SAT scores in lieu of taking the entrance exam. (The CEEB code for MCNY is 2157)
• Students transferring from community colleges or four-year colleges that show evidence of having completed a college-level English and mathematics course with a “C” or better will be exempt from taking the entrance exam.

If you have questions or comments about admissions, please email us at admissions@mcny.edu or call 1-800-33-THINK ext. 5001.

All admission documents become the property of the college and are not to be copied for release to students or third parties.

Graduate Admissions Requirement
MBA:
1. A Complete Online Application for Graduate Admission
2. A Bachelor's degree from an accredited college or university
3. Official transcripts from all colleges/universities attended
4. Two letters of recommendation
5. 350-500 word essay describing the business venture the student will develop and work on during the program

Applicants may have to come in for an individual interview. If so, we will contact you for an appointment.

Applications cannot be reviewed until all of the necessary documentation is submitted.

Application Deadlines:
Applications can be submitted at any time and the College accepts students on a rolling basis.

Master of Public Administration
1. A Completed Online Application for Graduate Admission.
2. Two Letters of Reference.
3. Essay of 350-500 words describing, What I hope to gain from the Master's degree program at Metropolitan College of New York.
4. Official transcripts sent from undergraduate institution(s) attended (and graduate institutions if applicable). International students please note, international transcripts must be evaluated by World Education Services (WES); you can learn more about the WES evaluation process at http://www.wes.org/.
5. Resume

The following steps are only required for MPA in Public Affairs and Administration
1. Field Supervisor Form (see application forms)
2. Letter of Agreement (see application forms)

An interview may be required as a possible admissions requirement for all applicants.

Application Deadlines
Applications can be made at any time. The College accepts students on a rolling admission basis for the three terms per year. Semesters begin: Fall - immediately following Labor Day, Spring - the first week of January, Summer - late April/Early May.
MPA in Emergency and Disaster Management:
1. A Completed Online Application for Graduate Admission..
2. Two Letters of Reference.
3. Essay of 350-500 words describing, What I hope to gain from the Master's degree program at Metropolitan College of New York.
4. Official transcripts sent from undergraduate institution(s) attended (and graduate institutions if applicable). International students please note, international transcripts must be evaluated by World Education Services (WES); you can learn more about the WES evaluation process at http://www.wes.org/.
5. Resume

Applicants may have to come in for an individual interview. If so, we will contact you for an appointment.

Applications cannot be reviewed until all of the necessary documentation is submitted.

Application Deadlines
Applications can be made at any time. The College accepts students on a rolling admission basis for the three terms per year. Semesters begin: Fall - immediately following Labor Day, Spring - the first week of January, Summer - late April/Early May

Master in Science and Education:
1. A Completed Online Application for Graduate Admission..
2. Two Letters of Reference.
3. In person writing sample
4. Director’s Interview
5. GRE or MAT (Miller Analogies Test)
6. Official transcripts sent from undergraduate institution(s) attended (and graduate institutions if applicable). International students please note, international transcripts must be evaluated by World Education Services (WES); you can learn more about the WES evaluation process at http://www.wes.org/.
7. Resume
Application Deadlines

Applications can be made at any time. The College accepts students on a rolling admission basis for the three terms per year. Semesters begin: Fall - immediately following Labor Day, Spring - the first week of January, Summer - late April/Early May.

Applications cannot be reviewed until all of the necessary documentation is submitted.

For All Applicants except MPA in Emergency and Disaster Management Online:

Proof of Immunizations - New York State Public Health Law 2165 requires all students born on or after January 1, 1957 to supply proof of immunizations for Measles, Mumps, and Rubella prior to registration.

Tuition Rate Guarantee

MCNY offers tuition rate guarantee* in order to keep their educational cost affordable. Tuition rate will remain constant for students as long as they remain in the same course of study and attend at least every Fall and Spring semester until degree completion.

Continuing students who wish to confirm their tuition cost should review their billing statement and/or contact the Bursar’s office at sfs@mcny.edu or 212.343.1234 x5002.

Students who leave for one semester or more (excluding Summer) and return will be charged the current tuition rate for new students. MCNY’s current tuition rate by program are listed below.

Review the tuition and fee rates for new students entering Summer, Fall, or Spring semester of the 2018-2019 Academic Year.

<table>
<thead>
<tr>
<th>FALL 2018</th>
<th>CREDITS (PER TERM)</th>
<th>PART-TIME &amp; ADDITIONAL (PER CREDIT)</th>
<th>TUITION (PER TERM)</th>
<th>COLLEGE SERVICES FEE 9 OR MORE CREDITS (PER TERM)</th>
<th>COLLEGE SERVICES FEE 8 OR FEWER CREDITS (PER TERM)</th>
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91
## THE AUDREY COHEN SCHOOL FOR HUMAN SERVICES AND EDUCATION

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
<th>Tuition 1</th>
<th>Tuition 2</th>
<th>Tuition 3</th>
<th>Tuition 4</th>
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<td>12-18</td>
<td>$778</td>
<td>$9,302</td>
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<td>$285</td>
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<td>$9,302</td>
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<td>$285</td>
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<td><strong>MASTER OF SCIENCE DUAL IN CHILDHOOD AND SPECIAL EDUCATION</strong></td>
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## SCHOOL FOR BUSINESS

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## SCHOOL FOR PUBLIC AFFAIRS AND ADMINISTRATION

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<th>Program</th>
<th>Credits</th>
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<th>Tuition 2</th>
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**SCHOOL FOR PUBLIC AFFAIRS AND ADMINISTRATION**

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<td>Varies</td>
<td>$800</td>
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<td>$395</td>
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**Fees & Related Expenses**

- **Undergraduate College Fee (9 credits or more)**: $425
- **Undergraduate College Fee (8 credits or less)**: $285
- **Graduate College Fee**: $395
- **Virtual Lab Fee (Information Technology programs only)**: $98
- **Replacement Student ID**: $10
- **Returned Check Fee**: $40
- **Transcript Fee**: $8
- **Undergraduate Application Fee**: $30
- **Graduate Application Fee**: $45
*The College reserves the right to adjust the amount of Tuition and Fees whenever necessary.

Apply for Aid

We understand that the process of applying for admission and paying for your education can be confusing and stressful. Student Financial Services is here to help you navigate these issues. Whether you are worried about your school expenses, having difficulty managing your finances, or simply need some guidance, we encourage you to take advantage of our services. Below is information about our office and the financial services available to you.

MCNY's Office of Student Financial Services (SFS) provides financial assistance and financing options. We are committed to making all reasonable effort to removing need as a barrier to matriculation and to applying need analysis and awarding policies equitably across the college. Our primary role is to identify possible sources of assistance and financing options for students and their families so that admitted students can enroll and continuing students can successfully complete their course of study.

Student Financial Services is happy to answer any questions you may have, including those about financial aid eligibility and financing options. Please do not hesitate to contact us at 212.343.1234 x5004 for Financial Aid or x5002 for Bursar or email us at sfs@mcny.edu.

We also have office hours Monday and Thursday 10am – 7pm, Tuesday and Wednesday 10am – 6pm, and Friday, 1pm – 6pm. We are also open every 1st and 3rd Saturday of the month from 10am-2pm.

Transfer Credit

Complete your degree faster and increase your earning potential by transferring to MCNY! Metropolitan College of New York makes applying easy for transfer students. Our
rolling admission policy allows students to apply and enroll in any of our three semesters. If you apply online, we'll waive the application fee!

Our flexible credit policy allows applicants to transfer as many credits as appropriate. Students may transfer up to 90 credits, depending on program requirements and individual transcripts.

Transfer students are also required to submit an official transcript from each institution previously attended, prior to start of the semester.

Students may transfer credits from another college into the:

- Articulation Agreements
- Associate Degree programs
- Bachelor's Degree programs
- Master's Degree programs

To arrange for a transfer credit review, contact the Admissions Office.

Transfer Articulation Agreement

MCNY has Transfer articulation agreements with several Community and Private Colleges that make transferring effortless and efficient. Through our Transfer Articulation Agreements MCNY ensures that students from those institutions who meet the admissions criteria can seamlessly transfer to Metropolitan College. Transfer students who meet the admissions criteria are eligible for the $4000 Transfer Articulation grant.

Transfer students who have completed an Associate degree from the colleges listed below may qualify to pass over the first four semesters and enter directly in our fifth semester as a junior. The Bachelor’s degree can then be completed in just 16 months!

- Community Colleges:
Transferring to Associate’s Degree Programs

You may be awarded up to 12 credits toward the undergraduate Associate degree. Credits are transferable if you have earned a "C" or better in courses comparable to the MCNY degree program curriculum into which you are accepted.

• Audrey Cohen School for Human Services and Education, Associate of Arts (AA) degree
• School of Management, Associate of Science (AS) degree
Transferring to Bachelor’s Degree Programs

Four-year college transfer students may be awarded up to 90 credits toward the undergraduate Bachelor's degree. Credits are transferable if you have earned a "C" or better in courses comparable to the MCNY degree program curriculum into which you are accepted.

For students who want to earn the Bachelor of Business Administration degree, the College-Level Examination Program® or CLEP provides students with an opportunity to demonstrate college-level achievement through a program of exams. Click here for information about CLEP testing. CLEP examination results are due the semester prior to registering for the course(s). You may receive up to 35 CLEP credits within a maximum of 64 transfer credits toward your Bachelor's degree in Business. Click here for a chart of MCNY's CLEP equivalents: MCNY School of Management CLEP chart.

Advance Standing (Life Experience) Program: Students entering the Bachelor of Human Services (BPS) with extensive professional experience may be eligible for the Advance standing program. Exemptions for one, two, or three semesters may be granted for significant, paid work experience through a guided portfolio development program.

Life/Professional Experience: The Life Experience Program gives students the opportunity to apply their Prior Learning Experience towards a college degree. Bachelor of Business Administration (BBA) students enrolled in the School of Management with extensive professional experience and previous education may apply for the Prior Learning Experience, which will allow them to advance their college standing. A maximum of nine (9) credits are awarded towards the BBA degree, upon presentation of a formal portfolio by the student. Contact Admissions for more information.
Military Experience: MCNY honors veterans and the sacrifices they have made serving our country. Military coursework will be considered toward your MCNY degree by using the SMART and AARTS transcript. All transferable coursework complies with guidelines set forth by the American Council on Education.

Transferring to Master’s Degree Programs

You may be awarded up to 6 credits toward the graduate degrees. Credits are transferable if you have earned a "B" or better in courses comparable to the MCNY degree program curriculum into which you are accepted. (The MBA in Financial Services permits up to 12 credits in transfer.)

Credits earned within a degree cannot be transferred. Only credits earned within 5 years will be accepted.

- Audrey Cohen School for Human Services and Education, The Master of Science in Education
- School of Management, Master of Business Administration (MBA) degrees
- School of Management, Master of Public Administration (MPA) degrees
- Articulation Agreement - MPA in Emergency and Disaster Management

Exemption Credits

If you transfer between programs (Human Services or Business) at the same grade level (undergraduate or graduate), you may be awarded "exemption" for comparable courses within the program into which you are registering.
International Students

If you are looking to make New York City your classroom, then you have come to the right place. At Metropolitan College of New York, we offer a wide variety of accredited undergraduate and graduate majors. We welcome you to learn more about our innovative programs by visiting our academic programs link above.

Studying in the heart of Manhattan provides our students everything they need within a matter of minutes. To add to the richness already found in the largest city in North America, we pride ourselves on selecting a diverse population of unique students from over 40 countries. If you would like to contribute to our global learning environment, we encourage you to review the information on this page carefully. It contains the required information needed to give you a prompt admission decision. Please note that international students outside the United States should initiate the application process as early as possible to ensure admission into their semester of choice.

Application Process for International Students

Application Deadlines

To ensure enough time to obtain a student visa, we advise you to complete your application package and mail all required items to MCNY by:

April 1 for summer admission
August 1 for fall admission
December 1 for spring admission

Late applications will be reviewed if space available. We recommend filling out an inquiry form before applying. Once MCNY has received your all of your application materials, you can expect an admission decision within two weeks of submitting all required materials.

Undergraduate Admission Requirements

In reviewing your application for undergraduate admission, MCNY requires the following for all international students:
1. A MCNY International Student Application available for download at International Student Application

Paper applications and all other admission materials should be mailed to:

Office of Admission
Metropolitan College of New York
c/o International Student Admission
60 West Street
New York, NY 10006
U.S.A.

2. Personal Statement/Essay (one page minimum) indicating your interest in pursuing an undergraduate level of study at MCNY.

3. A high school GPA of 2.5 or higher is required. Original or certified copies of secondary school transcripts, and college/university transcripts, translated into English and listing individual courses including types, number, and grades received. High school diplomas will not be accepted without an accompanying high school transcript. Transfer students from colleges/universities outside the United States seeking admission to MCNY may be required to submit a course by course evaluation conducted by WES, ECE or Globe Language Services.

4. One of the following English Language Proficiency Requirements:
   • TOEFL Scores – Ibt (75 or above) or PbT (537 or above)
   • IELTS – Academic band score of 6.0 or higher
   • LSI – Completion of Advance Level English course (recommendation letter from language instructor required)
   • ELS – Completion of ELS Language Center course of 112 or higher
   • Kaplan – Completion of an Advance Level English course (recommendation from language instructor required)
   • ACT or SAT – MCNY will accept an ACT composite score of 18 or above or an SAT score of 860. The SAT score is a combined score of the Critical Reading and Math portions of the exam. The Critical Reading portion by itself should be no less than 430.
   • For students already in New York City, they may take the MCNY Accuplacer Examination to meet the English Language Proficiency Requirements. Students will need to achieve a minimum of 60 on the Reading section and a minimum score of 65 on the sentence skills portion of the examination.
Only one of the above mentioned tests (that meets the minimum requirements for admission) is necessary. Official scores of the TOEFL, IELTS, ACT, SAT or ELS course 110 completion must be sent directly to MCNY from the test administration site. In most cases, MCNY will allow certified copies stamped by a high school counselor, high school administrator or EducationUSA Adviser. CEEB/TOEFL School Code: 2157

5. One letter of reference from your school guidance counselor or headmaster, your English teacher or a community member from a club or service organization you are involved in. These are included in the MCNY International Student Application. Letters submitted on official school letterhead may be substituted in lieu of the official MCNY form.

6. An MCNY Statement of Financial Support for International Students with supporting documents, i.e. bank statements, income/salary statements of parents from their employers or a sponsorship letter. The College Board International Student Financial Aid Application may be used in lieu of the MCNY Statement of Financial Support. Supporting documents, i.e. bank statements, income/salary statements of parents from their employers or a sponsorship letter will still need to be submitted.

7. An Immunizations Form indicating MMR. New York State public health law requires that college and university students provide documentation of immunity to measles, mumps, and rubella (MMR) before their first term of study. Students should submit completed immunization documentation for MMR 30 days prior to registering for classes. Although it is not required for an admission's decision we encourage you to submit your immunization record with your application. Students will not be able to register for classes without documentation of MMR.

MCNY is authorized under Federal law to enroll nonimmigrant alien students and is fully accredited under the Middle States Association of Colleges and Schools.

Graduate Admission Requirements

In reviewing your application for graduate admission, MCNY requires the following for all international students:

1. A MCNY International Student Application available for download at International Student Application

Paper applications and all other admission materials should be mailed to:

Office of Admission
Metropolitan College of New York
c/o International Student Admission
60 West Street
New York, NY 10006
U.S.A.
2. A Personal Statement/Essay (one page minimum) indicating your interest in pursuing a graduate level of study at MCNY.

3. A bachelor's degree with a GPA of 3.0 or higher from an accredited institution of higher education in your home country. Applicants receiving bachelor's degree outside of the USA may be required to submit a course by course evaluation by WES, ECE or Globe Language Services.

4. One of the following English Language Proficiency Requirements:
   - TOEFL Scores – IbT (80 or above) or PbT (550 or above)
   - IELTS – Academic band score of 6.5 or higher
   - LSI – Completion of Advance Level English course (recommendation letter from language instructor required)
   - ELS – Completion of ELS Language Center course of 112 or higher
   - Kaplan – Completion of an Advance Level English course (recommendation from language instructor required)
   - A Bachelor's degree from an accredited institution within the United States, United Kingdom, Canada or Australia with a GPA of 3.0 or higher.
   - A GMAT score of 520 or higher.
   - A GRE verbal score of 440 or higher and writing score of 3.5 or higher.
   - A revised GRE verbal score of 145 and a writing score of 3.5 or higher.
   - For students already in New York City, they may take the MCNY Accuplacer Examination to meet the English Language Proficiency Requirements. Students will need to achieve a minimum of 65 on the Reading section and a minimum score of 70 on the sentence skills portion of the examination.
   - Only one of the above mentioned tests (that meets the minimum requirements for admission) is necessary. Official scores of the TOEFL, IELTS, ACT, SAT or ELS course completion should be sent directly to MCNY from the test administration site. In most cases, MCNY will allow certified copies of documents that are stamped by a high school counselor, high school administrator or EducationUSA adviser. CEEB/TOEFL School Code: 2157

5. Two letters of reference from a professor or work supervisor. These are included in the MCNY International Student Application. Letters submitted on official school or company letterhead may be substituted in lieu of the official MCNY form.

6. An MCNY Statement of Financial Support for International Students with supporting documents, i.e. bank statements, income/salary statements of parents from their employers or a sponsorship letter. The CollegeBoard International Student Financial Aid Application may be used in lieu of the MCNY Statement of Financial Support. Supporting documents, i.e. bank
statements, income/salary statements of parents from their employers or a sponsorship letter will still need to be submitted.

7. An Immunizations Form indicating MMR. New York State public health law requires that college and university students provide documentation of immunity to measles, mumps, and rubella (MMR) before their first term of study. Students should submit completed immunization documentation for MMR 30 days prior to registering for classes. Although it is not required for an admission's decision we encourage you to submit your immunization record with your application. Students will not be able to register for classes without documentation of MMR.

8. Please note that some programs require an interview with the Dean of the desired program of study. Please consult the academic pages to see if your desired graduate program requires an interview, field placement assignment or additional information to satisfy admission requirements.

MCNY is authorized under Federal law to enroll nonimmigrant alien students and is fully accredited under the Middle States Association of Colleges and Schools.

Instructions for the Statement of Financial Support
for International Students

Please read the following instructions carefully before completing the Statement of Financial Support and submitting evidence of funding. Your application for admission will not be considered without completion of this form.

U.S. Immigration and Naturalization Service regulations require institutions to obtain evidence that applicants have adequate financial resources for their expenses while studying in the U.S. Funds may come from a variety of sources including scholarships, fellowships, sponsoring agencies, continuance of salary, the applicant’s family, or any dependable source. The completion of the enclosed Statement of Financial Support, along with the supporting evidence of funding is a required part of the International Student Admission decision process.

All international applicants, both those applying from outside the United States and those currently in the United States, must submit the Statement of Financial Support and provide evidence of funding.

Please submit ALL of the following:

1. A Statement of Financial Support that is fully completed and signed.

2. A Statement from sponsor, certifying type and amount of financial support. The statement must include: applicant’s name; duration of support (in years); amount of support (per year and/or total amount); conditions of support (if any); number of people being supported by the sponsor and in what amounts; certification that the indicated funds are available and that the funds will be provided for the applicant’s education and living expenses; sponsor’s name and signature; and the date.
3. Evidence that sponsor has sufficient funds for sponsorship. Evidence may be in the form of one or more of the following:

a. A bank statement indicating the amount of funds in the account, the name in which the account is held, and the length of time that the account has been in effect;

b. A letter from the sponsor’s employer stating income and length of employment;

c. Any similar proof indicating that sufficient funds will be available to meet sponsorship.

Please note that you may be asked to submit further evidence of funding if such evidence is deemed necessary by MCNY.

Undergraduate Estimated Expenses

Estimated expenses are for full-time study for one academic year (2 semesters). Amounts listed are in United States dollars. Students wishing to take an additional semester per year (3 semesters) should plan on additional tuition expenses.

Undergraduate Net Cost Direct Charges

Tuition $16,965

School fees $520

Total Net Cost Direct Charges $17,485

Incidental Charges

Room and board $10,000

Personal Expenses $1,000

Books and supplies $500

Health insurance $500

Total Incidental Charges $12,000

Total Undergraduate Comprehensive Fee $29,485

Graduate Estimated Expenses

Estimated expenses are for full-time study for one academic year (3 semesters, or 4 semesters for the MPA Emergency and Disaster Management Program). Amounts listed are in United States dollars. Students wishing to take two semesters per year should plan on paying less per year but should still provide proof of funding for the entirety of their program.

Graduate Net Cost Direct Charges

Tuition
All MBA $37,575  
All MSED $32,085  
MPA $34,605  
MPA-Emergency & Disaster Management $40,455  
School fees $780.00  
Total Net Cost Direct Charges $32,865-$41,235  
Incidental Charges  
Room and board $10,000.  
Personal Expenses $1,000  
Books and supplies $500  
Health insurance $500  
Total Incidental Charges $12,000  
Total Comprehensive Fee *$44,865-$52,455  
*Total Comprehensive Fee will depend on a student’s selected field of study.  
4 MCNY Statement of Financial Support

Definition of Terms:

Personal Funds Student’s own savings or draft/checking account funds. An original letter on bank stationery indicating sufficient funds is required. Date the account(s) opened, name of account holder, and present balance are required.

Family Funds Student’s family savings or draft/checking account funds. Real estate holdings, personal property, and common stock holdings should NOT be used to confirm financial support. An original letter on bank stationery indicating sufficient funds is required. Date the account(s) opened, name(s) of account holder, and present balance are required.

Family or Private Sponsor Private sponsor’s savings or draft/checking accounts funds. Real estate holdings, personal property, and common stock holdings should NOT be used to confirm financial support. An original letter on bank stationery indicating sufficient funds is required. Date the account(s) opened, name(s) of account holder, and present balance are required.

Government or Agency Sponsor An original, official letter of Billing Authorization is required. Full disclosure of the extent and amount of government or agency support is necessary. Inclusive dates of sponsorship or special conditions are required.
Foreign Government Loans Authorized/approved loan guarantee forms or letters are required. Inclusive dates of authorization and distribution of funds are required.

College Support MCNY Financial support is LIMITED. Please see the sections entitled International Student Financial Aid & Scholarships in the instructions portion of the International Student Application.

Proof of Funding Templates

Sample Bank Statement

On Bank Stationery

To Metropolitan College of New York:

This is to certify that [name of sponsor] holds an account with our bank. The amount of funds available in this account is [amount in the applicant’s country’s currency], equivalent to [amount in U.S. dollars]. This account has been in effect since [date].

[Signature of Bank Official] [Date]

Bank Seal or Stamp

Sample Letter from Sponsor’s Employer

On Employer’s Stationery

To Metropolitan College of New York:

This is to certify that [name of sponsor] has been employed at [name of company] since [month and year].

His/Her salary is [amount per month or year].

[Signature of Employer] [Date]

Sample Sponsor Statement

[Sponsor’s name and address]

To Metropolitan College of New York:

This is to certify that I, [name of sponsor], will sponsor [applicant’s name] during his/her studies at Metropolitan College of New York. To this end, I will provide no less than [dollar amount] per year for [number of years] to be used toward the applicant’s educational and living expenses. [List any conditions of the award.] [Indicate the number of other people being supported, including family members in the home country.]

[Signature of Sponsor] [Date]
This form must be completed by students who require a visa to study in the United States.

Metropolitan College of New York
Office of Admission, 60 West Street, New York, NY 10006, U.S.A

Statement of Financial Support for International Students
Instructions: A Certificate of Eligibility (I-20 or DSP-66) will not be authorized until this form is completed and returned to MCNY. The College will include information from this form in your Certificate of Eligibility and acceptance letter. Both documents must be shown to the U.S. Consulate to obtain a visa. Please read carefully and answer all questions regarding the source(s) of your financial support while attending MCNY.

PLEASE PRINT OR TYPE

Student’s name:_________________________________________________________________________

____

Last (family name) First Middle

Date of birth:_________________ Country of birth:________________ Citizenship:_______________

Month/Day/Year

Permanent address:_______________________________________________________________________

____________

Address

__________________________________________

____________
City State Zip code Country

Permanent telephone number: ___________________________ E-mail address: ____________________________

PERSONAL OR FAMILY SAVINGS

___________________________________________
Name of bank

___________________________________________
Address of bank

___________________________________________
Name of bank official or contact person

___________________________________________
Title of official Phone number

Guaranteed support:
Please list amount of financial support available for the appropriate year in United States dollars.
First Year..........................................$ ______
Estimated future support
Second Year......................................$ ______
Third Year........................................$ ______
Fourth Year.......................................$ ______

FAQs
We can imagine that you have many questions related to gaining admission at MCNY. We have compiled a list of the most common asked questions by incoming international students. We
suggest that you review this Q&A section before contacting an MCNY representative. You can use the Find (Crtl+F) feature on most computers to search for key words.

1. Can I apply to MCNY online or is there a special application for international students?

Online applications are reserved for domestic students only. At this time, all international students must download the MCNY International Student Application. The MCNY International Student Application can be found on the application page of our website. The application itself can be filled out electronically or by hand but must be printed or saved as a PDF file. International students can send completed applications directly to MCNY by post or as a PDF attachment. For students already in NYC, paper applications can be left at the front desk of the MCNY Office of Admission. Please note that there is no international student application fee.

2. Is there an application deadline?

Yes, April 1 for summer admission, August 1 for fall admission and December 1 for spring admission.

3. I am a current international at MCNY, can I get authorization to work?

Our philosophy of Purpose Centered Education means you learn by doing, there employment or an internship is a component many of the majors offered at MCNY. While we don't offer on campus employment for students, MCNY has the authority to grant students CPT (curriculum practicum training) during their 2nd semester or after 5 months attendance. The College's Career Service Office assists students in learning about internship opportunities. This becomes possible because of the strong educational relationships the College develops with employers. OPT (Optional Practical Training) allows students to work full time for a period of 12 months upon graduating from a degree program.

4. How can I get a student VISA?

After you meet all the admission criteria, the Office of Admission will issue you a Form 1-20 which will allow you to apply for a visa at your local United States Embassy. For more information about student Visas can be found by visiting the following website: www.unitedstatesvisas.gov

5. Do I have to take the TOEFL or IELTS?

Students whose native language is not English are required to submit the results of one of the approved English Language Assessments found on the undergraduate and graduate admission links for international students. Citizens of Canada, Australia and the UK may be exempt from the English language testing requirements.

6. Where is Metropolitan College of New York located?
MCNY is located in lower Manhattan at 60 West Street and Rector Street. There are several subway stops near the campus and our students are minutes away from some of New York's most famous attractions. The nearest airports are Newark, JFK and LaGuardia.

7. What is purposed-centered education?

The MCNY tradition ensures a breadth and depth of inquiry by allowing students to do a Constructive Action Project that they start during the first semester and complete upon graduation. Many of these projects lead students to employment opportunity and recognition from the private and public sectors. This allows all of our students to develop the tools and skills that allow lifelong learning. Top corporations and graduate schools agree that the best preparation for a professional career is a purposed centered education.

8. What is the difference between a college and a university?

College or university follows after high school, or secondary school. A college in the U.S.A. is not a high school or secondary school. College and university programs begin in the thirteenth year of school, usually when a student is 17 or 18 years old or older. A two-year college offers an Associate's Degree. A four-year college or university offers a Bachelor's Degree and many offer graduate degrees. MCNY offers Associate, Bachelors and Master's degrees. You can earn a Bachelor's Degree at either a college or a university. However, students in the U.S.A. prefer to use the word "college" rather than the word "university" when they talk about the four-year undergraduate program and the Bachelor's Degree. They say "going to college" and "a college degree" when they talk about undergraduate programs at either a college or a university.

9. What makes MCNY unique?

MCNY's academic curriculum blends the latest educational pedagogy with real world practical training. This combination allows students to develop analytical skills that prepare them for a successful and meaningful career. Our innovative curriculum is friendly to current working professionals and in fact, many of the professors at MCNY are leaders in the profession of a student's chosen course of study. MCNY is also located in the heart of lower Manhattan, minutes away from some of the world's most famous attractions. Our campus is a cultural melting pot and very indicate of the cultural diversity represented in our great State of New York. MCNY is considered a modern urban campus.

10. How many students attend MCNY?

Total enrollment at MCNY is about 1,100 students. Our student body represents a diverse student population which includes students from over 40 countries.

11. How successful are MCNY graduates?

MCNY prepares all of students whatever goals they choose to pursue after graduation by providing a solid academic foundation. We also offer career services which help guide many of our students to find employment opportunities upon graduation. Many of our graduates advance in their current profession, others take their Constructive Action Project and create lucrative
12. How selective is MCNY? How are admissions decisions made?

MCNY looks at the overall application when making an admission's decision. We look for students who complete applications that are on time, thorough and meet all the required requirements for admission in their chosen degree. In addition, we enjoy students who communicate regularly with their appointed Enrollment Specialist.

13. How does MCNY review International Baccalaureates, WAEC/WASSCE and my foreign university transcript?

The Office of Admissions has experience in reviewing IB program credentials, and a variety of other scholastic systems from various countries including some undergraduate degrees for those pursuing graduate programs. African students who have taken the WAEC/WASSCE should submit both their transcripts and WAEC/WASSCE results slips, along with scratch card information so that we can verify their results. For more information visit www.waecdirect.org.

14. Can I apply as a transfer student?

Yes, official transcripts (certified and translated to English) are required from each college or university you have attended. In most cases, an external evaluation by WES, ECE or Globe may be required for Universities in non-English speaking institutions or institutions deemed necessary for evaluation by the Office of Admission.

15. Can I apply with my O-Levels only?

Yes, we can accept students after they have completed their O-Levels. Students will, however, be required to take the ACT or SAT. A TOEFL or IELTS score may not be substituted. Students wishing to use their O-Levels for entrance must meet the minimum ACT or SAT requirements.

16. Does MCNY offer scholarships covering full tuition or full rides?

MCNY does not provide full scholarship support for international students. However, students who demonstrate the highest academic potential and bring significant co-curricular interests to our campus will be considered for scholarships.

17. What scholarships are offered for international students?

International undergraduate students are eligible for scholarships of up to $6,800 for the duration of a chosen program. Graduate students are eligible for scholarships of up to $6,000 per year. Scholarship consideration is based on merit, test scores, recommendation letters and other criteria. Consideration will be given to all applicants who submit all required materials before application deadlines.

18. What can I do to prepare for my departure?

We encourage you to attend an EducationUSA pre-departure session. It is not mandatory for incoming international students but we feel these session are very valuable to incoming
international students and parents. EducationUSA centers are the U.S. State Department's network of more than 400 advising centers in 170 countries designed to assist local students find the appropriate college or university in the United States. We have excellent relationships formed with Education USA officers throughout the world. Please visit EducationUSA for more information about pre-departure sessions.

19. What are my housing and boarding options?

MCNY does not provide room and board for students. We do partner with nearby housing facilities like EHS which provides many campuses in the area quality student housing near campus. Students are required to find their own housing whether it be through our partner housing companies or through other methods. All students are still required to demonstrate adequate funds for room and board through their affidavit of support and supporting financial documentation.

20. How do MCNY students spend their free time?

At MCNY, there are abundant opportunities to have fun and get involved in different activities sponsored by the Student and Career Service Offices not to mention the wealth of activities New York has to offer. From restaurants, theatre, recreational and social leagues, students never find a dull moment in NYC. Many of the international students end up creating social networks of their own and with their cohorts.

21. How do I obtain a visa to study at MCNY?

Your admission package includes an acceptance letter and the I-20 form with specific instructions on obtaining a visa.

22. What should I bring from home to the United States?

Your necessities should include any prescription medicine, glasses, or other medical supplies that may not be available in the States. You will need warm clothes for the winters in NYC, although these can be purchased once you arrive. Most of this information will be sent to you via email, shortly after your enrollment has been confirmed.

23. Is there an application fee?

No, MCNY does not require an application for the paper or online international student application.

24. Is there a deposit I need to make if I am accepted?

Yes, in order to ensure your enrollment and place in the semester you are applying for, a $300 deposit will be required. Deposits can be made online, by wire transfer, certified bank check or money order. Notification will be sent to all accepted students in their acceptance packet.

25. Do you offer academic support services for students?
Yes, we have a dedicated team of professionals ready to assist students at our Learning Center. Center specialist are able to assist students with improving their writing, reading and math skills and a variety of other helpful skills like time management.

26. Do you have an ESL program?

No, at this time we do not but we do have two of our partner institutions, ELS and LSI located in the same building. We offer conditional admission for students who are enrolled in these programs and who have completed the required levels before gaining full admission.

27. What is a cohort model?

The unique interdisciplinary course of study integrates the College's Purpose-Centered System of Education that links theory to practice at each stage of the learning process. Through a cohort model, students are organized into peer learning communities to develop knowledge, skills and understanding. A cohort program groups students into the same program with the same classes. The number of grouped students can vary from degree program. These cohorts build strong relationships because they start the program and graduate from the program at the same time. This format of learning is team-based and is an invaluable skill set in today's workplace.

28. Can I receive credits for A-levels, IB and AP?

Yes, in most cases credits can be given for certain IB, A-level and AP courses. Courses will be evaluated upon review of your admission materials. Official examination results/scores should be sent directly from the official testing headquarters to the MCNY Office of Admission.

29. Does the Norwegian 13th year of schooling exempt me from my first year at MCNY?

Yes, in most cases credits can be given for the 13th year of schooling in a Norwegian curriculum. This will depend on your courses and results. Courses will be evaluated upon review of your admission materials. Official examination results/scores should be sent directly from the official testing headquarters to the MCNY Office of Admission.

30. I understand that MCNY does not offer on campus housing but do I still need to show that I can provide for housing on my own?

Yes, in order to be issued an I-20 to apply for a student visa in your home country, you will need to show proof that you can cover tuition expenses as well as the estimated expenses for housing and other fees. Although, MCNY does not directly charge you for these estimated expenses, all students should be able to demonstrate adequate funding for living and personal expenses apart from the cost of attending MCNY.

31. If I want to send my SAT results to MCNY, what is the code required?

Our CEEB code is 009769

32. Can I send an official copy of my IELTS score through the British Council?

Yes, you can have the Cambridge ESOL, the British Council or IDP: IELTS Australia send it directly to us.
33. Can I have my TOEFL score results sent directly by ETS?

Yes, our ETS code is 2157.

34. With regards to the immunization card, do I have to fill out the specific form on the application or can I simply send a copy of my immunization card?

You can use the form that is part of our application or you can use one provided by your doctor in your home country. They must indicate that you have had your MMR1. You can receive your MMR2 here at a nearby free clinic or on campus if you haven't been administered the MMR2 in your home country.

35. I would like to purchase international student health insurance. Do you have any recommended providers?

You can purchase international student health insurance in your home country or use one of our approved international student insurance providers like International Student Insurance.com. Students are encouraged to contact ISI directly with questions about the insurance plan that best fits their needs.

36. I would like to purchase an international student Identity Card. Where can I purchase one?

We recommend ISIC. ISIC provide students with discounts at popular tourist attractions, local merchants and even allows students to load money onto their card. In order to be eligible for an ISIC, you must be a student age 12 or over, currently enrolled at an accredited institution and matriculating towards a diploma or a degree. Continuing education and language school students are not eligible. The ISIC card is valid 1 year from date of issue. Once you enroll at MCNY, ISIC Cards can be purchased online or at several STA Travel locations throughout New York City. For more information, visit ISIC.

37. Are there special requirements for the MSed Program?

Yes, the program requires an interview with the program director. In addition, students must have an IELTS or TOEFL score that meets or exceeds our minimum requirements for admission. Other substitutions will not be accepted. Lastly, students must have their transcript evaluated by WES if their schooling has taken place outside the USA.

38. Are there special requirements for the MPA Programs?

Yes, the MPA in Public Affairs and Administration & MPA in Emergency & Disaster Management programs require an interview with the dean, assistant dean or director of the program in addition to transcripts evaluated by WES if a student's schooling has taken place outside the USA. Moreover, all students interested in the MPA in Public Affairs and Administration should have the following in mind:

- An organization with which you may want to work for or are currently working in already in mind.
o A sense of a problem facing that organization.

o A relationship with a qualified individual within the organization who is willing to supervise you as you research and propose solutions to a problem facing the organization.

To document the above mentioned, students will need to provide the following with their application:

o A letter of agreement documenting that 21 hours of supervision in an appropriate administrative setting will be provided to the applicant by a qualified individual within the organization. A special form to document this is available by contacting internationaladmissions@mcny.edu

o A field supervisor form that documents the qualified individual has a master degree and five years of professional experience deeming them appropriate to serve a supervisory role. A field supervisor verification form is available by contacting internationaladmissions@mcny.edu

39. Are there special requirements for the MBA program? The MBA program may require some foundation courses at an additional cost if an interested applicant has no prior business acumen that can be documented on their transcript.

40. Can you place me in communication with current students and faculty? Absolutely, whenever possible, qualified applicants can be connected with current students and faculty upon request.

Working while you are on full time F-1 Status

Our unique curriculum requires that, each semester, students connect learning to practice. For this reason it is possible that students awarded the I-20 to attend Metropolitan College of New York may become eligible to work under very specific guidelines determined by the U.S. Citizenship and Immigration Services once they are enrolled.

Our philosophy of Purpose Centered Education means you learn by doing. The majority of our programs allow students to work part-time while pursuing their studies full time. Under USCIS guidelines, MCNY has the authority to grant students Curricular Practical Training (CPT) and Optional Practical Training (OPT) after students meet the eligibility requirements. The College's Career Service Office assists students in highlighting internship, CPT and OPT opportunities throughout each semester.

Housing

NOTE: MCNY does not officially endorse any of the suggested housing or provide housing for students.

English Language Training and Preparation

Do you need more English preparation before starting your degree? MCNY has agreements with the following language centers that specialize in instruction of English as a second language. If you complete ELS 112 or the Advanced Level of Kaplan or LSI, submission of the TOEFL or
IELTS score may be waived. Students need to gain admission with one of our approved language providers before gaining conditional admission to MCNY. All of the approved language providers have a liaison that works with students wanting to gain conditional admission to MCNY.

ELS Language Centers (ELS)
www.els.edu

Language Studies International (LSI)
www.lsi.edu

Kaplan International Language Schools
www.kaplaninternational.com
Office of Student Financial Services provides financial assistance and payment plan options. Our primary role is to identify possible sources of assistance and financing options so that students can successfully complete their course of study.

MCNY offers financial aid in the form of merit-based scholarships, need-based grants and student employment, as well as student and parent educational loans.

In most cases, to receive financial aid, students must demonstrate financial need. Financial need is the difference between the total cost of attendance and the amount that a student and or family can reasonably be expected to contribute as determined by Federal guidelines using the Free Application for Federal Student Aid (FAFSA). Financial aid awards are “packaged” to meet the needs of the recipient within the framework of the funds available and may include:

- Scholarships and grants such as New York State Tuition Assistance Program (TAP) or Federal Pell Grants, which do not have to be repaid
• Federal Direct Loans which must be repaid to Department of Education, and Federal Work-Study, which requires that the student work for monies awarded

Applicant Eligibility

To be considered for financial aid at MCNY, an applicant must:

• Be accepted for admission to the college
• Be enrolled in an eligible program of study
• Be a US citizen or permanent resident of the United States.
• Have completed the annual FAFSA application by the appropriate deadline

(Recommended deadlines for filing are March 15 for summer, July 1 for fall and November 15 for spring)

• Have completed the annual TAP application (for Undergraduate New York Residents)
• Not be in default on a federal student loan.
• Not owe a refund on a federal grant.
• Demonstrate financial need. (Financial Need = Cost of Attendance minus Expected Family Contribution)

Students must re-apply for financial assistance every year by completing the requirements stated above. The award does not continue automatically beyond award period.

• Meet the requirements of the Satisfactory Academic Progress (SAP) Policy.

Transfer students must make sure that all financial aid is cancelled at the previous institution to ensure that there will be no delays in the awarding of financial aid at MCNY.

Application and Procedures
MCNY requires students to file their FAFSA application electronically at www.fafsa.ed.gov (school code 009769), if they have not already done so prior to registration. Filing the FAFSA also initiates the TAP application process for undergraduate New York residents. The TAP application may be completed www.tapweb.org (school code 1099). These applications must be filed/renewed on an annual basis. The financial aid year at the College covers the summer, fall, and spring semesters – in that order. Therefore, the summer semester is the first semester in the financial aid year.

It is not necessary to file federal income tax return(s) prior to filing for financial aid. Income information required to apply for financial aid may be estimated so there is minimal delay in processing financial aid awards.

The Office of Student Financial Services (SFS) has a dedicated computer lab where students may complete their financial aid applications. The SFS staff is also available to answer questions.

Students will periodically receive electronic notice of the status of their financial aid file, award, and student bill via their College email account (IQMAIL) and/or Self-Service account at https://selfservice.mcny.edu/SelfService/Home.aspx.
Office of the Bursar

Tuition

MCNY charges tuition on a per semester basis. Students who are enrolled in one of our onsite programs are liable for full tuition & fee payment by the first day of classes. Those students who cannot satisfy their balance in full by the first day of classes, must setup a payment plan with the Bursar office.

International students are required to pay 40% of their total charges upon registering and are required to setup a payment plan for the remaining 60% of their balance. This balance must be paid within two months from the date of the initial payment. Please note that scholarships are deducted before determining the payment plan balance.

Emergency & Disaster Management Online Program: Domestic students who are enrolled in the Emergency & Disaster Management Online program are liable for the full tuition & fee payment for Session 1 and Session A by the first day of classes. Additionally, students who are enrolled in Session B are liable for full tuition payment by the first day of Session B.

International students who are enrolled in the Emergency & Disaster Management Online program are required to pay 60% of their total charges upon registering for Session 1, Session A and Session B. The remaining 40% of their total charges is due by the first day of Session B.

MCNY students receive a tuition rate guarantee* provided that they attend consecutive semesters while enrolled in a degree program. Students who leave for one semester or more (excluding summer semester) and return will be charged the current tuition rate for new students.

https://www.mcny.edu/admissions-aid/admission/tuition-fees/

* The College reserves the right to adjust the amount of Tuition and Fees whenever necessary.
Payment of College Bills

MCNY maintains a single account for every student to which all charges and credits will be applied. A Statement of Accounts is presented to student upon registration and published monthly to a student’s Self-Service account.

Payment for tuition and fees are due by the start of each semester or by the due date listed on the billing statement. Financial Aid will release credits for loans, grants and scholarships after verifying the accuracy of the information upon which the award was based. Typically, half of each award will be credited per semester. Any student who fails to pay the balance on the Statement of Account by the specified due dates will have a “Bursar Hold” placed on their student account and not be allowed to register, receive academic transcripts or diploma. Please allow sufficient time for mailing of your payments.

Payment may be made by Visa, MasterCard, American Express, Discover, check (US funds only), money order, travelers check, cash (in person only), and wire transfer, or through the College’s electronic payment system, CASHNet, described in more detail in the next section.

Please make checks payable to MCNY and include the student's name and MCNY ID number on the face of the check to ensure accurate posting. Checks for tuition and fees charged to your student account should be mailed to:

Metropolitan College of New York

Student Financial Services, ATTN: BURSAR

60 West Street

New York, NY 10006

For Wire Transfers:
Payee Name: Metropolitan College of New York
Payee Address: 60 West Street
New York, NY 10006

Account Name: General Fund Account
Bank Name: JPMorgan Chase
Bank Address: 270 Park Avenue
New York, NY 10017
Bank Officer: Vonetta E. Jones (855) 237-2612

Swift Code CHASUS33
ABA/IBAN 021000021
Account Number: 530503743

Third Party Payments

Students whose tuition and fees are being paid for by a third party (employer, government agency etc.) must provide documentation to the Bursar office from the third party indicating that the institution is paying the student’s tuition and how much they will cover. The student must also fill out a Third Party Billing Agreement form with the Bursar office.

Electronic Billing and Payment Through CASHNet
Invoices to registered students are sent electronically. An email will be sent to the student’s MCNY email address (@mcny.edu) notifying him/her that the invoice is ready to view through the Self-Service internet portal. By logging into your Self-Service account, you can access MCNY’s secure electronic billing and payment system called CASHNet.

Returned Check Policy

All checks returned from the bank (including e-Check or ACH transfer) will incur a penalty of $40. The College cannot presume that the student has withdrawn from classes because the check has not cleared or has been stopped; payment and penalty remain due. Payment for the amount of the returned check and the $40 returned check fee must be made with cash, certified bank check, or money order. Another personal check will not be accepted.

Payment Plans – Domestic Students

On-Site Programs: Students are encouraged to pay their total account balance in full by the first day of classes. However, if a student is unable to make the payment, the Bursar office requires those students (whose financial aid does not cover their balance in full) to submit a Payment Plan Contract to the Bursar office. Payments are to be made over the course of the 4 months in the semester. It is required that students make an initial payment upon setting up their payment plan contract. Please note that we offer weekly, bi-weekly and monthly payment plans.

Emergency & Disaster Management Online Program: Students are encouraged to pay their total account balance in full by the first day of classes. However, if a student is unable to make the payment, the Bursar office requires those students (whose financial aid does not cover their balance in full) to submit an EDM Payment Plan Contract to the Bursar office. Payments are to be made over the course of the 7 weeks for balances in Session 1/Session A & in the 7 weeks for balances in Session B. It is required that students make an initial payment upon setting
up their payment plan contract. Please note that we offer weekly, bi-weekly and monthly payment plans.

Payment Plan - International Students

On-site Programs: International students are encouraged to pay their total account balance in full by the first day of classes. However, for those international students that are enrolled in one of our on-site programs and are unable to make the payment, they are required to pay 40% of their total charges upon registering and they must submit an International Payment Plan Contract for the remaining 60% to the Bursar office. The remaining balance must be paid within two months from the date of the initial payment. Please note that scholarships are deducted before determining the payment plan balance.

Emergency & Disaster Management Online Program: For those International students that are enrolled in the Emergency & Disaster Management Online program, they are encouraged to pay their total account balance in full by the first day of classes. However, if a student is unable to make this payment, they are required to pay 60% of their total charges upon registering. Additionally, the remaining 40% is due by the first day of Session B.

Please note: Payment to the college is the responsibility of the student. Payment is not contingent on receiving grades, receiving passing grades, or completing courses. In the event that a student’s financial aid, loans or third party payment are not realized, the student is responsible for paying any outstanding balance through other means. Failure to receive an invoice in the mail is not sufficient grounds to appeal college policy. It is the responsibility of the student to check their account balance online and remit timely payment.
Collections

Students that do not resolve their outstanding balance(s) and remain unenrolled with the college for a year will have their balance(s) reported to a third party collection agency. Additionally, their balance(s) will be reported to the national credit bureau and the student will be responsible for all collection fees and interest charges.

* The College reserves the right to report a student’s outstanding balance(s) to a third party collection agency at any time. As a result, outstanding balance(s) will be reported to the national credit bureau and the student will be responsible for all collection fees and interest charges.

Late Registration Fee

Students who are advised on the day of or after the first day of class will be charged the late registration fee.

Refunds for Degree Students

Students, who withdraw, take a leave of absence, or drop a course(s) after the first day of classes are responsible for tuition charges. The tuition refund amount for withdrawing from their semester courses is based on the date the student submits their semester withdrawal form to the Registrar office. The tuition refunds policy is as follows for students enrolled in one of our onsite programs:

   Before semester begins       100%
The tuition refund policy is as follows for students enrolled in our Emergency Disaster Management Online program:

**Session 1 & Session A**

Before Session 1 & Session A begins 100%

Through the first week of the Session 1 & Session A 75%

Through the second week of Session 1 & Session A 50%

Through the third week of Session 1 & Session A 25%

After the third week of Session 1 & Session A No Refund

**Session B**

Before Session B begins 100%

Through the first week of Session B 50%

After the first week of Session B No Refund

Any adjustment of aid for dropped courses, withdrawals, and leave of absence will be determined by the Bursar’s office. Students who are due a refund for financial aid or loan funds in excess of their college charges will first have refunds posted to their student account. It can take up to two weeks from the date it was posted for the refund to be received by the student. Refunds are distributed to the student by BankMobile based upon the refund preference selected by the student on www.bankmobilervibe.com.
Please note that MCNY disburses aid in the following order: loans, federal grants, state (TAP) grants, and lastly institutional scholarships. Hence, student refunds usually occur towards the end of the semester.

Students may review their student account (financial aid awards and billing statements for instance) on the Self-Service website.

All students are sent a green envelope from BankMobile containing a Personal Code to the address on file with the college. Students are also sent a Personal Code to their MCNY Outlook email. If you do not receive the green envelope, please log into your MCNY Outlook email for your Personal Code. Visit www.bankmobilevibe.com and use the unique set of digits to log in and view your choices and select the refund preference that’s right for you.

If you do not receive a green envelope from BankMobile and you did not receive a email from BankMobile in your MCNY Outlook email, please stop by the Bursar office in order to request a an Instant Personal Code in order to select your refund preference. Students can also contact us at 212-343-1234 ext. 5002 or at boffice@mcny.edu to request an Instant Personal Code.

*Please note that Instant Personal Codes are only sent to the students MCNY Outlook email address.

Refund Preferences Options

1. Same Business Day Deposit to One Account – Refunds are deposited on to student’s MCNY Red Card the same day that we release the funds to BankMobile. This is the
quickest way for students to receive their refund. There are fees associated with the use of the MCNY Red Card. For a list of the fees, please review the Fee Schedule on www.com

2. Deposits to Another Account – Refunds are issued via a deposit to another bank account. If this option is selected, the student must submit the bank account and routing information for the account to which they would like their refunds transferred. It can take 2-3 business days for the student to receive their refund into their bank account. There is no charge for receiving your refund this way.

3. BankMobile Paper Check via US Mail – This is a check mailed by BankMobile and not by the Metropolitan College of New York to the student’s home address on file with the college. It can take up to 7 business days for the student to receive their refund. There is no charge for receiving your refund this way.

Refund files are sent to BankMobile every Tuesday by 1:00pm. BankMobile will then issue the refund to the student based on the refund preference they have selected at www.bankmobilevibe.com. Failure to select a refund preference will result in a delay in the issuance of the student’s refund.

*The College reserves the right to change the date and time in which the refund files is sent to BankMobile whenever necessary.

Using Title IV Financial Aid Refunds to Pay Prior Year Charges

Due to federal financial aid regulations, the Metropolitan College of New York can only automatically apply a maximum of $200.00 from the current academic year to pay any prior year balances.

Parent PLUS Refunds
If a credit balance is the result of a Parent Plus loan, the credit balance will go to whomever the parent selected to be the recipient of the refund on the loan application. This can be either the student or the Parent. If the refund is to be issued to the parent, it will be sent to the address on

Return of Title IV Funds

This policy applies to students who complete 60% or less of the enrollment period (i.e., Fall, Spring or Summer session) for which they received Federal Title IV aid. A student who drops a class but still completes one or more classes does not qualify for the Return of Title IV Funds policy. The term “Title IV aid” refers to the following Federal financial aid programs: Unsubsidized Federal Direct Loans, Subsidized Federal Direct Loans, Federal Direct PLUS Loans, Federal Pell Grants, and Federal SEOG (Supplemental Educational Opportunity Grant).

To conform to the policy, Metropolitan College of New York (MCNY) must determine the student’s withdrawal date. The withdrawal date is based on the earlier of the two:

1. The last date of attendance at an academically-related activity by a student, or

2. the date the student began the withdrawal process or officially notified MCNY of their intent to withdraw.

The calculation required determines a student’s earned and unearned Title IV aid based on the percentage of the enrollment period completed by the student. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the period. Calendar days (including weekends) are used, but breaks of at least 5 days are excluded from both the numerator and denominator.
Until a student has passed the 60% point of an enrollment period, only a portion of the student’s aid has been earned. A student who remains enrolled beyond the 60% point is considered to have earned all awarded aid for the enrollment period.

Earned aid is not related in any way to institutional charges. In addition, the College’s refund policy and Return of Title IV Funds procedures are independent of one another. A student who withdraws from a course may be required to return unearned aid and still owe the college for the course.

The responsibility to repay unearned Title IV aid is shared by MCNY and the student. For example, the calculation may require MCNY to return a portion of Federal funds to the Federal Title IV programs. In addition, the student may also be required to return funds based on the calculation. A student returns funds to the Federal Direct Loan programs based on the terms and conditions of the promissory note of the loan. A student who receives a Federal Pell Grant may be required to repay 50% of the funds received. The return of Federal aid is in the following order: Unsubsidized Federal Direct Loans, Subsidized Federal Direct Loans, Federal Direct PLUS Loans, Federal Pell Grants, and Federal SEOG (Supplemental Educational Opportunity Grant).

Book Advance

Per federal policy, Pell eligible students can be granted a refund advancement of up to $300.00 towards the purchase of books and supplies. The amount has been determined based on the cost of attendance at the Metropolitan College of New York. By signing and submitting a Book Advance form, the student understands that:
• Student must be enrolled for the semester that they request the Book Advance.
• Student must be Pell eligible and submit all required paperwork to the financial aid office and satisfy all Admissions requirements.
• Student must be anticipating a Title IV based credit balance (Title IV funds include Pell, Unsubsidized Loan, Subsidized Loan and Federal Supplemental Educational Opportunity Grant/FSEOG).
• Students, who have a prior year balance but are anticipating a Title IV credit balance, will have up to $200.00 of their credit used within the academic year towards their prior balance first, in accordance with federal regulations. The remaining amount will be used towards their Book Advance refund.
• Book Advance submissions will not be accepted after 1 month from the first day of classes for the semester of the request.
• Students will receive a Book Advance refund of no more than $300.00.
• If the student is approved for the Book Advance refund, the student authorizes the Metropolitan College of New York to advance a partial refund to them prior to the first day of class.
• Refund files are sent to Bank Mobile every Tuesday by 1:00pm. BankMobile will then issue the refund to the student based on the refund preference they have selected at www.Bankmobilevibe.com Failure to select a refund preference will result in a delay in the issuance of the student’s Book Advance refund.
• Student refunds will be processed by Higher One and will be issued to the student based on the refund preference they have selected at Bankmobilevibe.com Failure to select a refund preference will result in a delay in the issuance of the student’s Book Advance refund.
• Student is responsible for full repayment to the Metropolitan College of New York in the event that the student’s financial aid eligibility changes or their awards require recalculation due to a change in his or her course schedule. He or She will be responsible for any balance incurred due to the Book Advance refund.

• If the student does not receive financial aid or withdraws prior to receiving his or her financial aid, all outstanding charges including the Book Advance charge, will be their responsibility.

*The College reserves the right to change the date and time in which the refund files is sent to BankMobile whenever necessary.

For those students who are not Pell eligible but have a Title IV credit balance available after submitting all required paperwork to the financial aid office and having satisfied all Admissions requirements if they are a new student, can apply for a Book Advance, which can be used through MCNY’s partnership with Akademos, a virtual bookstore, to offer students the option of purchasing books online for below list price. Undergraduates can receive a credit line of up to $300 while graduates can receive up to $500 for book purchases. If you do not use the line of credit, you will not be charged or if you spend less than your line credit, your account will reflect the actual cost. If your total purchase exceeds your credit line, you will have to pay the difference.

Students who have a prior balance are not eligible to receive a Book Advance. Furthermore, all Book Advances expire 1 month from the first day of classes for the semester of the request.

In the event that the student’s financial aid eligibility changes or their awards requires
re-calculation due to a change in his or her course schedule. He or She will be responsible for any balance incurred due to the Book Advance. If the student does not receive financial aid or withdraws prior to receiving his or her financial aid, all outstanding charges including the Book Advance charge will be their responsibility.

Education Tax Benefits

A portion of the student’s educational costs may be deductible on Federal and State income tax return via the college generated 1098-T Tuition Statement Tax Form. This can increase the student’s tax refunds. In order for a 1098-T Tuition Statement Tax Form to be generated, students must have a Social Security number or Tax Identification number on file with the Registrar office. Students should consult with an accountant to assure compliance with tax regulations.

Changes to 2018 1098-T From

In previous years, the 1098-T form included a figure in Box 2 that represented the qualified tuition and related expense (QTRE) the college billed to the student account for the calendar (tax) year. Due to a change in institutional reporting requirement under federal law, beginning with tax year 2018, the college will report in Box 1 the amount of qualified tuition relation expenses paid during the year.

Please note: The Metropolitan College of New York has partnered with Heartland ECSI, offering you the opportunity to receive your 1098-T tuition statement electronically this year. If you would like to receive your 1098-T form electronically, please give your consent by following the link provided below and following the step by step instructions. If electronic
consent is not received by January 1st 2019, the 1098-T will be mailed the current address on file.

1098-T Electronic Consent

https://heartland.ecsi.net/index.main.html#/access/eConsent

The benefits to receiving electronic notification are:

• Provides access to the form 1098-T earlier than the traditional mailing process.
• Online access eliminates the chance that the 1098-T will get lost, misdirected, or delayed during delivery, or misplaced once the student receives it.
• Signing up for online access is easy and secure.
• Students can access their 1098-T form while traveling or away from their home address.

To give consent to receive your 1098-T form electronically, click on the link below and follow the simple instructions to sign up!

• Visit https://heartland.ecsi.net/index.main.html#/access/eConsent
• Follow the step-by-step instructions on the web form.
• Check the box and click submit.

If you have any questions, please visit http://www.ecsi.net/taxinfo.html for information regarding your tax documents and to obtain contact information for Heartland ECSI.

Accessing your 1098-T Tuition Statement Tax Form

If you would like to access your 1098-T form online after you have given e-consent, you must do the following:

1. Select the following Link: Click here to search for your tax document.
2. Type in the Metropolitan College of New York in the search field. Once the college’s name appears in the field below, select it and press the “Submit” button.

3. Fill in all of the requested information. (Please note that you must put in the zip code that you have on file with the college).

4. To the right of “Status Delivered,” select the “+” in order to view your 1098-T tax information.

Electronic Bills & Payments

What is CASHNet?

CASHNet is a new electronic billing, payment and refund service offered by MCNY. Through this service, students will have the ability to check monthly billing statements and pay tuition and other expenses online.

What are some of the benefits using CASHNet?

• Convenient access to e-bills and payment services 24 hours a day / 7 days a week via the Internet using your secure, MCNY Self-Service account.

• Ability to make payments via electronic check or credit card (American Express, Discover, MasterCard and Visa).

• Private secure services. Data is encrypted.

• Convenient access for Parents and other Authorized Users/Payers to view student billing information and make payments on behalf of the student.
• Access to online payment history.
• Ability to print an e-bill at any time via the Internet.
• Email notification that e-bill statement is available and/or optional notification via text message.

How do I access CASHNet?

Students will access CASHNet through the Finances Tab of MCNY’s Student Portal – Self-Service. Once there, students will be redirected to CASHNet’s secure portal to view official eBills and/or make payments. Here is what you will do:

1. Go to selfservice.mcny.edu
2. Enter your username and password.
3. Select FINANCES from the navigation bar.
4. Select BALANCE from the drop down menu to view your current balance detail. (You may bypass this step.)
5. Select Statement from the drop down menu to view your statement history.
6. Select PAY ONLINE from the drop down menu. This link will take you to the CASHNet portal where you will be able to view your balances and make your payment.

Please note: Billing statements are generally published every month. Although the information on the statement is static, the CASHNet balance will always be the real-time balance.

How will I know when my eBill is available?
Each time a new billing statement is available, an email from noreply@mcny.edu will be sent to your official MCNY email address.

How do students give Parents or other Authorized Users/Payers access?

Students have the option to designate a parent, spouse or others to be Authorized Users/Payers. Students use their own CASHNet account to set up and manage Authorized User/Payer accounts. After students designate individuals as Authorized Users/Payers, CASHNet will email the Authorized Users/Payers access information to their own separate Authorized User/Payer accounts. Student must have the email address of the Authorized User/Payer in order to complete the process.

To designate an authorized user:

1. Go to selfservice.mcny.edu and log in.
2. Select BILLING AND PAYMENTS from the navigation bar.
3. Select PAY ONLINE from the drop down menu. This will take you to your CASHNet ACCOUNT HOME PAGE.
4. From YOUR ACCOUNT HOME PAGE find the AUTHORIZED PAYERS box. Click on the ADD NEW link.
5. Enter the following information:
   - Authorized Payer (name of mother, father, spouse, etc.).
   - Email Address (Authorized User’s personal email address).
   - Confirm Email Address.
o Add a Note to the welcome email (CASHNet will send an email to your Authorized user with a temporary user name and password. (You may personalize that message here.)

o Should this person… Set user’s permission level by responding to each of the 4 questions in this section.

o Click on OK to complete the process or click on Cancel.

Once you have completed this process CASHNet will send a welcome email to the email address you provided. The email will contain your optional note, login ID, temporary password and a link to access the Authorized User/Payer CASHNet Portal.

Authorized Users/Payers may then use this site to view their student’s e-bill and any past payments made by that authorized user. Students can withdraw permission at any time by changing the access level of the user.

After their first login, Authorized Users/Payers may go directly to their payment portal by using the URL: commerce.cashnet.com/mcnypay

It is the student’s responsibility to manage their Authorized Users/Payers.

Do I have to be on eBilling?

Yes, the College has designated electronic billing as the official means of generating tuition & related expenses. All currently enrolled students will receive an email notifying them that a bill is available for viewing. Each time a bill is available, an email will be sent to your official MCNY email address.

How do I print a paper copy of my bill?
CASHNet stores copies of billing statements. Students can easily print a copy of their e-bill using any computer connected to the Internet and a printer.

The bills are available in PDF format and can be printed using the <PRINT> icon on the PDF reader tool bar.

If I make a payment, can I view it on my electronic bill or eBill immediately?

No, because the electronic bill is a static monthly billing statement. Payments made to your account will be reflected on your next electronic bill. However, students can verify payments posted in dynamic real-time by logging onto Self-Service.

Once logged in on Self-Service,

1. Select FINANCES from the navigation bar

2. Select BALANCE from the drop down menu to view your current balance detail. Next, via the drop down, select the period (year and term) you would like to view (ex. fall 2011).

You may view by Detail by Charges/Credit, Detail by Summary Type and/or Balance Summary.

Please note that Authorized Users/Payers can only see a summarized general balance in real-time through the CASHNet site. They will not be able to see the payment reflected until the next monthly billing statement.

Do students or Authorized Users/Payers have to make their payments online?
No, students or Authorized Users/Payers can print a hard copy of the eBill via the Internet and mail their payment (check, cashier’s check, money order) along with the remittance portion of the printed eBill to the mailing address on the remittance slip.

Make payments payable to: MCNY

NOTE: Make sure the student’s MCNY ID number is written on the paper check.

What is an electronic check (also known as an ACH)?

An electronic check (e-Check or ACH transfer) is similar to writing a paper check. The only difference is that you are authorizing the debiting of your checking or savings account online without presenting a physical paper check.

Once you are logged on to the CASHNet site and begin to make a payment, you will be asked which method of electronic payment you wish to use: credit card or electronic check (ACH).

You will need your bank account number and routing number (located at the bottom of your paper check). You can choose to store this information on the secure CASHNet site for future use. If you choose not to store the account number and routing numbers on the CASHNet site, you will have to re-enter this information each time you make a payment.

Does CASHNet charge for e-billing and e-check (ACH)?

No, CASHNet offers these services free of charge.
Can I submit a post-dated online electronic check?

No, the policy regarding postdated checks remains the same as if you were submitting a paper check. The college does not accept post-dated checks.

Whom should I contact if I have further questions?

If you have any additional questions about CASHNet or other student account issues, please contact:

Metropolitan College of New York
60 West Street
New York, N.Y. 10006
212-343-1234 ext. 5002
boffice@mcny.edu

BankMobile Vibe

Who is BankMobile, Inc.?

BankMobile, Inc. is a new division of Customers Bank, which is a federally chartered five star safety rated bank (by Bauer) with about $500 million of capital behind it. Their mission is to reach the 100 million millennials and middle class families, as well as the unbanked and underbanked community to provide them with effortless banking while saving them billions of dollars by making banking fee-free, effortless and financially empowering.
Why do I have to get my refund through BankMobile?

Metropolitan College of New York is committed to providing the most efficient services to our students. We have selected BankMobile to distribute our students’ financial aid refunds because of BankMobile’s experience, ability to serve our students and positive recommendations from other colleges. Remember, you may choose to have your refund delivered via a One Account, direct deposit into your own bank account, or via a BankMobile paper check.

Why Have I received a green envelope from BankMobile?

All students are mailed a green envelope from BankMobile containing a personal code. This personal allows a student to select their refund preference at www.bankmobilevibe.com. Students will also receive a personal code sent to their MCNY email. So in case you do not receive the envelope, please remember to check your MCNY email for the personal code.

What Refund Preferences are available to me?

1. Same Business Day Deposit to One Account – Refunds are deposited on to student’s MCNY Red Card the same day that we release the funds to BankMobile. This is the quickest way for students to receive their refund. There are fees associated with the use of the MCNY Red Card. For a list of the fees, please review the Fee Schedule on www.com

2. Deposits to Another Account – Refunds are issued via a deposit to another bank account. If this option is selected, the student must submit the bank account and routing information for the account to which they would like their refunds transferred. It can take 2-3
business days for the student to receive their refund into their bank account. There is no charge for receiving your refund this way.

3. BankMobile Paper Check via US Mail – This is a check mailed by BankMobile and not by the Metropolitan College of New York to the student’s home address on file with the college. It can take up to 7 business days for the student to receive their refund. There is no charge for receiving your refund this way.

Will I be charged fees in order to get my refund?

You can select to have your refund sent to you by direct deposit into your own bank account or by BankMobile via paper check. Both of these options are free of charge. If you choose to open a BankMobile Account, this is free of charges as well. However, you may be subject to charges for nonstandard banking services. The disclosure of this information along with suggestions on avoiding fees can be found on the BankMobile fee webpage.

Does BankMobile pay commissions to the Metropolitan College of New York?

No. The Metropolitan College of New York does not receive any compensation from BankMobile, Inc. We use BankMobile to distribute student financial aid refunds so that students can choose the delivery method for their refund that is best suited for their needs.

Where can students access a free ATM?

Students may withdraw funds from their One Account from any Allpoint ATM without charge. Students can also utilize the Allpoint ATM online Locator to locate the nearest Allpoint ATM.

Where can I get additional information not covered here?
You may access BankMobile’s EasyHelp feature by selecting FAQs at the bottom of their webpage page. You can also utilize the EasyHelp search feature once you have selected the FAQs at the bottom of the page. Furthermore, if you have any additional questions about BankMobile’s services, please contact:

Metropolitan College of New York

Bursar

60 West Street

New York, N.Y. 10006

212-343-1234 ext. 5002

boffice@mcny.edu
The Office of Student Services offers a comprehensive program of services designed to support students in their academic and personal endeavors. Primarily, the Office of Student Services manages academic advisement, enrollment, and orientation, planning strategies to improve retention and student success. Staff members are also available to discuss any personal concerns or problems students may have at home, school, or work. The Office also coordinates programs to enrich student life, such as cultural activities and student government.

The Office of Student Services has the responsibility for planning, implementing, and evaluating student support systems for all students. Workshops on developing college skills, such as time management, stress relief, public speaking, and creating Constructive Actions are periodically offered by Student Services. Advisement on both academic and personal issues is always available from our courteous staff. The Office also provides assistance with career planning, referral services, and limited personal or family counseling on request.

New Student Orientation

Participating in New Student Orientation is the first step towards success for all students. Whether attending MCNY for the first time or returning after an extended break, whether you’re an adult learner or a student coming to MCNY directly from high school, orientation is an effective and informative introduction to the College. This event provides students with information about the School for Business, the Audrey Cohen School for Human Services and Education, and the School for Public Affairs and Administration. Orientation includes presentations that teach students how to navigate through both MCNY and the complexities of college life. Students receive information about the administrative offices and support services of
the College, including Career Development, Registrar, Bursar, Financial Aid, Library, E-Learning, Mentors Program, and the Learning Enhancement Center. Orientation is a great opportunity for students to meet and get to know their peers. Student will be exposed to various activities that promote student involvement and the opportunity to meet and network with other new and continuing students.

During orientation, additional sessions may be held for transfer students, international students, and Veterans to discuss support services and the unique needs of the students in these groups.

First Year Students

The Coordinator of First Year Advisement and Student Development in the Office of Student Services serves as the main point of contact for all First Year student’s needs in regards to academic advisement, programming, navigating MCNY, and resources on and off campus. The Office of Student Services develops and implements programs and initiatives that will promote success for students transitioning to MCNY. Some examples are New Student Orientation, college skills workshops, strategies for identifying and assisting academically at risk students, enhancing communications with Purpose 1 and 2 instructors, and overseeing the delivery of departmental services as they relate to new students. Any new student should contact the Coordinator of First Year Advisement and Student Development with any questions, comments, or concerns.

Advisement

Student Services takes a holistic approach to advisement. What this means is that the student sitting at the Advisor’s desk is a whole person, and the Advisor is there to provide support, guidance, and information as needed. Holistic advising is about getting to the heart of
what a student finds challenging and developing strategies for success. Advisement takes on many forms in Student Services. It could include guidance on administrative matters, discussions about personal issues, career planning, educational goals, or simply how to get back on track in a class.

All students must complete academic advisement at the Office of Student Services prior to registration. Advisors are well versed on the intricacies of MCNY’s policies and procedures, as well as the various degree requirements for all curricula offered. Advisors follow the students’ progress, check for registration holds, and work with students to ensure that all credit requirements are met in an efficient manner so that they can obtain their degree in the shortest amount of time. Advisors work closely with students to develop individual class schedules that follow the Purpose-Centered structure on which every academic program is based. Students can meet with advisors to discuss many aspects of their academic pursuits, from developing a schedule to understanding policy. Most administrative changes to a student’s educational track, such as adding and dropping courses or changing programs, require advisement that begins in the Office of Student Services.

Online Registration

Students are encouraged to utilize the online resources of Self-Service to register every semester. All online registration requests are reviewed and approved by Advisors in Student Services. Students who need assistance in accessing or registering through Self-Service can come to Student Services for one-on-one assistance.

Skills Development

Our comprehensive skills development program offers assistance in basic college skills as well as various academic areas. Basic college skills include time management, study skills,
note-taking, interpersonal skills, research, essay writing, developing outlines, writing structure, brainstorming for ideas, and basic approaches to critical thinking and writing. Skills development support is offered both one-on-one and for small groups.

Disability Services

Metropolitan College of New York is committed to assuring that every student has access to all services, programs, and activities offered by the college. MCNY will grant qualifying students reasonable accommodations in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998.

Students who require accommodations because of a physical, learning, or other disability must be evaluated by the Office of Disability Services located in room 632. In order to receive accommodations students must submit official documentation from a licensed medical professional. Documentation must be on official letter head. Student must also submit an application for accommodations which can be obtained on the College’s web-site or through the Office of Disability Services. This information must be presented to The Coordinator of Disabilities Services during advisement and no later than the 1st week into the semester in which you are seeking accommodations for.

If the requests for accommodations are approved, the Coordinator generates a Letter of Accommodation (LOA) which documents what accommodations have been granted. All letters will be emailed to each professor after the drop/add period. In addition to the email, the student is responsible for communicating with their professors about the accommodations.
*Please Note* The process of accommodations can take up to 10 business days, therefore students seeking accommodations are encouraged to start this process well before the start of the semester.

Policies Regarding Accommodations

• Accommodations are NOT retroactive (students cannot seek accommodations for class work prior to registering with the OAD).

• Accommodations are not guaranteed from semester to semester. Students must meet with Coordinator of Disabilities Services every semester to determine eligibility for accommodations even if accommodating a permanent or long term condition.

• Students receiving accommodations are still required to complete all necessary course work and degree requirements.

*Confidentiality*

All information provided to ODS is confidential. The specific nature of the disability is not shared with anyone outside of the ODS unless a student requests this and signs a release form.

International Students

Students who have entered the country under F-1 Visa status should familiarize themselves with the requirements of maintaining their student status, including: academic standing, full-time enrollment, traveling outside the United States, employment, duration of status and changing academic programs. You can discuss these with your Academic Advisor/Designated School Official (DSO) in Student Services. The Assistant Director of Graduate and international Student Advisement serves as the DSO for international students. All international students must check in with a DSO upon arrival into the country with 15 days from
the program start date. Students are responsible for following all federal regulations while in the United States.

Advisors in the Office of Student Services can provide support and guidance for students in both academic and non-academic areas. Many times the greatest challenges for international students come from transitioning to life in a different country. The Advisors in Student Services are an excellent resource for finding the answers to such questions. They are here to help international students become oriented to life at MCNY and life in the United States.

Federal regulations allow for F-1 students to apply for permission to engage in curricular practical training (CPT) and optional practical training (OPT) under certain conditions. CPT and OPT can only be approved through the International Advisor in the Office of Student Services. Undergraduate students must wait for one academic year for work authorization: CPT or pre-completion OPT. Graduate students are able to start CPT or pre-completion OPT after the first semester. No international students can work without proper work authorization approval.

Students enrolled in their final semester are required to seek out advisement from an International Student Advisor/DSO early in their final semester. Students who plan to seek Optional Practical Training, O.P.T. are advised that applications take 90 days from the completion date on Form I20 to be sent out to United States Citizenship and Immigration Services (USCIS). The resources of the Office of Career Services are available to all students. Career Services can advise you on preparing your resume, how to search for employment and preparing for an interview. You can also meet with Career Services to discuss your professional plans for the future.

Student Life
Students who develop networks with shared interests generally have a more fulfilling, well-rounded college experience. Involved students motivate each other and are generally more successful in attaining their academic goals. A cohesive student body, which recognizes its common concerns and goals enables students to better represent themselves as a constituency at the College and enhances the quality of student life. Student Services develops and plans activities with this goal in mind. These include: cultural activities and trips, movie nights, luncheon seminars, and personal, career and academic workshops. The Student Activities committee sponsors many of these events. If you are interested in helping, or in scheduling a special event, contact the Office of Student Services.

Publications

The Office of Student Services produces a variety of publications to enhance student learning and disseminate important information. Useful publications include a Student’s Guide to Mid-Semester Assessments, Student Technology Guide, and MCNY Student Survival Guide. The office also produces a number of information brochures on topics including how to register online, emergency operations and procedures, domestic violence, and veteran’s support services.

Identification Cards

Students are required to carry a valid MCNY I.D at all times. I.D. cards must be presented to College officials and security staff upon request. College I.D. cards are issued through the Office of Student Services, free of charge. There is a $10.00 fee for a replacement card. When obtaining an I.D. card, students must provide proof of current registration, such as a copy of their course schedule. I.D. cards must be validated every semester, upon registration. Validation stickers are available in Student Services and the Registrar’s office.
Student Participation in Governance

The Office of Student Services facilitates the operation of the MCNY Student Government Association. In line with the College’s philosophy of empowerment, an ongoing Student Government is encouraged, giving students a medium through which they can make their voice heard and achieve change. Students must be in good academic standing in order to hold office in Student Government. If you are interested in becoming an active member, please contact Student Services for further information.

Access to Services

All students are invited to take full advantage of the services offered. In order for the Office to better monitor the services we provide, we ask that students sign in and out when coming to Student Services. In addition, students are reminded that College telephones, administrative computers, and other office equipment are not for student use.

Beta Mu Iota Chapter of Phi Theta Kappa International Honor Society at MCNY

Phi Theta Kappa is a prestigious academic honor society which celebrates and promotes academic excellence and leadership as well as community service. Recognizing the academic achievements of students in a two year program, it is the world's largest international honor society. The Beta Mu Iota Chapter was chartered in May of 2003 at MCNY. In addition to the acknowledgement of their academic achievement within the College (and beyond), members have exclusive access scholarships and participate in leadership training as well. New members are invited to apply to Beta Mu Iota on an ongoing basis. Applicants should have a minimum cumulative GPA of a 3.5 with at least 12 credits completed in a matriculated undergraduate program. In addition, two written recommendations from two full-time MCNY faculty members are required. All faculty members are invited to recommend outstanding students to the faculty.
advisor and encourage eligible students to join the honor society. Further information is available at Phi Theta Kappa’s website www.ptk.org, or by contacting the Chapter Advisor, Dr. Heide Hlawaty by email at hhlawaty@mcny.edu.

Mid-Semester Assessments

Between the sixth and eighth weeks of every semester, instructors provide students with Mid-Semester Assessments (MSA) in each course. An MSA is essentially a progress report indicating whether your work to date is satisfactory or needs improvement. MSAs do not count toward final grades. When MSAs are posted, Advisors in Student Services reach out to all students who need improvement in one or more classes. Advisors will discuss reasons for sub-par performance and will assist students in developing plans to improve performance.

Veterans

In the Office of Student Services the Coordinator of First Year Advisement and Student Development serves as the main point of contact for all new and continuing students in relation to advisement, programming, and resources on and off campus. Any Veteran student should contact the Coordinator of First Year Advisement and Student Development with any questions, comments, or concerns.
Office of Career Services

Ext. 2613 • careerservices@mcny.edu

MCNY’s Office of Career Services provides a vital link between students and employers. We believe that career development is ongoing and starts when you begin your college studies - not just before you graduate. Previous work experiences ranks among the most important factors in an employer’s decision to hire applicants. Our staff assists students in finding the right internship or job for each semester. Career Services provides students with the appropriate guidance and resources for securing employment while working toward their degree. Career Fairs and Internship Fairs are just some of the features helping students and alumni find jobs by providing direct or indirect contact information to prospective employers or internship providers.

The Office of Career Services offers a wide range of different services and programs to enhance student career development, including:

• Workshops in resume writing, interview skills, utilizing the computer and electronic job hunting, creating a career portfolio, personality testing and careers, career planning, career evaluation, finding a job and business etiquette

• Individual career counseling, resume critiques and revisions

• Job and internship fairs

• Assistance in job search correspondence , e.g. cover letters

• Interviewing tips

• Tips on negotiating salary

• Coaching on networking skills

• Strategies for employment success

• Employment and internship search assistance
• Long distance job search assistance
• General organizational skills
• Making a career change

Students and alumni can expect prompt results if they are motivated to achieve their defined goal. Career Services will provide strategies and steps for each student to take toward advancing in his or her career. Students will be expected to follow through on the feedback they receive and will be given the time and space needed to accomplish their tasks with our full support.

Opportunities abound for MCNY student looking for the perfect combination of study and work. Our Career Services Office helps assist students in any number of exciting internship settings. Undergraduate students are required to work or intern for fourteen hours weekly (after their first semester) and are required to secure an internship field assignment by the 7th week of the first semester. MPA students are required to work or intern for twenty-one hours weekly immediately upon commencing their studies with us. We can help you find the right internship setting to help you develop into the career professional you aspire to become. If a student is unable to perform satisfactorily at the internship or work site, the College, based on its assessment of the student’s performance, may either help the student secure another placement or recommend the student for withdrawal. Student-practitioners who do not meet the standards of attendance and satisfactory completion of work agreed to by the organization are subject to termination by the College and the organization.
Office of Experiential Learning

Ex. 2427: ExpLearning@mcny.edu

The Office of Experiential Learning (OEL) maintains the integrity of Purpose-Centered Education (PCE) by overseeing the fieldwork process. The OEL provides academic administration for the fieldwork component of the curriculum, representing the College by developing and maintaining relationships with field site supervisors, serving as a liaison between students, faculty and field site supervisors and supporting the College community’s efforts to examine the direction of experiential learning and its impact on the Human Services undergraduate curricula.

Responsibilities of the Office of Experiential Learning:

• Develops guidelines for fieldwork practices
• Supports MCNY undergraduate curriculum development
• Conducts site visits to assess agency appropriateness
• Serves as a liaison between students, faculty and agencies regarding MCNY’s fieldwork policies
• Advises students on suitable placements
• Troubleshoots problems in the field
• Collects and tabulates fieldwork data

Field Placement Policies

Human Services:

Students in the Human Services program are expected to intern or work at human services agencies at least 14-hours per week, 14-weeks each semester. Students may intern at government agencies, organizations with 501(c) (3) tax filing status, as well as for-profit
agencies. All internships must be approved by the student’s instructor, as some internship sites
may not be appropriate for the semester’s theme. Exceptions to this policy will be made on a
case-by-case basis and require faculty approval.
Through the library page on the MCNY website, students can both look up physical materials owned by the library and access digital resources through library subscriptions.

The Library’s physical collections are subdivided into three categories: The Circulating collections, (books, which can be borrowed from the Library), Non-circulating collections, which must be used in the library (for example, newspapers, magazines and journals, and reference books) and the Reserve collection: consisting of text-books and other course materials set aside by Professors, restricted to individual in–library use in two-hour blocks. The Library purchases reserve course materials for undergraduate and graduate programs, in limited quantities, as requested by each department.

The Library’s digital resources include databases containing journal articles, e-books, and online reference material. These resources can be accessed from any computer with an internet connection by using a student’s MCNY email username and password. For more detailed information on the Library’s rules and regulations, loan periods, fines, etc. refer to the Circulation and Library Use Guide on the library page of the College website.

The Library also participates in services that allow MCNY affiliates to borrow books and articles from other libraries (Interlibrary Loan), and to use materials on site in other New York City libraries (METRO cards).

Library Facilities Policies

• Respectful behavior is expected of all users, and offensive language or conduct towards other community members or library staff will not be tolerated.

• Food is not permitted.
• Beverages are permitted only in covered containers.
• Cell phone conversations are not permitted.
• Conversation is permitted, but the overall noise level should be kept to a minimum; this also includes music or noise from any personal devices.
• As in the other areas of the college: smoking is not permitted; children are never allowed in the library unaccompanied, and overall, only allowed in the library for short periods while transactions are being completed.

Computer Usage

Computer Use, Internet Use Policy, and Library Privileges

The Library provides computers for student/staff/faculty use. These computers are available during the open hours of the library, in accordance with the following policies.

Authorized Users: MCNY students, alumni, faculty and staff are authorized users and these facilities are exclusively for their use.

Restrictions on use. Use of the Library Computer Labs is primarily intended for research, completing assignments and checking email.

Internet Usage. The Library Computer Labs provide students with Internet access for educational purposes. Internet access is provided to allow students to obtain research and educational material for their studies and papers. The downloading & accessing inappropriate or sexually explicit materials is strictly forbidden.

Unattended computers. Computers left unattended for 15 minutes or more will be considered vacated and may be reassigned. Students MUST take their external storage and personal belongings with them whenever they leave the Library. Staff members of the Library are not responsible for lost or stolen articles.
Downloading and Saving. Library staff members are not responsible for any coursework left on workstations. Workstations are programmed to delete all individual files upon restart of the machine in question OR after 24 hours has elapsed.

Printing. Students are urged to use College printers responsibly. Limiting printing to documents that are necessary reduces strain to the College's printing resources and the environment. Printers should be used only for documents of less than 50 pages only. If you need to print a larger document you should consult with a staff member. Printers should not be used to print multiple copies of a document; if multiple copies are necessary (and in compliance with the copyright law), a photocopier should be used. A maximum of 3 copies of a document of no more than 5 pages may be made using College printers. Like the computers, printers may be used only for College related purposes. Students found to be using computing facilities for personal use or violating the guidelines on copying may have their library privileges revoked.

Alumni. Alumni are permitted to use the College library facilities after graduation. An alumni identification card must be obtained through student services. Students who are not currently enrolled but were enrolled the previous semester may also use the library facilities, and must present a student identification card with a validation sticker indicating enrollment the previous semester. Library use privileges does not include borrowing privileges nor does it include access to library databases. Alumni must not have any outstanding balance owed to the College, and must abide by all College rules and regulations. Library privileges may be suspended or revoked in the discretion of the library personnel for non-compliance with College rules and regulations. Library personnel may grant priority to current students for use of library amenities such as computers as they believe is appropriate under the circumstances. Use of the library by alumni is reserved for scholarly research activities.
Violations

Violations of this policy shall be considered a violation of the student Code of Conduct, and addressed accordingly. Violations of the policy will result in appropriate action, including loss of email privileges, loss of computer privileges, or referral to the appropriate authorities. Repeated, egregious, or malicious abuse of these guidelines may be cause for more serious disciplinary action.

Privacy

Students have no expectation of privacy regarding their use of MCNY computing resources, including the MCNY email system. All MCNY computing resources are the property of MCNY, and all material sent, received, or stored through the MCNY email system may be reviewed, monitored, intercepted, disclosed or deleted by MCNY at any time without notice.

Copyright Violations and Peer to Peer File Sharing

It is your responsibility to avoid downloading or sharing music, video or software files with anyone unless you have received explicit permission from the copyright owner or have paid a fee to obtain distribution rights for the materials. In most cases, the copyright owner is the publisher, producer, or performer of a song, program, album, or film. If you are using a peer-to-peer (P2P) file sharing program to share copyrighted material without permission you are exposing yourself to great risk. In addition to enabling illegal activity, P2P software use also has the potential to consume large amounts of network and Internet bandwidth. To reduce the impact of this activity the College employs technologies to block P2P file sharing on campus. If you have downloaded file sharing applications, you may have difficulty connecting to the College’s networks. You should remove such programs from your computer.
The Recording Industry Association of America (RIAA) has aggressively taken legal action against individuals believed to have offered music files over the Internet. As of this date, the RIAA has issued over 2000 subpoenas, many against College students.

If the College receives notification that a student has engaged in infringing activity, it will investigate the complaint, and, if appropriate, notify the student to take down the offending material and cease from engaging in such conduct or block network access. In addition, students who violate copyright law by engaging in unauthorized file sharing may be subject to discipline under the College’s disciplinary procedures, as well as subject to civil and criminal prosecution, as detailed below.

**Civil Liability:** Persons found to have infringed may be held liable for substantial damages and attorney’s fees. The law entitles a plaintiff to seek statutory damages of $150,000 for each act of willful infringement.

**Criminal Liability:** Copyright infringement also carries criminal penalties under the federal No Electronic Theft Act. Depending on the number and value of the products exchanged, penalties for a first offense may be as high as three years in prison and a fine of $250,000.

**Fair Use and Copyright Violations**

Any work published after 1923 is protected by copyright regardless of whether a copyright notice is attached, including works on the internet or other electronic format as well as printed materials. As a general rule, a work protected by copyright may not be copied by anyone other than the holder of the copyright. Some limited copying is permitted for in a classroom setting under what is known at the “Fair Use Doctrine.” This doctrine permits limited reproduction of a copyrighted work for the purposes of criticism, comment, news reporting,
teaching, scholarship, and research. There are four factors to be considered in determining whether or not a particular use is fair:

1. The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes

2. The nature of the copyrighted work

3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole

4. The effect of the use upon the potential market for, or value of, the copyrighted work

Although it is typically permissible for a student to copy an excerpt of a larger work for personal academic purposes, there is no specific number of words, lines, or notes that may safely be taken without permission. Photocopying SHOULD NEVER be used as a substitute for purchasing required materials. Instructors at the College are encouraged to use coursepacks and to place materials on reserve in the library to reduce the materials students must purchase.

Acknowledging the source of the copyrighted material does not substitute for obtaining permission.
The Office of Academic Support coordinates support services designed to help all MCNY students develop their learning and academic skills, as well as enhance their understanding of college demands. We provide services, programs and resources that encourage academic and professional excellence. We are committed to challenging and empowering students in reaching their full potential while becoming independent, lifelong learners.

The following services are available on an individual and/or group basis:

Learning Enhancement Center

Ext. 2438 • LEC@mcny.edu

Provides one-on-one and group tutoring to help students develop their writing, math and other necessary skills for academic success at MCNY. Professional tutors meet 1 weekly with students and offer group tutoring and in-class seminars. The Center operates Mon-Sat at the Manhattan campus and two days a week at the Bronx campus.

MCNY Mentors Program

Provides transitional support through peer mentoring. Peer mentors provide support in study skills, computer literacy and offer valuable experience with Purpose Centered Education, the Constructive Action and student advocacy. The Mentoring office operates Mon-Fri at Manhattan campus and three days a week at the Bronx campus.

First Year Experience

Assists first year students in making a smooth transition to MCNY. The First Year Experience (FYE) program connects Purpose 1-3 and 1st term transfer students to the people, programs and resources necessary to provide a strong foundation for academic success and
personal growth. FYE programming supports student in-class and out-of-class through workshops and social events connecting students with peers, faculty and the spirit of MCNY.
MCNY Website

A wide range of educational information and resources are available to students via the MCNY website: mcny.edu. The site provides information on financial aid, registration, student and career services, MCNY academic programs, policies and procedures. Students, staff and alumni can find books, articles and databases by accessing the Library link. The MCNY website also has current information on event schedules, open houses, academic calendar, student government, Urban Dialogues and other essential information.
How Our Academic Programs Work

Enrollment in MCNY is offered three times a year, in the spring, summer, and fall. Students complete our academic programs by progressing through a series of self-contained learning experiences, each of which offers a rich variety of academic studies together with an opportunity for purposeful action in a work environment. Each learning experience focuses on one of the performance areas that is essential to success in the student’s chosen field.

At MCNY, a semester’s learning experience or performance area is called a Purpose. Each Purpose represents a full-time term of learning, during which academic studies and work experience are organized to support knowledgeable, effective performance. In the Audrey Cohen School for Human Services and Education, for example, the sixth Purpose is devoted to serving as a Community Liaison, while the same semester in the School for Business is concerned with Managing Economic Resources. Each semester, full-time students take five or more Dimension classes - for a total of 15 credits - that explore the wide range of human knowledge drawn from the liberal arts, social sciences, and professional studies.

The generic dimensions remain consistent throughout your college career, and generally include courses in the following areas: Purpose, Constructive Action Seminar, Values and Ethics, Self and Others, Systems, Skills, and in the Audrey Cohen School for Human Services and Education as well as the School for Public Affairs & Administration, Internship/Work Experience.

Over the course of every semester, students plan and implement a Constructive Action (CA), a sustained effort carried out in a work situation, to identify and achieve a significant initiative related to the semester’s performance area. In the CA seminar, (Purpose Class) students
learn to integrate knowledge from all their classes and are assessed on their effectiveness in planning, implementing and analyzing their Constructive Actions. The CA becomes a source of learning, an opportunity to create positive social or organizational value, and serves as the basis for a comprehensive assessment of a student’s academic performance. The CA involves research, planning, action and evaluation. It is the heart of the MCNY educational experience and a key vehicle in enabling the College to achieve its mission.

Constructive Action Documents

Each student enrolled in the College will submit his or her Constructive Action document in two formats:

- A paper copy in the prescribed format, and
- A copy in electronic format (as specified by the instructor)

Each Constructive Action Document should have a front page, which contains the following information:

- Student Name
- Student I.D. number
- Purpose/Semester/Year for which CA is written
- Instructor’s name
- Descriptive title of CA

Keywords for CA, i.e. institution’s name, type of organization, main topic of the CA, identifiable field: Accounting, Management, Health Care, and Child Welfare, Student Teaching, etc. and a one paragraph summary of your Constructive Action.
Common Curriculum

MCNY has implemented the Common Curriculum, which consists of courses shared amongst the undergraduate degree programs: the Business Programs including Healthcare Systems Management, and Human Services. The following eight Common Curriculum courses represent an exciting new interdisciplinary approach that students will have the advantage of experiencing in their studies at MCNY.

These courses are:

• ENG CC 110: Critical Thinking and Writing
• ETH CC 120: Contemporary Values and Classical Ethics
• MIS CC 130: Computer Applications for Profit and Non-Profit Management
• PSC CC 140: Political and Economic Philosophy
• GOV CC 150: American Government
• SPE CC 160: Public Speaking and the Arts of Persuasion
• ART CC 170: Empowerment through the Arts
• BIO CC 180: Human Biology

The 2-1 Common Curriculum courses will be designated as a hybrid course, which are identified on the course schedule with the course sections as ‘H’, therefore all Common Curriculum courses will be coded as follows: Manhattan: MHD1 (Day Section); MHV1 (Evening Section); MHW1 (Evening/Weekend Section). Bronx: BHD1 (Day Section); BHV1 (Evening Section); BHW1 (Evening/Weekend Section)

Format of Course Delivery:

These Common Curriculum courses will be taught in an innovative and interactive format utilizing MCNY’s learning management system, Moodle. This method of delivery is referred to
as the “2-1 format”, where 110 minutes of course time will be onsite and the remaining 55 minutes will be delivered via Moodle every week. The major advantage of this format will be the increased use of technology in order to deliver the same course content as a traditional onsite course. This format allows for maximum flexibility in completing the requirements for courses.

Class Standing

Because MCNY does not use a traditional two semester system, the below chart has been developed to indicate the equivalent grade level based on the number of credits a student has earned.

<table>
<thead>
<tr>
<th>Based on 120 cr. Curriculum Cumulative Credits Earned</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29</td>
<td>FR</td>
</tr>
<tr>
<td>30-59</td>
<td>SO</td>
</tr>
<tr>
<td>60-89</td>
<td>JR</td>
</tr>
<tr>
<td>90-120</td>
<td>SR</td>
</tr>
<tr>
<td></td>
<td>SR (5th year senior)</td>
</tr>
</tbody>
</table>
Academic Requirements and Regulations – Undergraduate Degree

The Audrey Cohen School for Human Services and Education offers Associates, Bachelors and Master’s degree programs utilizing MCNY’s unique Purpose-Centered Education model. All programs require work and/or an internship setting where accelerated learning provides students an opportunity to use the knowledge they gain in their studies to take positive action in the organization where they are employed, interning or student teaching. Part-time study is available for undergraduate students.

The College publishes detailed School for Human Services and Education degree requirements in the school brochures and on the MCNY website: mcny.edu, but a brief outline of the programs is provided here. Students are responsible for knowing the information and requirements needed to graduate.

The baccalaureate programs are divided into eight Purposes and the associate program consists of four Purposes. Each Purpose is equivalent to one semester of traditional college work. The College awards 15 credits for each Purpose completed at the baccalaureate and associate levels. In order to receive the baccalaureate degree, a student must complete eight Purposes for a total of 120 credits. To receive the associate degree, a student must complete Purposes 1 and 2, and two others from Purposes 3 through 6 for a total of 60 credits.

Organization of the Purpose

Every Purpose in each of the degree programs of the Audrey Cohen School for Human Services and Education is organized into the following components:
Dimension Classes: Values and Ethics, Self and Others, Systems, and Skills. 2 or 3 credits each.

Purpose Seminar: Instruction relating to the Constructive Action, emphasizing process and research, and exploration and integration of theory through case studies, etc. 2 credits.

Constructive Action: Individual and small group work on thinking, writing, problem-solving, in relation to the Constructive Action and its documentation. 2 credits.

Field Practice: Supervised experience at the worksite including performance of the Constructive Action - a minimum of 14 hours per week for 14 weeks. 2 credits.

College-Level Examination Program (CLEP) and DSST (formerly DANTES Subject Standardized Tests)

A maximum of 32 credits, taken and passed through CLEP or DSST, can be applied to the Bachelor’s Degree. Students are eligible to take the test anytime during their tenure at MCNY. However, the test results must be submitted prior to the semester for which the student is requesting the credits. Please speak with your Program Director to determine which exams are acceptable for the individual programs. The number of transfer credits and credits granted by examination may not exceed those required for graduation with a degree from MCNY.

Associate of Arts

All students enrolled in the Associate of Arts degree program must take 48 of their 60 required credits at the College. The transfer credits from other colleges must be applied to the four Purposes they are completing in order to receive the Associate degree. The student must complete the first two Purposes - Self Assessment and Preparation for Practice, and Developing Professional Relationships - and then two out of the following: Working in Groups, Teaching and Communication, Counseling, and Working as a Community Liaison. Students enrolled in the
Associate of Arts degree program are not eligible for participation in the Advanced Standing Option while they are pursuing their Associate of Arts degree.

Beginning with students admitted in summer 2016, candidates for the associate degree must complete Purposes 1-4.

Bachelor of Professional Studies

The Bachelor’s degree program offered through the Audrey Cohen School for Human Services and Education is performance-based. This means that every student must demonstrate competence in each of the eight Purposes in order to earn his or her degree. By competence we mean the ability to make use of theory to take effective action in an organizational setting. Each performance area is the focus of one semester’s work. Semesters are fourteen weeks in length, and three full Purposes are offered each year, so if a student attends classes consecutively for eight Purposes, he or she will receive a bachelor’s degree in two years and eight months.

Within each Purpose, classes are divided into Dimension seminars, each of which covers a particular aspect of the performance area being studied. The framework for the Dimensions is consistent across all of the Purposes while the particular course content changes. The Dimensions are Purpose, Values and Ethics, Self and Others, Systems and Skills.

The Purpose Seminar is the class that helps the student complete a Constructive Action. This living case study is Purpose specific and demonstrates the student’s application of academic theories, concepts and skills to his or her career and job situation.

In each Purpose, students must satisfactorily complete all required classes and carry out and document a satisfactory Constructive Action at the work site. The Constructive Action must relate to the semester’s Purpose. Thus, the student’s grasp of theory is assessed twice, once in the classroom and again as it becomes the basis for action in the Constructive Action.
Grades and Credits

Because the program is performance-based, the student must demonstrate competence in each of the eight Purposes in order to earn the degree. By competence we mean the ability to make use of theory through positive action in the world outside the classroom. To demonstrate competence in each Purpose, the student must:

• Satisfactorily complete all required classes
• Receive a passing grade in the field internship
• Carry out and document a satisfactory Constructive Action at their internships or worksites, relative to the particular area of competence the Purpose addresses.

Because the program in performance based, the student must demonstrate competence in each of the eight purposes in order to earn the degree. In accordance with New York State Department of Education standards, each credit hour represents either 15 hours of class work plus 30 hours of study or 45 hours of fieldwork. Students who attended the College prior to the Spring 1990 semester, should consult with the Office of the Registrar regarding credit allocation for course work completed prior to this date.

Purpose 8 Honors CA

Description

The Honors 8 Constructive Action is designed for outstanding students who have excelled in their undergraduate education and intend to pursue a master’s degree upon completion of their undergraduate studies and/or expect to receive promotions in their organizations following graduation. The program will focus on helping these exceptional students to transition into graduate school and/or leadership positions by providing them with
graduate level instruction and a special set of professional skills for gaining an edge in their
graduate studies and in their careers. Among the skills acquired will be survey techniques, the
technological analysis of data, strategies for data visualization, the use of force field analysis,
SWOT analysis, other organizational tools, and graduate level research techniques. Students
accepted into the program will be eligible for special scholarship funding of $500 and on
completion have indicated on their official MCNY transcript the Honors Constructive Action
designation

Eligibility Requirements

The intensive and individual mentoring each student in the program will receive from the
instructor will allow for only 13 students to be accepted into the program. Acceptance will be on
a competitive basis. Students wishing to register for the program must meet the following
eligibility requirements:

1. Have a GPA of 3.7 or better
2. Have no failures or outstanding incompletes on their record
3. Have an internship or job firmly established for their Purpose 8 C.A.
4. Feel comfortable in learning to use statistical software for data analysis and visualization

Students who do not meet these requirements may meet with the Dean of the Audrey
Cohen School for Human Services and Education to discuss their interest in this program.

Program Highlights

The Constructive Action

As in all programs at MCNY, each semester students must carry out a Constructive
Action. A Constructive Action is an act of service that empowers students to act purposefully to
manage their lives, meet societal needs, and work with others in collaborative relationships to improve the world. This unique educational experience is the cornerstone of the program. It is the principal means through which students enrolled in programs at MCNY learn to integrate the knowledge they learn in the classroom with the work they do in the world. It is a systematic process of planning, carrying out, and assessing the effort to achieve a meaningful and worthwhile purpose that brings about a positive change. The American Urban Studies program is an ideal preparation for students interested in developing careers in education, law, or politics or in attaining a broad education suitable to various careers in public service, as well as advanced study in graduate school.

MCNY Language and Literature Sequence

One of the hallmarks of a liberal arts education is the great proficiency liberal arts students develop in the use of language. Each semester students enrolled in the American Urban Studies program take a course that involves them in the study and practice of using language effectively. This sequence is unique to MCNY and includes the following courses.

1. Latin for Writers
2. Reading and Writing across the Disciplines: Humanities, Mathematics, Social Sciences, and Natural Sciences
3. Linguistics for Non-linguists
4. Writing through Literature and Philosophy
5. Language and Culture
6. Understanding Poetry, Drama, and Film
7. Public Speaking and the Art of Persuasion
8. Music, Religion, and Philosophy
Interdisciplinary Seminars and the Linked Curriculum

For the second and third semesters of the social sciences, students take two interdisciplinary (ID) seminars that are taught with an emphasis on integrating specific subject areas.

- Second Semester ID: Understanding Self in the World (religion and psychology)
- Third Semester ID: The Human Experience and Cooperation (anthropology and drama)

Each of the interdisciplinary seminars is linked to the Constructive Action (CA) for the appropriate semester:

- Second Semester CA: Becoming an Independent Learner
- Third Semester CA: Communicating with Others: Interpersonal Relations and Conflict Resolution

The Advanced Standing Option

The Advanced Standing Option at The Audrey Cohen School for Human Services and Education is designed to recognize and document the extensive professional experience and previous education of the truly exceptional student. The College’s system of education is used as the framework for this documentation and assessment. The candidate for the Advanced Standing Option is that unusual individual with a broad, documented, professional background correlating to one or more Purposes in the undergraduate Human Services curriculum. The student accepted into the option will be required to validate his or her knowledge and practice for a particular Purpose or Purposes using the College’s System of Education. Criteria for acceptance are very stringent.
Students who enter the College under one of its articulation agreements from two year accredited institutions of higher education, where up to 60 credits have been earned around a specific human service configuration and have been accepted by MCNY, or receive 60 transfer credits because their previous educational experience conforms to the articulation agreements, are not eligible to participate in the Advanced Standing Option.

Criteria for determining eligibility for the Advanced Standing Option at The Audrey Cohen School for Human Services and Education include the following:

• A student must be matriculated at the College in order to apply for the Advanced Standing Option

• A student must have completed the Self-Assessment semester (Purpose 1) and the Developing Professional Relationships semester (Purpose 2) before applying

All students accepted into the Advanced Standing Program for III and IV must enroll in the math courses in Skills III and Skills IV. Tuition will be assessed. The regular tuition charge will apply for that course and will be additional to the tuition charge for Advanced Standing. A student who has not taken the equivalent of Purpose 7 Accounting, or who cannot demonstrate the required knowledge base in Accounting, and is admitted to Advanced Standing for “Supervision” is required to enroll in the Skills Dimension Class - Purpose 7 Accounting. Students will also have to demonstrate competency or take any common curriculum courses in the purpose they are taking by advanced standing. Those who have transferred credits into a Purpose for which they wish to apply for Advanced Standing will discuss this with the Coordinator to receive partial credit for a purpose. The regular tuition charge will apply for any required courses and will be additional to the tuition charge for Advanced Standing. Additional information on Advanced Standing is available on the MCNY website.
Validations Through the Advanced Standing Option

ONE PURPOSE

A student seeking to validate and gain exemption from 1 Purpose through the Advanced Standing Option must have:

• At least 5 continuous years of employment are required in human services. Of the 5 years, 3 years of full-time human service employment must be documented in the area(s) related to the Purpose from which the student is seeking exemption

• Satisfactory grades (“C” or better) in all components of the College curriculum completed to date

• In-service training and staff development directly relevant to the Purpose for which the student is seeking exemption through Advanced Standing must be documented

• The ability to document his or her human service performance in the Purpose(s) in accordance with the objectives and criteria defined in the College’s Handbook for Advanced Standing. Such an individual may seek one exemption selected from one of the following Purposes: Working Effectively with Groups, Teaching and Communication, Counseling, Community Liaison, and Supervision

TWO PURPOSES

A student seeking to validate and gain exemption from a maximum of 2 Purposes through the Advanced Standing Option must have:
• A total of 6 years full-time employment and experience are required in each area in which exemption is being sought. Of the 6 years, at least 5 continuous years must be in human services. In addition, 3 of the 6 years must be full-time, documented, and in human services

• A minimum of 15 external College credits in courses and or fieldwork related to the Purpose(s) from which the student is seeking exemption. These courses must have been completed at an accredited institution of higher education, and the student must have earned a grade of “C” or better in each course

• Satisfactory grades (“C” or better) in all components of the College curriculum completed to date

• In-service training and staff development directly relevant to the Purpose(s) for which the student is seeking exemption must be documented

• The ability to document his or her human service performance in a specific Purpose(s) in accordance with the objectives and criteria defined in the College’s Handbook for Advanced Standing. Such an individual may seek exemption from a maximum of 2 semesters selected from the following Purposes: Working with Groups, Teaching and Communication, Counseling, Community Liaison, and Supervision

THREE PURPOSES

A student seeking to validate and gain exemption from a maximum of 3 Purposes must have:

• A total of 9 years full-time employment and experience are required in each area in which exemption is being sought. Of the 9 years, at least 5 continuous years must be in human services. In addition, 3 of the 9 years must be full-time, documented, and in human services
• At least 30 external College credits in courses and or fieldwork related to human services and the Purpose(s) from which the student is seeking exemption. These courses must have been completed at an accredited institution of higher education, and the student must have earned a grade of “C” or better
  • Satisfactory grades (“C” or better) in all components of the College curriculum completed to date
  • The ability to document his or her human service performance for the Purposes from which exemption is sought in accordance with the College’s Handbook to the Program for Advanced Standing. Such an individual may seek exemption from a maximum of 3 Purposes selected from: Working Effectively with Groups, Teaching and Communication, Counseling, Community Liaison, and Supervision

Process for Application and Acceptance into the Advanced Standing Option

Application for Advanced Standing can be made in any semester after the student has completed the first two Purposes in the Human Services curriculum. In order to be approved for the Advanced Standing Option in the forthcoming semester at the College, an applicant during the current semester must send an email to: advancedStanding@mcny.edu.

In this email:

1. Include your full name and ID#

2. State the Purpose for which you are requesting exemption

3. Include a short (two to three paragraphs) rationale justifying why you deserve to be exempted from this purpose (give examples from your previous experience in the area you want to exempt)
You will receive an email that will inform you of further materials you will need to complete your application.

The application must be completed and submitted to the Coordinator no later than the 9th week of the current semester. It is suggested that applicants retain a copy of all documents. If further discussion is necessary, the Coordinator of the Program will schedule an individual interview. Otherwise, all transactions will take place via email. After the documents are evaluated, the applicant will receive an e-letter from the Coordinator approving or rejecting him or her for Advanced Standing. To register for the Advanced Standing Option your copy of the letter from the Coordinator must be presented to your advisor and the Registrar.

Given the above process and timetable, the student who is approved to enter the Advanced Standing Option will be able to register prior to the start of the next semester and incur no penalties for late registration.

Grading Policies for the Advanced Standing Option

A student enrolled in the Advanced Standing Option at the College will receive an overall grade for each Purpose validated in the option. A grade of “C” is the lowest acceptable grade for any Purpose validated in this option.

Tuition for Advanced Standing

For the current tuition rate for the Advanced Standing Option, please refer to the Fees and Expenses insert in the Catalog or contact the Bursar’s Office. Tuition is subject to change. Students who do not complete their Advanced Standing Option documentation in the initial semester will be charged a maintenance fee of $100 in each of the 1 or 2 additional semesters needed to complete the requirements.
Deadline for Completion of Advanced Standing

A student will generally have one year in which to successfully document exemption from one or more specified Purposes. At the end of that period, if successful completion has not been achieved, the student must enroll in the normal course-work load, paying the normal tuition rate.

Academic Progress and Advanced Standing

Depending on eligibility, a student may seek exemption from one, two or three Purposes through the Advanced Standing Option. At this time, the total credits represented by the Purpose(s) that the student is seeking to document through Advanced Standing - either 16, 32 or 48 credits - as the student enters the designated credited program, are calculated as part of the “credits attempted” and the grade point average for that term. Therefore, if a student fails to complete the documentation process for the Advanced Standing in that semester, eligibility for continued financial aid may be affected. Please see the Registrar for changes and or updates on this policy.
Master of Science in Education (Dual Childhood 1-6/Special Education) Program

The Master’s degree program is designed as a one year, three-semester, 46-credit course of study. The degree program is performance-based and leads to initial New York State teacher certifications in both Childhood Education (Grades 1-6) and Teaching Students with Disabilities (Special Education). The intensive full-time schedule of study and field practice is for the person who is deeply committed to the education of all students, in diverse urban school settings. It is designed for prospective teachers who do not currently have teaching certification and who want to meet the professional qualifications and options to teach students in general, inclusive, or special education settings. Admission to the graduate education program is competitive and the requirements for admission and continuation in the program are described in detail below.

In addition to the one year, three-semester program, there are two four–semester schedule options. One four-semester schedule is designed for working teaching assistants/paraprofessionals. Another four semester schedule consolidates the two seven week semesters of student teaching into one fourteen-week semester of student teaching. All program schedules require full-time study with clinical experiences during Purpose 1, 2 and 3.

Students interested in learning more about this program should contact the Graduate Admissions Office, MCNY website, or the Audrey Cohen School for Human Services and Education publications.

The graduate degree program offered through the Audrey Cohen School for Human Services and Education is performance-based. This means that every student must demonstrate competence in each of the three Purposes in order to proceed to the next Purpose and earn his or her degree.
Policies of the Master in Science in Education Degree Program

The assessment system of teacher candidates’ performance is based on the following:

1. Candidates’ knowledge, skills and dispositions are assessed continuously at critical points.
2. Multiple and sequential assessments are used to assess candidate performance in a variety of ways.
3. Data from internal and external sources are used to make decisions about candidates’ admission, retention, program completion and graduation.
4. Rubrics are developed and used to determine levels of performance.
5. The MSED program course of study is evaluated and modified based on the data.

The assessment system collects candidate data at four transition points: Admissions to the program; Admissions to Purpose 2 (Student Teaching 1); Admission to Purpose 3 (Student Teaching 2); and program completion.

Admission to the MSED program is competitive and requires the following:

1. A completed application with all official transcripts and documentation.
2. Evidence of an earned bachelor's degree with a GPA of 3.0 or higher from a regionally accredited institution of higher education. A limited amount of applicants with a lower GPA may be considered for admission on a provisional basis based on professional experience and/or credentials. If admitted on a provisional basis, the student will be required to complete a specified number of credits with an overall GPA of 3.0 in order to continue in the program. Upon application to the program, a student's transcripts will also be evaluated for appropriate liberal arts and sciences and content core coursework required for certification by NYSED Section 52.21.
3. A resume
4. Two signed letters of reference from faculty/professionals attesting not only to the academic readiness of the applicant but also to his/her readiness to teach children.
5. GRE (Graduate Record Exam) or MAT (Miller Analogies Test) scores taken within the last five years.
6. Proficient English literacy skills through coursework and an in-person writing sample taken the same day as the interview.
7. Participation in a structured interview with the Program Director and/or program faculty.
8. NYCDOE fingerprint clearance eligibility to work with children. The NYCDOE fingerprint clearance process begins immediately following notification of acceptance by the MSED Program Director.
9. Proof of Immunizations (New York State Public Health Law 2165 requires all students on or after January 1, 1957 to supply immunizations from Measles, Mumps and Rubella prior to registration.

10. Application Fee of $45 (the non-refundable fee) which can be paid either by check, money order or on-line with a credit card via a secured server.

Admission to Purpose 2 (Student Teaching I):

Candidates must successfully complete Purpose 1 requirements, including the field experience, in order to be admitted to the first of two semesters of student teaching. Successful completion of Purpose 1 is measured by:

- Satisfactory evaluation on the Field Experience (minimum 120 hours)
- Satisfactory completion of the Pre-Student Teaching Assessment (Constructive Action 1)
- Passing grades on the Mathematics and Reading methods courses
- Passing grade on the Child Study of a Student with Disabilities Assessment
- Passing grade Foundations of Special Education Examination Assessment
- Child Abuse training certificate *
- Maintain background clearance to be eligible to work with students
- CST Multi-Subject (1-6) Part One – Literacy and English Language Arts (221) test scores

* You will be given directions on how to complete the distance-learning Child Abuse training

Admission to Purpose 3 (Student Teaching II):

Candidates must successfully complete the Purpose 2 semester, including the first student teaching experience, in order to be admitted to the second student teaching experience in the third and last semester of the program. Successful completion of Purpose 2 is measured by:

- Satisfactory Student Teaching 1 Proficiencies Assessment (minimum 33 days) by faculty supervisor and cooperating teacher(s)
- Passing grade on the Lesson Planning Assessment
- Passing grade on the Integrated Thematic Unit Assessment
- Passing grade on the Collaboration Project Assessment
- Project SAVE Seminar
- DASA (Dignity for All Students Act) training
- Minimum 3.0 GPA
- Maintain background clearance to be eligible to work with students
Program Completion/Graduation:
Candidates must successfully complete all requirements for the program and all assessments including:

- Satisfactory Student Teaching 2 Proficiencies Assessment (minimum 33 days) by faculty supervisor and cooperating teacher
- Satisfactory completion of the Teacher Work Sample Assessment (Constructive Action 3)
- Arts Diversity Project Assessment
- Minimum 3.0 GPA

Uploading in Pearson e-Portfolio edTPA Elementary Education Tasks 1-3
CST Multi-Subject (1-6) Part Two (222) and Part Three (245) scores

Recommendation for Certification:
In order to be recommended and achieve certification, candidates must:

- Complete the on-line NYS TEACH application during Purpose 3
  http://www.highered.nysed.gov/tcert/teach/
- Successfully complete all MCNY degree requirements

Achieve passing scores on the NYSTCE tests: EAS, CST – Students with Disabilities, CST Multi-Subject tests and the edTPA - Elementary Education.

*The above requirements may be revised due to possible changes in CAEP accreditation requirements and/or NYSED regulations*
Continuing Education: CASAC

The Audrey Cohen School for Human Services and Education began offering the CASAC (Certified Alcohol and Substance Abuse Counselor) Program in 1999. This non degree program is approved by the New York State Office of Alcoholism and Substance Abuse Services (OASAS). This program is designed to address the needs of those who wish to prepare for a career in substance abuse counseling or those who wish to enhance their skills as social workers, psychologists, psychiatrists, rehabilitation counselors, mental health counselors, substance abuse counselors, marriage and family therapists and school counselors.

This program focuses on the psychopharmacological and physiological aspects of drugs, signs, symptoms and stages of alcoholism, individual and group counseling skills, the ethics of confidentiality, family treatment and multicultural issues. The program is offered on a continuous basis and may be completed in two semesters. Classes are small and taught by OASAS certified instructors. A high school diploma or GED is required to enroll. To apply for the program submit one of the following documents:

- High School Transcript
- GED scores and Diploma
- College Transcripts
- Proof of required immunizations

Please complete an application and pay the $45.00 application fee. For additional information, contact the CASAC Coordinator at: casac@mcny.edu.
Policies for the School for Public Affairs and Administration

The School for Public Affairs and Administration offers two distinct Master of Public Administration degree programs; the MPA in Administration and the MPA in Emergency and Disaster Management. Admission to the Master of Public Administration Degree Program is competitive and requires the following:

- Official transcripts of undergraduate coursework from each college attended
- Verification of the awarding of a bachelor’s degree on transcript of baccalaureate granting institution with an acceptable cumulative GPA
- Official transcripts of graduate coursework from any previous graduate school with a Cumulative GPA of 3.0 and above
- Applicants with less than the recommended grade point average must meet with the Dean. Conditional acceptances may be made requiring the student to earn a 3.0 in the first semester in order to continue
- A signed Letter of Agreement from employer or internship setting documenting the approval by the supervisor of the graduate student using the setting as a field site. Admission to the MPA in Emergency and Disaster Management may require assigning students to an appropriate internship (21 hours weekly)
- A signed Supervisor’s Information form providing consent for a field supervisor and documenting experience and educational level of achievement of the field supervisor
- Two professional references.
- An essay of 350 to 500 words “What I hope to gain by enrolling in the MPA program”
Applicants must demonstrate passing a college-level statistics course for admission to the MPA in Emergency and Disaster Management or may be required to repeat an equivalent undergraduate statistics class in the Audrey Cohen School for Human Services and Education in their first semester of attendance.

Applicants who do not meet the above criteria may be required to submit official score reports of the Graduate Record Exam (GRE) or the Law School Admissions Test (LSAT).

In addition to the two MPA degrees, the School for Public Affairs and Administration offers both an Associate and Bachelor of Arts degree in Emergency Management and Business Continuity. These programs will prepare students for careers in the fields of criminal justice, homeland security, crisis management, cyber security, business continuity, and other emergency management-related industries. The Associate of Arts degree is a 60 credit degree program and the Bachelor of Arts degree is a 120 credits. The Bachelor degree spans eight semesters (Purposes) each of which entails five dimensions: Purpose, Values & Ethics, Self & Others, Systems, and Skills, which are the cornerstone of the Metropolitan College of New York’s (MCNY) Purpose-Centered Education Model. All courses in the curriculum are three credits and each semester students must engage on a project to demonstrate application of knowledge.

National Honor Society Pi Alpha Alpha

Metropolitan College of New York’s School for Public Affairs and Administration (SPAA) has a duly charted chapter of the National Honor Society for Public Affairs and Administration known as Pi Alpha Alpha (PAA). MCNY’s PAA’s purpose is to encourage and recognize outstanding and accomplishment (students and faculty) in field of public affairs and administration; to promote the advancement of education and practice in the art and science of public affairs and administration; and, to foster integrity, professionalism and creative
performance in the conduct of government and related public service activities. Membership shall be limited to those students pursuing the Master of Public Administration, (in both the General Administration or Emergency Management program) at Metropolitan College of New York. The MCNY chapter shall include the following classes of membership: student, alumni, faculty, and honorary. Following induction, all such members are deemed members of the national honor Pi Alpha Alpha society.

Students who complete the MPA with a final GPA of 3.7 are eligible for induction. Student GPAs and final eligibility are confirmed by PAA faculty advisor ONLY after student has officially applied for graduation with the Registrar. At that time, eligible students will be notified of induction nomination. Induction letters go out twice a year (February and May). Inductions are held once a year for Summer, Fall and Winter graduates in June of their commencement year. For more information contact Dr. Philip Nufrio at Pnufrio@metropolitan.edu

Transfer Students

Transfer students who meet the qualifications for graduate membership may be inducted after they have completed a minimum of two full semesters of course work in the MPA program and meet the requirements of graduate students as stated above.

Alumni membership

Those who meet all the requirements of student membership but who have graduated before induction can be inducted as alumni members of PAA, MCNY chapter. Since many students have graduated from the MPA program, alumni selection will be made on an individual basis, per request.

For more information contact Dr. Philip Nufrio at Pnufrio@metropolitan.edu
Policies for the School for Business

Academic Requirements and Regulations

The School for Business offers an Associate’s, Bachelor’s and Master’s degree program, utilizing the MCNY’s innovative approach to the business discipline through its Purpose-Centered Education model. All three programs are primarily designed for individuals who want a comprehensive, accelerated program that provides students with the opportunity to use the knowledge they gain in their studies to take positive action in the organizations where they are employed or interning. MCNY’s programs prepare students for a wide range of business opportunities. Part-time study is also available to students.

Associate of Science in Business

The Associate of Science in Business is a four Purpose program – 60 semester hours – that can be completed in just 1 year, 4 months. The degree features a four-semester sequence. During the first four semesters, students focus on Self-Assessment and Planning for Professional Development, Working in Groups, and Marketing Analysis, Planning and Promotion. Each Purpose includes 15 credits in the following areas:

<table>
<thead>
<tr>
<th>Classes</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose:</td>
<td></td>
</tr>
<tr>
<td>Constructive</td>
<td>3.0</td>
</tr>
<tr>
<td>Action/Purpose</td>
<td></td>
</tr>
<tr>
<td>Seminar</td>
<td></td>
</tr>
<tr>
<td>Values and Ethics</td>
<td>3.0</td>
</tr>
<tr>
<td>Self and Others</td>
<td>3.0</td>
</tr>
<tr>
<td>Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>Skills</td>
<td>3.0</td>
</tr>
<tr>
<td>Total</td>
<td>15.0</td>
</tr>
</tbody>
</table>
Bachelor of Business Administration

The Bachelor’s degree program offered through the School for Business is also performance-based. This means that every student must demonstrate competence in each of the eight Purposes in order to earn his or her degree. By competence we mean the ability to make use of theory to take effective action in an organizational setting. Each performance area is the focus of one semester’s work. Semesters are fourteen weeks in length, and three full Purposes are offered each year, so if a student attends classes consecutively for eight Purposes, he or she will receive a bachelor’s degree in two years and eight months.

Within each Purpose, classes are divided into Dimension seminars, each of which covers a particular aspect of the performance area being studies. The framework for the Dimensions is consistent across all of the Purposes while the particular course content changes. The Dimensions are Purpose, Values and Ethics, Self and Others, Systems, and Skills.

The Purpose Seminar is the class that helps the student carry out a Constructive Action. This living case study is Purpose specific and demonstrates the student’s application of academic theories, concepts and skills to his her career and job situation. In each Purpose, students must satisfactorily complete all required classes and carry out and document a satisfactory Constructive Action at the work site or internship setting. The constructive Action must relate to the semester’s Purpose. Thus, the student’s grasp of theory is assessed twice, once in the classroom and again as it becomes the basis for action in the Constructive Action.

Credit Allocation

Credit is awarded for Business classes consistently across all Purposes as shown below. Each Purpose carries 15 credits. The complete degree program requires 120 credits.
Classes  Credits

Purpose: Constructive Action/Purpose Seminar  3.0
Values and Ethics  3.0
Self and Others  3.0
Systems  3.0
Skills  3.0
Total  15.0

Bachelor of Business Administration (BBA) in Healthcare Systems Management

The Bachelor of Business Administration degree in Healthcare Systems Management is a performance-based program in the School for Business at MCNY. This Purpose-Centered program focusing on healthcare management requires 120 credits to graduate, spans eight purposes (semesters) for 14-week duration each semester, and can be completed in two years and eight months. The eight purposes of this track comprise Self-Assessment & Career Development, Developing Professional Relationships in Healthcare, Healthcare Quality Management, Assessing Community Healthcare Needs, Marketing Healthcare, Managing Human Resources in Healthcare, Managing Fiscal and Economic Resources in Healthcare, and Developing an Innovative Business Plan for Healthcare Services. The Purpose-based Constructive Action each purpose constitutes practicum in the form of a live project to integrate and utilize the knowledge and skills acquired in the five dimension courses of each purpose: Constructive Action, Self and Others, Values and Ethics, Systems, and Skills.
College-Level Examination Program (CLEP)

A maximum of 32 credits, taken and passed through CLEP, can be applied to the Bachelor’s Degree. Students are eligible to take the test anytime during their tenure at MCNY. However, the test results must be submitted prior to the semester for which the student is requesting the credits.

Life Experience Credits

The School for Business recognizes that many of our students have significant work experience and can demonstrate mastery of certain subject matters based on their professional experiences. As such students can earn up to 9 credits on the undergraduate level towards their Bachelor’s degree if they have significant professional experience. To be considered for these credits students will petition the Dean’s Office for an assessment of positional course(s) that could be considered for life experience credits. The Dean’s Office upon review and consultation with the student will grant approval for the student to develop a portfolio under the supervision of a faculty member to substantiate award of credits.

School for Business Graduate Degree Programs

• Master of Business Administration in General Management
• Master of Business Administration in Media Management
• Master of Business Administration in Financial Services
• Master of Business Administration in Health Services and Risk Management

Utilizing Purpose-Centered Education as our teaching philosophy, the four MCNY MBA programs are specifically and uniquely designed to develop superior management practitioners capable of creating socially responsible corporate cultures where individual initiative,
participation and autonomy result in enhanced productivity, improved product quality and increased profitability, while providing them with greater job satisfaction. To achieve this end, we fuse the acquisition of experiential industry specific skills and knowledge with the study of exemplary managerial, entrepreneurial and leadership practices by thematically integrating acquired knowledge gained through the execution of their Constructive Actions with classroom instruction in Dimension classes that inform the unifying Purpose each semester.

During each of the four MBA Purposes, for their Constructive Actions, students formulate Purpose-specific projects that are carried out over the course of the semester in one of 3 “real world” business environments or settings:

- Existing Employment – Ideally, students use their existing place of work for their Constructive Actions, provided that they can obtain information necessary for successful execution of the CA without violating their regulations regarding proprietary information, etc. Students must obtain express consent from their immediate supervisor.
- Internship – Students can use a paid or non-paid internship to conduct their Constructive Actions each Purpose, which provides them with an immersion setting that allow students to actualize their Constructive Actions while simultaneously gaining practical business experience.
- Mentoring - Students can utilize an academically facilitated business mentor or an industry expert who has expertise and actual experience sufficient to provide significant business guidance and direction in the selected area of the students’ Constructive Actions. Mentors must be approved by the Faculty member supervising the student’s Constructive Action and will be secured from the College’s Mentoring Program, The Business Programs Advisory Board, and/or the Adjunct faculty pool.
In the Purpose 1 Constructive Action, the Strategic Industry Analysis Purpose, MBA students are asked to engage in strategic industry specific research activities and field assessments of their identified business, product, and/or service improvement, to define the scope, nature, method, etc., of their identified business, products, customers, market segments and the geographical markets. For the Purpose 2 CA, the Strategic Planning Purpose, students develop entrepreneurial or intrapreneurial (corporate venturing) strategic business and marketing plans, while acquiring a real world assessment of the competitive environments and future performance prospects in furtherance of the development of their personal and unique ventures. In Purpose 3, the Strategic Management and Evaluation Purpose, students are asked to implement, manage and evaluate their planned business venture for their CA, which involves critical decision making, planning, and evaluation; processes that serve as essential learning tools because they require managers to critically integrate theory and practice in an ongoing fashion and making adjustments where necessary, to achieve their goals. As students progress from one Purpose to the next, they move within an integrated framework, where each semester provides the foundation for the next. Each of the three Purposes represents an individual but essential phase of a long-term graduate-level business project, which combines applied knowledge and practice.

Admission to these MBA programs are competitive and requires the following:

- Official transcripts of undergraduate coursework from each college attended
- Verification of the awarding of a bachelor’s degree on transcript of baccalaureate granting institution with an acceptable cumulative GPA
• Official transcripts of graduate coursework from any previous graduate school with a Cumulative GPA of 3.0 and above

• Applicants with less than the recommended grade point average must meet with the Dean. Conditional acceptances may be made requiring the student to earn a 3.0 in the first semester in order to continue

• Two professional references.

• An essay of 350 to 500 words describing the business venture the student will develop and work on during the program.

• What I hope to gain by enrolling in the MBA program”

• For international students Official transcript(s) must be evaluated by either Globe Language or WES. (www.wes.org) | (www.globelanguage.com).

Xi Alpha Chapter of Delta Mu Delta (DMD)

The Xi Alpha Chapter of Delta Mu Delta (DMD) is a business honor society that recognizes and encourages academic excellence of students at qualifying colleges and universities and here at MCNY. Delta Mu Delta International Honor Society in Business is one of the oldest academic societies. Its mission is to create a DMD community that fosters the well-being of its individual members and the business community through life-time membership. This society is the International Honor Society for business programs accredited by Accreditation Council for Business Schools and Programs at the baccalaureate, graduate and doctoral levels. Students who qualify for invitation to this Society are in the top 20% with .25 above B for juniors/seniors, .6 above for masters in their graduating class. As the highest national recognition a business student can earn, it is appropriate to include Delta Mu Delta membership on one’s resume.
Campus Locations

In addition to the main campus at 60 West Street in Manhattan, the College is also located at 463 East 149th Street, Bronx, NY 10455. Select MCNY programs are offered in the Bronx, including:

- Master of Public Administration
- Bachelor of Business Administration in Healthcare Systems Management
- Bachelor of Business Administration
- Associate of Science in Business
- Bachelor of Professional Studies in Human Services
- Associate of Arts in Human Services
- Credentialed Alcohol and Substance Abuse Counseling Program (CASAC)
Office of E-Learning
elearning@mcny.edu

This office was established to assist students and faculty with the entire College's hybrid and fully online course offerings. It works with faculty, staff, and academic leaders to develop strategies for institutionalizing and implementing E-Learning at the College. The Office seeks to build partnerships to ensure that E-Learning offerings meet the needs of the College’s students. In addition, it works with faculty to encourage the use of technology in the E-Learning environment utilizing contemporary pedagogical approaches by providing application expertise, training, and support. In consultation with the E-Learning Working Group, the Office will establish and maintain standards consistent with national E-Learning benchmarks to ensure quality of E-Learning course offerings. To contact the Office of E-Learning, please email elearning@mcny.edu.
The Office of the Registrar maintains the official record for each student and performs a number of services for students such as registration, changes in status or programs, transcript requests, and graduation. The Office of the Registrar works in concert with the Office of Student Financial Services to help register students for classes each semester.

Registration for Classes

All students - new, readmitted, returning, and continuing students - should file the Free Application for Federal Student Aid (FAFSA) at the appropriate time prior to registration. MCNY requires students to file this form on-line. A new FAFSA must be filed for each academic year beginning with the summer semester. Recommended deadlines for filing are March 15 for summer, July 1 for fall and November 15 for spring. Special computers are located in Student Services, Admissions, and Financial Aid for this purpose.

All students including newly admitted student must see an Academic Advisor, who assists the student in selecting a schedule of classes by completing the Registration Form. Once the schedule is selected the Registrar will enter the courses in the student information system, generate a schedule and mail it to the student. All students should file the Free Application for Federal Student Aid (FAFSA) at the appropriate time prior to registration.

Students should review the aforementioned academic policies regarding class attendance, no-shows, adding, dropping, repeating or withdrawing from a course, and other regulations pertaining to registration.

Student Registration Holds

Prior to advisement for classes, students should check with their academic advisor to ensure that there are no Registration Holds. Holds can be due to a variety of factors such as
missing official documents in a student's permanent file or an outstanding balance. Students who have a Hold placed on their registration by the Admissions Office, Office of the Registrar, Bursar’s Office, or Financial Aid Office must take appropriate action to remove the Hold before advisement takes place. This must be accomplished prior to the second week of class in a semester, as no student will be allowed to register for class after this time.

A student who has not been officially registered may not attend classes at MCNY. The Office of the Registrar will only accept grades for students who have officially registered for class. MCNY faculty will only submit grades for students listed on the final Registrar’s Class Roster.

Late Fees

MCNY publishes the periods of time for students to register before classes begin. All continuing and returning students who do not complete advisement by the published date for that semester will be charged a late fee. Students whose registration is delayed due to MCNY administrative procedures will not incur a late fee. As a rule, no student will be allowed to register for class after the second week of the semester.

Transcript Requests

The Registrar provides transcripts of students’ academic record as requested. Students can request transcripts via Self Service or by filling out a Transcript Request Form, available in hard copy at our offices and on MCNY’s website. The preferred method for requesting transcripts is via Self-Service. (https://selfservice.mcny.edu)

There is no charge for the first transcript a student requests. There is a charge of $8.00 for each subsequent transcript. Direct payment to MCNY can be made in cash or by money order only.
Students should allow three business days for processing of transcripts. Transcripts cannot be issued to any students who have a tuition or library hold.

Students Requesting Transfer Credits

If a student was previously enrolled at more than one institution of higher education, and is being awarded transfer credits, an official transcript from each institution must be provided. This documentation is required to properly evaluate coursework and award credit. It must be evaluated prior to the end of the fourth week of the student’s first semester at MCNY, so it must be received before that time.

Program Change – Drop/Add Section of Time Change

If a student wishes or needs to change to another Purpose or to process a change in his or her schedule of registered classes, the student must process the program Drop/Add Form by the end of the second week of the semester. The Registrar will enter the change into the computer and print an updated schedule for the student.

Grades and Academic Assessment

Faculty inputs grades on IQweb after which the Registrar’s office prints and mails the grade report to each student’s home address. Students can also view and print their grade from IQweb. Grades will not be given out over the telephone.

Review of Records

A review of records may be requested if the student feels that he or she received either an incorrect grade or an “Incomplete” grade for work that was completed. This is not the same as a grade appeal procedure outlined earlier. A Review of Records Form must be submitted to the
appropriate Dean and to the Office of the Registrar for review. To request a review of records, it is necessary to provide the following information on the Review of Records form:

- Year and semester the Purpose was taken
- Instructor’s name
- Any grade received that the student feels was incorrect

The Office of the Registrar will accommodate the request within 30 days of receiving it.

Name, Address and Other Changes

It is imperative that any changes in a student’s name, address, or phone number be reported promptly to the Registrar’s Office. For name changes, please use the Change of Name Form. This form must be notarized and accompanied by official documentation. Changes of address and/or phone number can be made via Self Service (https://selfservice.mcny.edu), or using the Change of Address Form, available at our offices. It is the student’s responsibility to provide complete, accurate, and up to date information to the Registrar’s Office.

Graduation

To be considered as a candidate for graduation, a student must meet all degree requirements (including financial obligations) for graduation and file the Graduation Application Form during registration for the semester he or she expects to graduate. If a student does not, for any reason, meet the requirements for graduation in the semester he or she filed the application, a new application must be submitted when the student seeks graduation again. This means that graduation applications are valid only for the semester graduation is expected. They do not “carry over” to subsequent semesters.

Requests for Confirmation Letters
When a student needs a letter certifying enrollment dates, good standing, or other information relating to the College, the Letter Request Form must be completed. The confirmation letter can be picked up by the student at a later date, or mailed to a specified employer, educational institution, etc. Normally, it takes 2 to 3 days processing from the time the request is received. All enrollment letters require proof of the student’s attendance before any letter may be issued. A student must be in attendance for a minimum of one week to receive verification of enrollment for social service agencies, and a minimum of two weeks for all other organizations.
Course Delivery Format

In addition to traditional on-site courses, Metropolitan College of New York offers a limited number of courses in fully online and hybrid E-Learning formats. Often a given course will be offered in multiple formats each semester, giving students the flexibility to choose the method of course delivery that best fits their learning styles and scheduling needs. E-Learning is defined as the delivery of fully online and hybrid courses utilizing the College’s learning management system (LMS), Moodle. Hybrid courses consist of both on-site and online instruction. At the time of registration through Self-Service (but not in this catalog), hybrid courses will be designated by the Registrar with an “H” in the course section code, for example, GOV CC 150 MHD1. Fully online courses will be designated with “DIST” in the course section code.

Courses that are designated as hybrid offer at least 30 percent of their content in the online environment, while fully online courses require at least 80 percent of the instruction be facilitated online.

Within the E-Learning environment, learning activities are designed to be equivalent to traditional classroom instruction. These learning activities are related to the course objectives, expand upon topics covered in class, and incorporate ample opportunities for interactions with the instructor and with other students in the course.
Audrey Cohen School for Human Services and Education (ACSHSE)

The Audrey Cohen School for Human Services and Education offers an Associate’s, Bachelors and Master’s degree program utilizing MCNY’s unique Purpose-Centered Education model. All three programs require work and or internship setting where their accelerated learning provides them an opportunity to use the knowledge they gain in their studies to take positive action in the organization where they are employed, interning or student teaching. Part-time study is available for undergraduate students.

The baccalaureate program is divided into eight Purposes and the associate program consists of four Purposes. Each Purpose is equivalent to one semester of traditional college work. The College awards 15 credits for each Purpose completed at the baccalaureate and associate levels. In order to receive the baccalaureate degree, a student must complete eight Purposes for 120 credits. To receive the associate degree, a student must complete Purposes 1 and 2, and two others from Purposes 3 through 6 for a total of 60 credits.

Organization of the Purpose

Every Purpose in each of the degree programs of the Audrey Cohen School for Human Services is organized into the following components:

Dimension Classes: Values and Ethics, Self and Others, Systems, and Skills.

Purpose Seminar: Instruction relating to the Constructive Action, emphasizing process and research, and exploration and integration of theory through case studies.

Constructive Action: Individual and small group work on thinking, writing, problem-solving, in relation to the Constructive Action and its documentation. Field Practice: Supervised
experience at the worksite including performance of the Constructive Action - a minimum of 14 hours per week for 14 weeks.

Associate of Arts

All students enrolled in the Associate of Arts degree program must take 54 of their 60 required credits at the College. The transfer credits from other colleges must be applied to the four Purposes they are completing in order to receive the Associate degree. The student must complete the first two Purposes - Self Assessment and Preparation for Practice, and Developing Professional Relationships - and then two out of the following: Working in Groups, Teaching and Communication, Counseling, and Working as a Community Liaison. Students enrolled in the Associate of Arts degree program are not eligible for participation in the Advanced Standing Option while they are pursuing their Associate of Arts degree.

Bachelor of Professional Studies

The Bachelor’s degree program offered through the Audrey Cohen School for Human Services and Education is also performance-based. This means that every student must demonstrate competence in each of the eight Purposes in order to earn his or her degree. By competence we mean the ability to make use of theory to take effective action in an organizational setting. Each performance area is the focus of one semester’s work. Semesters are fifteen weeks in length, and three full Purposes are offered each year, so if a student attends classes consecutively for eight Purposes, he or she will receive a bachelor’s degree in two years and eight months.

Master of Science in Education - Dual Childhood 1-6/Special Education
This 46-credit program is designed for prospective teachers who want the additional teaching certification to be eligible to work with all elementary school students in general, inclusion, or special education classroom settings. Thus, graduates are eligible for both initial New York State certification in Childhood 1-6 to teach in general education and certification in Special Education to also teach students with disabilities. MCNY’s education degree programs are nationally accredited by NCATE (National Council for Accreditation of Teacher Education) and are especially designed for recent college graduates, teaching assistants/paraprofessionals working in grades 1-6, or career changers who want to enter the teaching profession.

This rigorous program is for full-time graduate students only. Students can begin in the fall, spring or summer semester. Students generally complete the entire program along with their entering cohort class within twelve or sixteen consecutive months.

Master of Community Health Education

The mission of Metropolitan College of New York's Master of Community Health Education program is to prepare competent practitioners, who are engaged, committed, and able to enhance the health status and quality of life in local, state, regional, and global communities via critical, creative thinking, action planning and effective communication skills. This program meets the educational requirements of the National Commission on Health Education Credentialing (NCHEC) to take the examination for the Community Health Education Specialist (CHES) credential.

Over the course of the three semesters, students will engage in Assessing Community Health Needs (Purpose 1), Designing and Implementing Programs (Purpose 2), and Measuring...
Outcomes and Evaluating Programs (Purpose 3). These objectives are assessed via the students’ Constructive Action projects; which are projects that apply theory in real world/field situations.

Students are immersed in a rigorous educational experience that enables them to attain knowledge, skills, abilities and values in the core disciplines of community health education, which they can apply to address the health and wellness needs of communities. Graduates will demonstrate the core professional abilities as articulated in the NCHEC Responsibilities and Competencies for Community Health Specialists. Each semester (Purpose) immerses the students into one of the functional areas of community health education. Using their semester project in an agency setting (Constructive Action), each semester contributes to increased student awareness and knowledge in the field of community health education while developing the necessary competencies to be successful in this field.

* The Program Goals are reflective of Metropolitan College of New York’s Purpose Centered Education Model and supportive of the College’s Mission. Focus is placed on applying academic studies to real life experience.

Continuing Education: CASAC

The Audrey Cohen School for Human Services and Education began offering the CASAC (Certified Alcohol and Substance Abuse Counselor) Program in 1999. This non degree program is approved by the New York State Office of Alcoholism and Substance Abuse Services (OASAS). This program is designed to address the needs of those who wish to prepare for a career in substance abuse counseling or those who wish to enhance their skills as social workers, psychologists, psychiatrists, rehabilitation counselors, mental health counselors, substance abuse counselors, marriage and family therapists and school counselors. This program focuses on the psychopharmacological and physiological aspects of drugs, signs, symptoms and stages of
alcoholism, individual and group counseling skills, the ethics of confidentiality, family treatment and multicultural issues. The program is offered on a continuous basis and may be completed in two semesters. Classes are small and taught by OASAS certified instructors.

Continuing Education: Youth Care Provider (YCP)

This is a non-degree Certificate Program approved by the State of New York. Youth Care Providers ensure the health and safety of young adults. A YCP Certificate Program is designed to meet the career needs of practitioners who are interested in acquiring knowledge and skills to promote their professional objectives. An YCP Certificate provides a base of knowledge and skills that allows for responsible care of young adults ages 14-21.

Metropolitan College of New York, working with the Council of Family and Child Caring Agencies (COFCCA) and its member agencies, proposes to create a two semester, 24 credit YCP Certificate program for individuals currently employed as childcare/youth workers at one of the member agencies. This Certificate Program will lead directly into Metropolitan’s A.A. and B.P.S. Degree programs in the Human Services should enrollees wish to continue at the College after they achieve their Certificate.

General Education:

The General Education Plan is part of the foundation of undergraduate education at MCNY. It aims to foster the intellectual, personal, and professional growth of all students. It prepares them to advocate for social justice as they encourage positive changes in their workplaces and communities. To this end, the Common Curriculum, in conjunction with program-specific general education courses, will comprise MCNY’s General Education Plan.
This plan provides a rigorous, coherent, and integrated cluster of courses that develops knowledge in history, aesthetics, politics, oral and written communication, values and ethics and mathematical and scientific reasoning.

The Common Curriculum contains 8 existing courses (24 credits) that are centralized in the undergraduate Business and Human Services curricula. All of the Common Curriculum courses are delivered exclusively in a hybrid format. The course names are as follows:

| 3. Computer Applications for Profit and Non-Profit Management | 1. Human Biology & the Life Sciences |
| 4. College Writing: Critical Thinking and Writing | 2. Empowerment through the Arts |

The following Common Curriculum course descriptions are consistent for all undergraduate programs:

(ENG CC 110) Critical Thinking and Writing Through the Study of Literature (3 credits)
This course uses the framework of Purpose-Centered Education to help you develop critical thinking and writing skills. You will develop these skills by learning to critically analyze sentences, to construct effective paragraphs, to use narrative (story telling) and argumentation as styles of writing and by learning to apply the MCNY Dimensional Analysis to works of literature.

(ETH CC 120) Contemporary Values and Classical Ethics (3 credits)
Introduction to values including definition, sources, relation to social rules, clarification, conflicts and their resolution; empowerment and its roots in history; illustrations from literature and the other humanities.

(MIS CC 130) Computer Applications: For-Profit and Non-Profit Organizations (3 credits)
In this course students will learn the most important aspects of Microsoft Office. The course will begin with a quick overview of the Office Suite, as well as the Windows OS and Internet Explorer. After which student will then move on to the essential features for Word, Excel, Access and PowerPoint. Hands-on labs will include the use of Object Linking and Embedding (OLE) to create integrated Office documents. The last section of the course provides an overview of Outlook.

(PSC CC 140) Political & Economic Philosophy (3 credits)

The ideas and values that serve as the foundation of our political system; how our system differs from others; the inter-relationship between business and government; major political theories regarding the nature of authority, standards of justice, the ideal of liberty and its limitations, conceptions of a just and good society, and the best form of government

(GOV CC 150) American Government (3 credits)

An analysis of current political systems with emphasis on the United States, including decision making under different ideologies, and how individual interests become positive or negative forces for group decisions, at local, national, and international levels. This course explores the structure and dynamics of American national government, providing a broad-based introduction to the ideas and institutions that shape politics in the contemporary United States. 3 credits.

(SPE CC 160) Public Speaking and the Art of Persuasion (3 credits)

Public speaking is an essential skill of leadership. Students are introduced to the tradition of public speaking and persuasion techniques. Through readings and other activities, students improve public speaking and critical thinking skills. This course emphasizes analysis, reasoning, organization, and presentation of evidence.

(ART CC 170) Empowerment through the Arts (3 credits)

Art is a form of human communication that often transcends the literal. Art has been used to empower individuals and groups to share their voices, creative visions, and beliefs to a larger social order. Urban environments in particular have been the breeding ground to many influential art forms and artists. For this course, art will be broadly defined as activities that engage the imagination, creative spirit, and intellectual curiosity in the service of aesthetic production. Some specific examples of art that have been used to empower urban subjects include creative writing, such as novels, short stories, and poetry; visual art, such as painting, murals, photography, and sculpture; all aspects of music production, including composing, playing an instrument, and singing; and all forms of kinesthetic art such as dancing, acting, and performance art.

(BIO CC 180) Human Biology and the Life Sciences (3 credits)
This course presents human biology as a life science and covers health issues. Students learn how systems fail and what kinds of medical interventions can be successful. Current issues in the life sciences, including common human diseases, genetic engineering, stem cell research and the impact of humans on the planet's ecosystems are explored.

Bachelors in Professional Studies in Human Services

The Bachelors in Professional Studies Program is comprised of 8 semesters of 15 credits each. Courses for each semester are structured around a Purpose which represents a competency area within the field of Human Services. In addition to the course work, students also engage in field work in a human services agency where they research and plan, implement and assess a project, which we call a Constructive Action. The 8 semesters or Purposes for the Human Services Program are as follow:

PURPOSE 1: SELF-ASSESSMENT AND PREPARATION FOR PRACTICE

PURPOSE 2: PROMOTING EMPOWERMENT THROUGH PROFESSIONAL RELATIONSHIPS

PURPOSE 3: PROMOTING EMPOWERMENT THROUGH WORK IN GROUPS

PURPOSE 4: PROMOTING EMPOWERMENT THROUGH TEACHING AND COMMUNICATION

PURPOSE 5: PROMOTING EMPOWERMENT THROUGH COUNSELING

PURPOSE 6: PROMOTING EMPOWERMENT THROUGH COMMUNITY LIAISON

PURPOSE 7: PROMOTING EMPOWERMENT THROUGH SUPERVISION

PURPOSE 8: PROMOTING EMPOWERMENT THROUGH CHANGE MANAGEMENT

The courses for each Purpose or competency area in the Human Services Program are organized in terms of the MCNY Dimensions: Purpose, Values & Ethics, Self & Others, Systems and Skills.

The Purpose Dimension

Every semester of your education at Metropolitan College is organized around a specific Purpose whose achievement benefits you (the professional-in-training) and those you work with. Each Purpose represents a particular way to help people become empowered and calls for particular kinds of knowledge and action. The Purpose Dimension is concerned with bringing together knowledge from the five Dimensions in an organized way to achieve the Purpose.

The Values and Ethics Dimension
Values are the beliefs that guide people's decisions and actions. Ethics refers to the study and adoption of principles to govern one's conduct. Human Service professionals need to be clear about their own values, respect the values of others, and act ethically.

The Self and Others Dimension

The Self and Others Dimension is concerned with people (including oneself), their individual identity and their relationships and interactions with others. It is also concerned with exploring the human condition.

The Systems Dimension

A system is a group of interacting parts that forms an entity. Examples of systems that Human Service professionals need knowledge about are families, communities, the human body, service agencies, political systems, and the global economy. Systems often serve as resources.

The Skills Dimensions

A skill is a technique for doing something, and the ability to do it competently. Every Purpose requires its own particular kinds of skills. Communications, math and technology skills are among the skills for which Human Service professionals have a recurring need. In Skills A, you learn how to persuade people through rational argumentation (critical thinking and writing); in Skills B you prepare yourself to do the kind of mathematics that professionals need.

Course Descriptions

Semester 1

PURPOSE 1: Self-Assessment and Preparation for Practice

Self-Assessment and Preparation for Practice (CON 111 CON) (2 credits)

Becoming a professional requires a commitment to life-long learning. The Constructive Action for the first semester concentrates on self-assessment and planning for professional development as the cornerstone of the educational process and a first step in every professional relationship. A key concept, empowerment, is explored in practice, as students learn to assess and expand their own empowerment as learners and professionals.

Purpose: Clinical Seminar: Introduction to the Constructive Action (SEM 111 PUR) (2 credits)

Integration of theory from other Dimension seminars into the Constructive Action and its documentation; clarification of professional goals, documentation and assessment; critical thinking and analysis.

Values and Ethics: Contemporary Values and Classical Ethics (ETH CC 120) (3 credits)

Introduction to values including definition, sources, relation to social rules, clarification, conflicts and their resolution; empowerment and its roots in history; illustrations from literature and the other humanities.
Self and Others: Human Biology and the Life Sciences (BIO CC 180) (3 credits)

This course presents human biology as a life science and covers health issues. Students learn how systems fail and what kinds of medical interventions can be successful. Current issues in the life sciences, including common human diseases, genetic engineering, stem cell research and the impact of humans on the planet's ecosystems are explored.

Systems: Introduction to Social Systems (SOC 111 SYS) (2 credits)

Major social systems which impact on lives, including family, religion, community, education, and work.

Skills A: Computer Applications for Profit and Non-Profit Management (MIS CC 130) (3 Credits)

An introduction to Microsoft Office Suite, including Word, Excel, PowerPoint, and Access. Students are encouraged at the end of the course to seek Microsoft Office User Specialist (MOUS) certification. Students also become familiar with the use of the Internet for research.

Skills B: Mathematics for Human Services I (MTH 111 SKI) (0 credits)

Mathematical reasoning and problem solving as a contribution to such professional capabilities as observing and assessing individuals and systems, presenting observations and assessments in quantitative form, and interpreting others' presentations.

Semester 2

PURPOSE 2: Promoting Empowerment through Professional Relationships

Promoting Empowerment through Professional Relationships (CON 121 CON) (2 credits)

In their second semester, students explore the factors that need to be considered as they work to build relationships which promote citizen and organizational empowerment. They will learn to analyze professional relationships within the context of the organization as a bureaucracy, and to identify and compare the diagnostic descriptions of the citizen provided by the citizen, by other participants in the service situation, and in the literature.

Purpose: Clinical Seminar (SEM 122 PUR) (2 credits)

Integration of theory from other Dimension seminars into the Constructive Action and its documentation; analytical and communication skills. Students demonstrate, in the Constructive Actions performed in the field and simultaneously documented, how they have established professional relationships in order to provide and/or improve services to one or more citizens.

Values & Ethics: Critical Thinking and Writing Through the Study of Literature (ENG CC 110) (3 credits)
This course uses the framework of Purpose-Centered Education to help you develop critical thinking and writing skills. You will develop these skills by learning to critically analyze sentences, to construct effective paragraphs, to use narrative (story telling) and argumentation as styles of writing and by learning to apply the MCNY Dimensional Analysis to works of literature.

Self and Others: Social and Developmental Psychology I (PSY 121 SEL) (3 credits)
This course uses a life span approach to study the bio-psycho-social factors that affect human development and behavior at each life cycle stage (childhood, adolescence, adulthood and aging) to understand the resultant behavior and development from an ecological, strengths perspective.

Systems: Social, Political and Economic Aspects of Service Delivery Systems (PSC 121 SYS) (2 credits)
Emphasis on the characteristics of bureaucracies in Human Services.

Skills: Math for Human Services II (MTH 122 SKI) (2 credits)
Application of Mathematics to life; the Human Service workplace; emphasizes cooperative learning in collaborative exercises; inclusion of real data; graphing technology.

Practicum (FLD 121 FLD) (1 credit)
All students are expected to be in a paid or volunteer human service position in which they can carry out a Constructive Action and confront the challenges involved in developing productive, professional relationships.

Semester 3
PURPOSE 3: Promoting Empowerment through Work in Groups

Promoting Empowerment Through Work in Groups (CON 232 CON) (2 credits)
In this semester, student-practitioners will learn and apply concepts and skills that can be applied to work with families, learning groups in organizations, as well as service teams and other staff groups. They will study the ethical issues involved in group membership and non-membership, including issues of power, responsibility and integrity. They will study theory from sociology and social psychology relating to group behavior, concentrating on the role of family and other primary groups in the socialization process.

Purpose: Clinical Seminar (SEM 232 PUR) 2 credits
Integration of theory from other Dimension seminars into the Constructive Action and its documentation; analytical and communication skills. For their Constructive Actions and documentations, students must identify a specific group to work with as human service practitioners. They will demonstrate the growing empowerment of individual members and of the group as a whole through their work together.
Values and Ethics: Group Values, Norms, and Morality (PSY 231 VAL) (2 credits)
The social context for the formation of values and norms; stages of attachment and independence
in groups; illustrations from literature and the other humanities.

Self and Others: Social and Developmental Psychology II (PSY 231 SEL) (3 credits)
Interdisciplinary study of models of group interaction; comparison, evaluation and application of
models; historical and developmental progression of the family, examining the controversial
roles of gender and parenting historically; illustrations from literature and the other humanities.

Systems: The Sociology of Group Behavior (SOC 231 SYS) (2 credits)
Ethnic and racial relations from an American and global perspective; intergroup conflict; racism
and discrimination.

Skills: Statistics for Group Analysis (MTH 231 SKI) (2 credits)
Introduction to statistical reasoning; collecting, analyzing, and interpreting data related to groups,
public health, distribution of income, and census studies.

Practicum (FLD 232 FLD) (2 credits)
At their field site and under supervision, students will be expected to lead a group, and to carry
out a Constructive Action demonstrating growth of empowerment through the group.

Semester 4
PURPOSE 4: Promoting Empowerment through Teaching and Communication

Promoting Empowerment through Teaching and Communication (CON 242 CON) (2 credits)
When empowerment is the aim of human service delivery, teaching is an essential part of
effective, professional performance. As a basic human service function, teaching plays a part in
every work and organizational relationship.

Purpose: Clinical Seminar (SEM 242 PUR) (2 credits) Integration of theory from other
Dimension seminars into the Constructive Action and its documentation; analytical and
communication skills. In each Constructive Action and documentation, the student must show
that through teaching and communication, he/she has tried to increase empowerment for two or
more citizens.

Values and Ethics and Self and Others: Philosophies and Theories of Learning and Cognitive
Development (PHI 241 SEL) (3 Credits) The course focuses on how values and cognitive
development impact teaching and learning. Students will explore contemporary and historical
debates about the contents and methods of education. In doing so, they gain an awareness of the
different educational values held by individuals, groups, agencies, systems, societies, and
cultures. Learning itself will be studied from a variety of theoretical viewpoints including
behaviorist, phenomenological and cognitive. Learning will also be studied in relation to educational goals and objectives, assessment, and interferences with the learning process. In Purpose IV, “empowerment” is defined in terms of learning specific content and educational objectives.

Systems: American Government (GOV CC 150) (3 credits)

An analysis of current political systems with emphasis on the United States, including decision making under different ideologies, and how individual interests become positive or negative forces for group decisions, at local, national, and international levels. This course explores the structure and dynamics of American national government, providing a broad-based introduction to the ideas and institutions that shape politics in the contemporary United States.

Skills: Public Speaking and the Art of Persuasion (SPE CC 160) (3 credits)

Public speaking is an essential skill of leadership. Students are introduced to the tradition of public speaking and persuasion techniques. Through readings and other activities, students improve public speaking and critical thinking skills. This course emphasizes analysis, reasoning, organization, and presentation of evidence.

Practicum (FLD 242 FLD) (2 credits)

In their work or internship site, each student will be expected to identify a situation where they can work under supervision to promote the empowerment of two or more people by functioning as teacher and/or communicator.

Semester 5

PURPOSE 5: Promoting Empowerment through Counseling

Promoting Empowerment Through Counseling (CON 352 CON) (2 credits)

Professionals must be prepared to meet people where they are to help them move forward toward greater self-direction by exploring and realistically assessing their feelings, needs, and abilities as the basis for making choices. This area of performance requires an especially trusting and thoughtful relationship. Topics will include various theoretical definitions and cultural interpretations of the basic human needs, conditions that frustrate these needs, ways of coping with frustration and deprivation, comparative study of major descriptions and etiological explanations of normal and abnormal behavior, the associated helping techniques, and the underlying assumptions about human nature.

Purpose: Clinical Seminar SEM 352 PUR (2 credits)

Integration of theory from other Dimension seminars into the Constructive Action and its documentation; analytical and communication skills. For their Constructive Actions and documentations, students must identify a specific client to work with as human service
practitioners. They will demonstrate the growing empowerment of the individual by helping
him/her to achieve greater self-direction and freedom of choice.

Values and Ethics: Legal and Ethical Issues in Counseling (LAW 351 VAL) (2 credits)
Legal and ethical issues involved in counseling; i.e. confidentiality, malpractice, etc.;
professional codes of ethics.

Self and Others: Models of Counseling (PSY 351 SEL) (2 credits)
An overview of major theories of counseling, including psychoanalytic, cognitive-behavioral,
and existential models. Illustrations from the humanities and literature.

Systems: Counseling Systems from the Economic, Political, and Technological Perspectives PSC
351 SYS) (3 credits)
Macro and Micro systems inherent in the contemporary counseling process

Skills: Professional Skills for Counseling (PSY 351 SKI) (2 credits)
Interviewing styles; assessment methods; interpretation of data; stages of the counseling
relationship.

Practicum (FLD 352 FLD) (2 credits)
At their field site and under supervision, students will be expected to lead a group, and to carry
out a Constructive Action demonstrating growth of empowerment of the individual.

Semester 6
PURPOSE 6: Promoting Empowerment through Community Liaison

Promoting Empowerment Through Community Liaison (CON 362 CON) (2 credits)
This semester introduces the student to working with communities as an indispensable area of
professional activity. The community is considered both as the constituency seeking service and
as a source of service for its members. Students examine the role of communities as political,
economic, social, and cultural forces in various societies, and the implications for the rights and
duties of citizens. Communities as a formative influence in human growth and development are
emphasized.

Purpose: Clinical Seminar (SEM 362 PUR) (2 credits) Integration of theory from other
Dimension seminars into the Constructive Action and its documentation; analytical and
communication skills. Students will be expected to carry out a Constructive Action in which they
serve as a bridge between the needs and concerns of one or more communities and the diverse
resources provided by organizations. In this way, they will help individuals and/or groups to
become more empowered as members of a community. A community survey is an integral part of the semester's work.

Values and Ethics: Comparative Philosophies of Communities (PSC 361 VAL) (2 credits)

Comparative political, social, legal, and economic philosophies, including differing views on mutual obligations of individuals and their political and economic sources; the ethic of individualism versus the ethic of community; community issues in human service practice; selections from literature and the other humanities.

Self and Others: Community Psychology (SOC 361 SEL) (2 credits)

Problems and issues in community relations; psychological bases of community; approaches to understanding the characteristics of community members; selections from literature and the other humanities.

Systems: Social, Political and Economic Dynamics of Communities (PSC 361 SYS) (2 credits)

Communities as social systems; the impact of federal, state, and local politics; economic and cultural differences; how consensus is achieved.

Skills: Data Analysis for Understanding Communities MTH 361 SKI (3 credits)

Effective community action requires familiarization and understanding of the socio-economic factors operating within communities. Among the skills that human services professionals must have is the ability to collect, organize and analyze data as well as the capability to persuasively present the results and conclusions of their analyses. This is a hybrid course that focuses on methods of data collection and analysis, types and sources of socio-economic data, and the use of statistical software for data processing and analysis as well as for information visualization and analytical presentation.

Practicum (FLD 362 FLD) (2 credits)

In their work or internship, students will be expected to act, under supervision, as liaison between a community and one or more organizations, or between agencies serving the same community, and carry out a related Constructive Action to achieve the Purpose.

Semester 7

PURPOSE 7: Promoting Empowerment through Supervision

Promoting Empowerment Through Supervision (CON 472 CON) (2 credits)

This semester introduces students to the theory and techniques that promote empowerment through effective supervision. In service organizations, supervision has the special meaning of assuming responsibility for enabling other employees, through teaching, counseling, and
administrative support, to make the best use of their abilities in behalf of the citizens they serve, and the organization in which they are employed.

Purpose: Clinical Seminar (SEM 472 PUR) (2 credits) Integration of theory from other Dimension seminars into the Constructive Action and its documentation; analytical and communication skills. Students are expected to carry out a Constructive Action that focuses on promoting the empowerment of citizens through more effective supervision of co-workers.

Values and Ethics: Political & Economic Philosophy  (PSC CC 140) (3 Credits)

The ideas and values that serve as the foundation of our political system; how our system differs from others; the inter-relationship between business and government; major political theories regarding the nature of authority, standards of justice, the ideal of liberty and its limitations, conceptions of a just and good society, and the best form of government.

Self and Others:  Marketing for Non-Profit Organizations (MKT 471 SEL) (2 credits)

Communication, preparing press releases, news and feature articles, effective media strategies.

Systems: Managing Human Resources (SOC 471 SYS) (2 credits)

Issues of control and compliance; self-concept; motivation theory; selections from literature and the other humanities.

Skills: Accounting for Non-Profit Organizations (ACC 471 SKI) (2 credits)

Key financial concepts; preparation and presentation of budgets and financial statements; accounting and reporting guidelines; controlling the non-profit organization; tax and compliance reporting requirements; bookkeeping.

Practicum (FLD 472 FLD) (2 credits)

In their work or internship site, students will work under supervision and carry out a Constructive Action that provides supervisory support for co-workers involved in direct service.

Semester 8

PURPOSE 8: Promoting Empowerment through Change Management

Promoting Empowerment through Change Management (CON 483 CON) (2 credits)

This semester serves in a sense as a summation of the entire program of studies. While all previous Purposes have carried the implication of change, this Purpose focuses on the specific issues, practical problems, and methodologies involved in a concentrated effort to bring about constructive change that would improve services.

Purpose: Clinical Seminar SEM 483 PUR 2 credits Integration of theory from other Dimension seminars into the Constructive Action and its documentation; analytical and communication skills. In their final Constructive Action, students will research, design, and attempt to put into
action a significant service change. This includes identifying the support systems and resources needed to plan, gain approval for, and implement the change.

Values and Ethics: Philosophies of Change and their Impact on Social Policy (PSC 481 VAL) (2 credits)

Concepts of freedom and determinism, a historical perspective; economic development as an aspect of change; public policy as a strategy for social and economic change; selections from literature and the other humanities.

Self and Others: The Individual, the Organization, and Social Change (SOC 481 SEL) (2 credits)

Strategies for evaluating the impact of change on individuals and groups; theories of risk taking; predicting the results of specific response to change; selections from literature and the other humanities.

Systems: Social Policy and Planned Change: Processes and Strategies (MGT 482 SYS (2 credits)

Political views of change and their relation to class and power; links between political, economic, and social change at macro and micro levels.

Empowerment through the Arts (ART CC 170) (3 credits)

Art is a form of human communication that often transcends the literal. Art has been used to empower individuals and groups to share their voices, creative visions, and beliefs to a larger social order. Urban environments in particular have been the breeding ground to many influential art forms and artists. For this course, art will be broadly defined as activities that engage the imagination, creative spirit, and intellectual curiosity in the service of aesthetic production. Some specific examples of art that have been used to empower urban subjects include creative writing, such as novels, short stories, and poetry; visual art, such as painting, murals, photography, and sculpture; all aspects of music production, including composing, playing an instrument, and singing; and all forms of kinesthetic art such as dancing, acting, and performance art.

Practicum (FLD 483 FLD) (2 credits)

Students will be expected to draw from prior semesters to plan and activate, through their supervised organizational work and Constructive Actions, a service change. They must demonstrate that this service change is expected to make a significant and lasting contribution to organizational improvement and citizen empowerment.
1-6/Special Education) Program

The Master of Science in Education is comprised of three Purposes (semesters). Courses for each semester are structured around the Purpose which represents a competency area within the field of teacher preparation. In addition to the course work, students also engage in a pre-student teaching field experience and student teaching in grades 1-6 at a partnering New York City district or charter schools where they research, plan, implement and assess a capstone project, which we call a Constructive Action. The three Purposes of the Master of Science in Education Program are as follow:

PURPOSE 1: DEVELOPING EFFECTIVE RELATIONSHIPS WITH KEY CONSTITUENCIES

PURPOSE 2: TEACHING EFFECTIVELY

PURPOSE 3: MEETING UNIQUE THE NEEDS OF ALL LEARNERS

The courses for each Purpose in the Master of Science in Education Program are organized in terms of the MCNY Dimensions: Purpose, Values & Ethics, Self & Others, Systems and Skills.

The Purpose Dimension

The Purpose Dimension is concerned with bringing together knowledge from the five Dimensions in an organized way to achieve the Purpose.

The Values and Ethics Dimension

Values are the beliefs that guide people's decisions and actions. Ethics refers to the study and adoption of principles to govern one's conduct. Teachers need to be clear about their own values, respect the values of others, and act ethically.

The Self and Others Dimension

The Self and Others Dimension is concerned with people (including oneself), their individual identity development and their social relationships and interactions with others. It is also concerned with exploring diversity and learning.

The Systems Dimension

A system is a group of interacting parts that forms an entity. Examples of systems that teachers need to understand include the central concepts and structures of general and specialized curricula, knowledge about the diversity of families, communities, cultures and schools.

The Skills Dimensions

A skill is a technique for doing something, and the ability to do it competently. Every Purpose requires its own particular kinds of skills. Language and communication, math and technology skills are among the skills for which teachers need to competently demonstrate during their preparation for effective teaching.
Course Descriptions

Semester 1

PURPOSE 1 - Developing Effective Relationships with Key Constituencies

Purpose Seminar: Introduction to Purpose Centered Education (EDU 510 PUR) (2 credits)

Introduction of Purpose-Centered Education and the teaching model. Examination of both the primary relationships with students and the secondary ones with professionals, parents and other members of the community. Focus on enhancing those relationships and conditions that contribute to the creation and support of quality educational practices that are needed for students to be effectively educated.

Constructive Action: Observation and Participation in School and Community Settings (EDU 510 CON) (2 credits)

The Constructive Action requires participation in supervised field experiences. Pre-service teachers research, analyze and develop a plan of action to establish positive, appropriate professional relationships and utilize school-community resources in support of students' cognitive development. As part of a 120 hours pre-student teaching field experience, participation in collaborative partnerships with school personnel including family strengthening partnerships for the benefit of all students including student with disabilities.

Values and Ethics: Foundations of Special Education (EDU 511 SYS) (3 credits)

This course covers the historical, social, legal, behavioral, medical, pedagogical and technological foundations of special education. The focus is on developing and incorporating a foundational knowledge base, understandings, and practical skills into professional practice in serving students who manifest mild, moderate, severe and multiple disabilities, including students with autism. The course also includes recognizing and evaluating the characteristics of students with exceptional learning needs and the continuum of services available in exceptional student education.

Self and Others: Child/Adolescent Development and Learning (EDU 510 SEL) (2 credits)

Focus on acquiring a range of teaching strategies derived from an examination of pertinent psychological theories and research. Analysis of major theoretical perspectives which guide current teaching methods with reference to classroom applications. Topics include but not limited to: the process of acquiring and using knowledge, perceptual recognition, attention, memory, imagery and language, student assessment and evaluation. Consideration of identifying children/adolescents with special needs, with emphasis on the psychological basis of suitable curricula adaptations and methods, including the use of assistive and instructional technology to improve the capabilities of students with disabilities.

Systems: Social Issues And Trends In Urban Education (EDU 512 VAL) (2 credits)

An introduction to the philosophical, historical, and social foundations of the American public school system. Study of selected texts in the history of educational thought is followed by a brief
overview of the political, economic, and social forces that have shaped past and present educational practice. The course covers policy debates over standardized testing, inclusion, school choice, and privatization, as well as the rights and responsibilities of teachers, professional ethics, and teacher accountability.

Technical Skills: Teaching and Learning Mathematics with Technology in Grades 1-3 (EDU 512 SKI) (3 credits)

Examination of curriculum, goals, methods, and materials for teaching mathematics including methods of enrichment and remediation in mathematics for students with disabilities in grades one through three. Development of number sense, place value, addition, subtraction, multiplication, and division concepts with an emphasis on the constructivist approach towards teaching and learning mathematics. Examination and utilization of national and state standards to plan and assess lessons. Includes demonstrations, discussion, materials review and use of instructional and assistive technology to effectively teach mathematics to meet the diverse needs of all learners.

Communication Skills: Reading Instruction for Primary Grades (EDU 510 COM) (2 credits)

Teaching the language-related processes with special emphasis on developmental reading including the characteristics of learners with disabilities. Emphasis on the practices of reading instruction: curriculum, basic reading strategies, research-validated methods of instruction, diagnostic teaching, classroom organization, assessment of reading programs, and use of assistive and instructional technology for improvement of learning for all students including students with disabilities. Special consideration given to the examination of literature appropriate for diverse cultural groups, individual learning styles and special needs for enrichment and remediation. Exploration of the writing process and the integration of reading and writing instruction.

Semester 2

PURPOSE 2 – Teaching Effectively

Purpose Seminar: Analysis of Teaching Behavior (EDU 520 PUR) (1 credit)

Primary focus on providing each student teacher with the opportunity to synthesize understanding of elementary education and the national/state learning standards. In their first student teaching practicum, student teachers blend theory, trends and practice as materials, activities, standards, subject matter and assessment relate to the primary grades in the context of an actual elementary school classroom.

Constructive Action: Teaching Practicum Grades 1-3 (EDU 520 CON) (3 credits)

Develop, implement and evaluate an organized plan with objectives and strategies to effectively teach a primary elementary school class in the role of a student teacher. Emphasis on facilitating children's academic, social and ethical development through rigorous curriculum planning and effective teaching practices. Student teachers practice acquired skills and gradually assume increased responsibility for instruction, classroom management, and other related duties for a
class of students under the supervision of college faculty and a certified teacher who has responsibility for the class.

Values and Ethics: Classroom Management for Academic and Social Growth (EDU 521 VAL) (2 credits)

Examination and development of effective classroom management skills that optimize student learning. Focus on establishing and maintaining a classroom environment conducive to both academic and social-emotional learning. Emphasis on preventing disruptive behavior by developing positive teacher-student relationships, engaging instruction, in a caring classroom learning environment to meet the instructional needs of diverse learners including the managing behavior and promoting development of positive social interaction skills of students with disabilities. Student teaching experiences in the lower grades provide resources for course discussions.

Values and Ethics: Project SAVE Education Seminar (SEM 521 VAL) (0 credits)

The seminar includes study of the warning signs within a developmental and social context that relate to school violence and other troubling student behaviors. The values, regulations and policies relating to a safe nonviolent school climate through effective classroom management techniques and the integration of social problem-solving and other academic supports that promotes a nonviolent school environment. The required non-credit seminar complies with Project SAVE (Safe Schools Against Violence in Education Act).

Values and Ethics: DASA Training Seminar (SEM 522 VAL) (0 credits)

New York State's Dignity for All Students Act (DASA) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. This seminar includes training in the prevention and intervention of harassment, bullying, cyberbullying, and discrimination in schools. Effective December 31, 2013, all students in a registered teacher education program are required to complete this six hours of DASA training for New York State teacher certification.

Technical Skills: Inclusion: Teaching Strategies and Classroom Management (EDU 523 SKI) (3 credits)

Focus on the daily aspects of classroom management and teaching strategies for the inclusion of students with disabilities and English Language learners. Theory and practice interweave as student teachers plan and manage teaching and learning environments for individuals with disabilities in general education settings. Instruction includes selecting and using developmentally appropriate materials, using assistive and instructional technology and designing curriculum to address the needs and learning styles of upper grade students in diverse and inclusive educational settings, and strategies for collaborating with families. Consideration
of various behavior interventions that improve classroom behaviors and promote the
development of positive social interaction skills of students with disabilities.

Systems: Teaching Social Studies in the Elementary School (EDU 520 SYS) (2 credits)
The course examines the learning concepts and structures using various instructional approaches
that are the basis of the elementary social studies curriculum. Student teachers develop and use a
social studies unit to teach students to make informed and reasoned decisions for the public good
as future citizens of a multicultural democratic nation in a global society. Topics to be studied in
preparing curricula include social studies concepts, facts, scope and sequence, learning
standards, performance outcomes and unit planning for students of various backgrounds and
learning capabilities. Instruction includes developing skills in teaching students to use
technology to acquire information, to communicate, and to enhance learning.

Technical Skills: Teaching and Learning Mathematics with Technology in Grades 4-6 (EDU 522
SKI) (3 credits)
This course builds on Teaching and Learning Mathematics with Technology in Grades 1-3.
Examination of curriculum, goals, methods, and materials for teaching mathematics in grades
four through six. Upper elementary grade examination on the topics of number sense, place
value, and problem-solving that integrates addition, subtraction, multiplication and division
skills. Focus is also on the teaching of fractions, decimals, percents, geometry, measurement,
statistics, probability, and algebra in grades four through six. The lessons that student teachers
develop for this course are differentiated to meet the diverse needs of all types of learners. The
use of instructional and assistive technology and developing skills in teaching students to use
technology to acquire and enhance mathematical learning.

Communication Skills: Reading Instruction for Upper Grades (EDU 520 COM) (2 credits)
Extends the view of language and the reading processes to the upper elementary student.
Increasing competence in basic reading strategies, research-validated methods of instruction,
including diagnostic teaching of reading and writing across the curriculum for the benefit of
students with disabilities. Continued emphasis on the reading/writing relationship, the use of
assistive and instructional technology for improvement of learning, and methods of enrichment
and remediation for all students including students with disabilities.

Semester 3
PURPOSE 3 – Meeting the Unique Needs of all Learners

Purpose Seminar: Analysis of Teaching Behavior (EDU 530 PUR) (1 credit)
The Purpose and its accompanying Constructive Action for the final semester is designed to help
student teachers create classroom environments that will best meet the needs of all learners.
Focusing on cognitive styles, social-emotional behaviors, gender identification, cultural variation
and position in the group, student teachers acquire a variety of approaches and techniques which
enable them to define the range of learners in their classroom and to try out different methods and content which are tailored to the unique needs of their students. This comprehensive, integrated view of learners embraces children with special needs, including gifted children and those that are intellectually or physically challenged.

Constructive Action: Teaching Practicum Grades 4-6 (EDU 530 CON) (3 credits)

Develop, implement and evaluate an organized plan with objectives and strategies to effectively teach an upper elementary school class in the role of a student teacher. The upper elementary school classroom serves as a background for building on the strengths of children in need of specialized teaching. Student teachers proceed into their second major teaching practicum; they increase their awareness of how students are genuinely different and how these differences can be addressed.

Self and Others: Exploring Cultural Diversity Through the Arts (EDU 530 SEL) (2 credits)

Development and application of children's learning experiences in the expressive arts - art, music, dance, literature and other artistic modes of expression. Approaches in developing age-appropriate materials, activities and techniques that reflect cultural traditions in response to the unique needs of diverse students in inclusive settings. Exploration of the ways in which the arts clarify and enhance academic curriculum and lead to opportunities for creative problem-solving and critical thinking.

Systems: Science Methods and Curriculum (EDU 530 SYS) (3 credits)

Life sciences, the earth sciences and the physical sciences provide the context for developing competency in constructing and carrying out science investigations with students. Understandings of the structure of the science disciplines, child development and science standards combine to address the needs of all students in inclusive settings. Theories of learning, guide the inquiry process as science laboratory management techniques are explored. Emphasis will be placed on participatory activities that prospective teachers can use to develop their students' science literacy. Student teachers develop and use a science unit. Instruction includes developing skills in teaching students to use technology as a resource to information and enhance learning of scientific concepts.

Self and Others: Curriculum Development and Assessment in Special Education (EDU 531 SEL) (2 credits)

This course examines and applies the basic principles underlying developing and planning curriculum with assessment for all students with exceptional learning needs, including students with autism. A strong emphasis will be placed on designing and assessing curriculum using research-validated methods including the teaching of reading and mathematics and methods of enrichment and remediation in reading and mathematics. The course includes curriculum planning by adapting instructional strategies, including implementing assistive and instructional technology, which correlates with learning styles and skill levels for students with disabilities and students without disabilities. In addition, the application of curriculum-based measurement, diagnosis and evaluation techniques of students with disabilities is integrated with the end-of-
semester capstone Constructive Action research project required of student teachers this semester.

Communication Skills: Diagnostic and Remedial Techniques In Reading (EDU 530 COM) (2 credits)

Focus on effective approaches to teach reading, writing and language problems in inclusive classrooms. Knowledge of the commonality of basic needs and developmental stages of upper-elementary school children as a background for building on the strengths of students with literacy difficulties. Naturalistic and standardized assessment protocols are examined, in order to diagnose, evaluate, for literacy problems of students with disabilities. Curriculum development for instructing students with disabilities including methods for teaching reading and methods of enrichment and remediation in reading for preventive and corrective approaches as applied to practice. Consideration of reading and writing in the content areas provide opportunities to select and adapt materials and texts to meet the needs of unique learners. Instruction includes the use of assistive and instructional technology in teaching literacy for students with disabilities. MCHE Program Mission

The mission of Metropolitan College of New York’s Master of Community Health Education program is to prepare competent practitioners, who are engaged, committed, and able to enhance the health status and quality of life in local, state, regional, and global communities via critical, creative thinking, action planning and effective communication skills. This program meets the educational requirements of the National Commission on Health Education Credentialing (NCHEC) to take the examination for the Community Health Education Specialist (CHES) credential.

The Program Goals & Alignment with College-Level Goals

The MCHE Program Goals are to provide students with a rigorous education that enables them to attain knowledge, skills, abilities and values in the core disciplines of community health education so that they can address the health and wellness needs of communities. (College-Level Goals III & IV)

1. To involve students in interdisciplinary scholarly activities using qualitative and quantitative methods to foster critical reflection on the development of community health education programs, as well as competency in key areas of assessment of community health needs, program evaluation and resource development. (College-Level Goals: I-IV)

2. To provide meaningful opportunities for students and faculty to collaborate with local, regional, state, national and international organizations on projects and activities that improve the health and well-being of diverse populations. (College-Level Goals: III)

Over the course of the three semesters, students will engage in Assessing Community Health Needs (Purpose 1), Designing and Implementing Programs (Purpose 2), and Measuring Outcomes and Evaluating Programs (Purpose 3). These objectives are assessed via the students’ Constructive Action projects; which are projects that apply theory in real world/field situations.
Students are immersed in a rigorous educational experience that enables them to attain knowledge, skills, abilities and values in the core disciplines of community health education, which they can apply to address the health and wellness needs of communities. Graduates will demonstrate the core professional abilities as articulated in the NCHEC Responsibilities and Competencies for Community Health Specialists. Each semester (Purpose) immerses the students into one of the functional areas of community health education. Using their semester project in an agency setting (Constructive Action), each semester contributes to increased student awareness and knowledge in the field of community health education while developing the necessary competencies to be successful in this field.

* The Program Goals are reflective of Metropolitan College of New York’s Purpose Centered Education Model and supportive of the College’s Mission. Focus is placed on applying academic studies to real life experience.

MCHE Program Abilities

Graduates of this program will demonstrate the knowledge and strategies to identify, articulate and address community needs. Student demonstration of this learning objective will be assessed through the individual Dimension courses.

Students will engage in interdisciplinary scholarly activities using qualitative and quantitative methods to demonstrate critical reflection on the development of community health education programs and exhibit competency in the key areas of assessment of community health needs, program evaluation and resource development. According to the Bureau of Labor Statistics the field of community health educators and community health workers is projected to grow 16% (much faster than average) from 2016-2026. Growth will be driven by efforts to improve health outcomes and to reduce healthcare costs by teaching people healthy behaviors and explaining how to use available healthcare services. MCNY’s goal is to increase the numbers of qualified professionals who can improve the health outcomes of the communities served by our graduates. The Robert Wood Johnson Foundation’s County Health Rankings rates the Bronx (home to one of campuses) last of all New York State counties (#62) in health outcomes. Staten Island is #28, Brooklyn is #14, Queens is #8 and Manhattan is #5. These rankings represent health disparities within the five boroughs of New York City.

Graduates will be able to solicit and incorporate stakeholder interests in the development and evaluation of programs. Students will collaborate in meaningful opportunities with local, regional, state, national and international organizations on projects and activities that improve the health and well-being of diverse populations; which will be assessed through the students’ Constructive Action Projects. They will identify, articulate and exhibit leadership and team building attributes in professional settings. According to the NYC Department of Health:
Health disparities result in more avoidable illnesses and deaths in one group of people than another and arise from a variety of causes, not all of which are fully understood.

The first issue of Health Disparities in NYC notes that differences in health based on race, ethnicity, or economics can be reduced. Reducing health disparities requires government policymakers, health professionals, researchers, and community groups to work together.

The MCHE Program will be part of MCNY’s quest for Social Justice and equality. Graduates will be individuals who can work to address these issues. Students will have opportunities to engage in academic and field-based experiences that help them understand the factors that create and maintain health disparities and work with organizations, community leaders and local officials in addressing community health needs.

There will be three points of assessment: retention, graduation rates and job placement. The overall program structure and course contents are designed by faculty to include Bloom’s Taxonomy higher level of learning and the assessment criteria to ensure objective evaluation of these levels. There will be an ongoing assessment plan to measure student learning, competencies, and course strength and development.

The new program will be a part of the educational assessment and program evaluation to collect data on various aspects of student learning and program outcomes using numerous measures and tools. There are three very broad categories of measures regularly used by faculty and administrators to measure programs’ success and effectiveness grouped in the following categories: Course-Level Assessment of Purpose/Constructive Action Classes; Nationally Standardized Instruments; Indirect Measures of Student Learning. This information has been distributed back to administration and faculty through presentations to the College community, committee reviews, and distribution of reports. This information has informed decisions about curriculum, program development, technology, and other resource development.

PURPOSE 1: ASSESSING COMMUNITY HEALTH NEEDS

Purpose 1 Learning Objectives & Alignment with Program Goal & College-Level Goals

- Provide an account of the history, mission and mandates of their organizations; (Program Goal: 1, College-Level Goals: III & IV);
- Articulate the social, political and economic forces that are impinging on the health needs of the selected community; (Program Goal: 1, College-Level Goals: III & IV);
• Use data to understand the health needs, resources, service utilization and health behaviors of the selected community; (Program Goal: 1, College-Level Goals: III & IV);

• Prepare a proposal for a community health education project that takes into account their community assessment, available agency resources and stakeholder needs; and (Program Goal: 1, College-Level Goals: III & IV);

• Integrate relevant subject matter from the dimension classes into their constructive action documents. (Program Goal: 1, College-Level Goals: III & IV)

PURPOSE 2: DESIGNING AND IMPLEMENTING PROGRAMS

Purpose 2 Learning Objectives & Alignment with Program Goal & College-Level Goals

• Develop and implement an action plan for their community health project that has been approved by their agency and any relevant entities; (Program Goal: 2, College-Level Goals: I-IV);

• Work with stakeholders in developing a program that uses appropriate teaching and communication strategies to meet the needs of the of the community/population being served; (Program Goal: 2, College-Level Goals: I-IV);

• Identify and articulate any potential barriers to their projects and have in place strategies or procedures for dealing with these; (Program Goal: 2, College-Level Goals: I-IV);

• Develop an evaluation plan and collect relevant data; and (Program Goal: 2, College-Level Goals: I-IV);

• Integrate relevant subject matter from the dimension classes into their constructive action documents. (Program Goal: 2, College-Level Goals: I-IV)

PURPOSE 3: MEASURING OUTCOMES AND EVALUATING PROGRAMS

Purpose 3 Learning Objectives & Alignment with Program Goal & College-Level Goals

• Report on the results of their health education project and on the findings of their program evaluation; (Program Goal:1, College-Level Goals III);

• Identify the significant findings of their project into a long-range plan, including potential funding sources; (Program Goal:1, College-Level Goals III);

• Explain how political, economic, social, and technological trends may impact community health planning; (Program Goal:1, College-Level Goals III);

• Integrate relevant subject matter from the dimension classes into their constructive action documents. (Program Goal:1, College-Level Goals III)

Course Descriptions

Semester1

______________________________________________________________________________
PURPOSE 1 – CHE 610 PUR: Assessing Community Health Needs

Purpose 1 Seminar: Assessing Community Health Needs and Planning, Constructive Action, Field & Seminar, 3 credits

In Purpose 1 students are introduced to the field of community health education and study the social, political and economic dimensions of communities and how these contribute to the health needs of their members. Population health needs, behaviors and values are explored as they impact the service delivery system and the utilization of health resources. Each student will develop a community health education assessment proposal to identify and verify the existence of a problem, need, or opportunity for Constructive Action and provide background information about their organization and the community setting in which the project will take place.

Purpose 1 Values & Ethics: CHE 610 VAL: History & Philosophy of Community Health Education, 3 credits

This course is designed to provide students with an overview of the field of Community Health Education. According to the U.S. Bureau of Labor Statistics

Health educators teach people about behaviors that promote wellness. They develop and implement strategies to improve the health of individuals and communities. Community health workers provide a link between the community and healthcare professionals. They develop and implement strategies to improve the health of individuals and communities. They collect data and discuss health concerns with members of specific populations or communities.

Most work in health care facilities, colleges, public health departments, nonprofits, and private businesses. In this course, students will have the opportunity to explore the history and the context of the field of community health education. This course may be offered as an online class.

Purpose 1 Self & Others: CHE 610 SEL: Social & Cultural Aspects of Health Education, 3 credits

…a growing body of research has documented associations between social and cultural factors and health (Berkman and Kawachi, 2000; Marmot and Wilkinson, 2006). For some types of social variables, such as socioeconomic status (SES) or poverty, robust evidence of their links to health has existed since the beginning of official record keeping. For other kinds of variables—such as social networks and social support or job stress—evidence of their links to health has accumulated over the past 30 years. (Institute of Medicine (US) Committee on Assessing Interactions among Social, Behavioral, and Genetic Factors in Health, 2016)
This course postulates the belief that any community education endeavor must recognize the important role culture plays in the assessment, program design, and intervention process. Health issues impacting social and cultural groups will be explored, highlighting their perceptions, and philosophies in regard to health care. This course may be offered as an online course.

Purpose 1 Systems: CHE 610 SYS: Health Care Policy & Service Delivery, 3 credits
This course provides students with an overview of the U.S. healthcare system including the programs, providers, policies and payment systems. It also addresses key issues in health care services today. It provides a thorough survey of the policies and structures of the U.S. health care system, a historical analysis of the development of the current system, and the organization and administration of health care services today and for the future. Students will examine the health care system in terms of equity, appropriateness and effectiveness of the way health care services are delivered and how we pay for them.

Purpose 1 Skills: CHE 610 SKI: Biostatistics Literacy & Technology, 3 credits
This is an online course that provides an introduction to selected important topics in bio statistical concepts and reasoning. This course represents an introduction to the field and provides a survey of data and data types. In this course, students are primarily consumers of data. They will explore publicly available data sources and discuss the implications for community health needs assessment. While there are some computational elements to the course, the emphasis is on interpretation and concepts. Students will be introduced to Statcrunch for computation of data analysis and a variety of tools built into big data sources for understanding the data.

Students entering this course should have completed one Statistics course at the undergraduate level. Online resources will be provided in the Moodle shell for review of basic statistical concepts. Students who have not done so, should also complete the Student introduction to Moodle (https://moodle.mcny.edu/course/view.php?id=16836) before the course begins. This course may be offered as an in-person class.

Semester 2

PURPOSE 2 – Designing & Implementing Programs

Purpose 2 Seminar: CHE 620 PUR: Designing & Implementing Programs, Constructive Action, Field & Seminar, 3 credits
In Purpose 2, students build upon the identified need of the community and create an action plan to implement the Constructive Action proposal developed in Purpose 1. As students design and implement their projects, they will incorporate knowledge about ethical concerns, teaching strategies, research methods and communication. Feedback from stakeholders, including appropriate agency staff, funding sources, governmental resources and potential consumers, will be included in the development and implementation of the program.

Purpose 2 Values & Ethics: CHE 620 VAL: Health Education Philosophy & Ethics, 3 credits

Aristotle famously said that man is a social being, which confirms the well-known proverb that no man is an island. Indeed, man is a communitarian being and as such he or she is formed, informed, transformed by the community. That is why community represents a crucial value in one’s life and that is why its health has such serious impact on the individual member’s wellbeing. Consequently, the health of the community was a major concern from ancient times until today and it was addressed in many different ways depending on culture, education, philosophy, skills and technology.

In the USA health education started to be academically organized by the end of the 19th century, but it became a true profession only in the 1970s. Today, with the drastic changes in the communities from demographic composition to information and technology, to aging and habits, the need to focus on community health seems to be more imperative than ever. That includes philosophical understanding of the concept of community, but also of the profession as well as historical, philosophical and ethical perspectives. This course will explore ethical issues in modern health care services that exist in a multicultural society. Students will have the opportunity to discuss the code of ethics for health education professionals, ethical dilemmas and ethical decision-making. This course may be offered as an online class.

Purpose 2 Self & Others: CHE 620 SEL: Foundations of Teaching for Community Health Education, 3 credits

Competent community health educators are required to make presentations and conduct workshops based on an assessment of individual and group needs within a community. This requires knowledge of content and the ability to teach a wide range of topics to adults with specific needs. This course lays a foundation by providing an overview of principles of learning, methodology and evidence-based/best practices for effectively teaching at all stages of the life cycle. Students will develop their presentation skills, build effective presentations, and participate in role plays aimed at educating and inspiring community members to make healthy behavioral choices to enhance their quality of life. This course may be offered as an online class.
Research is a process to discover new knowledge. In the Code of Federal Regulations (45 CFR 46.102(d)) pertaining to the protection of human subjects research is defined as: “A systematic investigation (i.e., the gathering and analysis of information) designed to develop or contribute to generalizable knowledge.” The National Academy of Sciences states that the object of research is to “extend human knowledge of the physical, biological, or social world beyond what is already known.”

– U.S. Department of Health and Human Services, Office of Research Integrity

The aim of this course is to examine the planning and conducting of research studies in community health education. Special consideration is given to sampling, validity of studies and types of research designs. Students will gain experience analyzing studies as well as designing and implementing an evaluation plan for their constructive Action Project. Understanding relevant research is a key responsibility of professionals in the field of community health education. This course may be viewed as a research design-based course in applied critical thinking.

Purpose 2 Skills: CHE 620 SKI: Health & Wellness Communication, 3 credits

Generally, a person in social marketing or health communications will create and use products, program or interventions as means to the same end: to promote health changes in individuals and communities, using strategies and tactics based on science and consumer research. - CDC

Communication is a foundational skill in health and wellness promotion. This includes written and oral communication through culturally sensitive channels to provide populations with adequate, accurate information necessary for maintaining their health and fostering wellness. Modern approaches to the dissemination of information about health include press releases for traditional print media, radio and TV public service announcements, agency handouts and flyers, and the use of internet resources. This course may be offered as an online class.

Semester 3

PURPOSE 3 – Measuring Outcomes & Evaluating Programs

Purpose 3 Seminar: CHE 630 PUR: Measuring Outcomes & Evaluating Programs Constructive Action, Field & Seminar, 3 credits
In Purpose 3, students will report on and evaluate the Constructive Action project that they have implemented and use the data collected to make plans for the future including organizational maintenance structures, expansion, inter-organizational relationships and funding. The opportunity to explore the community and their project will be expanded to understanding the factors that made the project successful and those that might have hindered the progress hoped for. Administrative structures will be discussed as they can be used for facilitating and understanding the process.

Purpose 3 Values & Ethics: CHE 630 VAL: Health Advocacy & Community Outreach, 3 credits

This course establishes a framework within which advocacy and outreach are understood to be essential to the role of the community health educator in promoting, implementing and sustaining effective health and wellness programs. Advocacy efforts strive to identify gaps in health care, provide needed services, create health equity and remove barrier that prevent access to care. Students will explore opportunities for advocacy and outreach on the local, state and federal levels and will engage in exercises to help them develop the skills needed to become an effective advocates. This class may be offered as an online class.

Purpose 3 Self & Others: CHE 630 SEL: Social Epidemiology, 3 credits

Social epidemiology is a branch of epidemiology that focuses particularly on the effects of social-structural factors on states of health. Social epidemiology assumes that the distribution of advantages and disadvantages in a society reflects the distribution of health and disease. – Honjo (2004)

This course provides a non-technical overview of social epidemiology and its role in public health theory and practice, with emphasis on the social dimensions of health, illness, and injury. Topics include the history and conceptual basis for epidemiology; the basic tools of epidemiologic analysis, including case definitions and populations, incidence, prevalence, and case-fatality rates; public health surveillance and measures of health status; methodological approaches to inference, association, and causation; and the analysis of harm, benefit, cost, and intervention effectiveness. This course may be offered as an online class.

Purpose 3 Systems: CHE 630 SYS: Organization & Administration of Health Education Programs, 3 credits

The number and complexity of health promotion programs continues to grow as professionals, the public, and policymakers embrace prevention and health education as essential elements of the nation’s well-being. While the need is great and growing, there is a need for individuals with the requisite skills for managing these programs. This course in will introduce students to the
practice of administration for community health education programs. This course may be offered in an online format.

Purpose 3 Skills: CHE 630 SKI: Program Evaluation, 3 credits

Effective program evaluation is a systematic way to improve and account for public health actions by involving procedures that are useful, feasible, ethical, and accurate. - CDC

This course will cover evaluation that builds on basic research knowledge as a method of assessing community health programs which strengthen clients, communities and the systems that serve them. Different types of program evaluation will be explored, including needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis. This course will focus on the direct application of the analytical skills associated with developing and implementing evaluation designs that are appropriate for assessing community health education.

Credentialed Alcohol and Substance Abuse Counseling Certificate Program (CASAC)

A Non-Degree Certificate Program Approved by the New York State Office of Alcoholism and Substance Abuse Services

The Audrey Cohen School for Human Services and Education offers a non-degree certificate program in Substance Abuse/Chemical Dependency, and Gambling (including Alcohol and Nicotine Dependence) Counseling. The MCNY Credentialed Alcohol and Substance Abuse Counseling Program (CASAC) focuses on the psychopharmacological and physiological aspects of drugs, signs, symptoms, and stages of alcoholism, individual and group counseling skills, the ethics of confidentiality, family treatment, and multicultural issues including cultural competence. The CASAC program is specifically designed to address the needs of those who wish to prepare for a career Credentialed Alcohol and Substance Abuse Counselor (CASAC), a Qualified Health Professional (QHP) in substance abuse/chemical dependency counseling or those who wish to enhance their skills as social workers, psychologists, psychiatrists, rehabilitation counselors, mental health counselors, substance abuse counselors, marriage and family therapists, and school counselors.
The CASAC program is currently offered at the Manhattan campus located at 431 Canal Street on a continuous basis and may be completed in two semesters. Students may avail themselves of OASAS Learning Thursday Webinars as well as the Center for Substance Abuse (CSAP) Pathways online courses for additional CASAC course credit. Classes are small and taught by OASAS Credentialed Instructors. A high school diploma or GED is required to enroll in the program.

COURSES

CASAC # 001
Overview of Substance Abuse/Chemical Dependency Including Alcohol and Nicotine Dependency and Gambling Addiction Treatment: Psychosocial and Pharmacological Counseling

CASAC #002
Overview of Substance Abuse and Chemical Dependency Treatment Within the Context of the Family

CASAC #003
Signs, Symptoms and Stages of Substance Abuse/Chemical Dependency, Problem/Pathological Gambling and Co-Existing Disorders

CASAC #004
Group Counseling Skills/Techniques in Addressing Substance Abuse/Chemical Dependency

CASAC # 005
Professional Ethics and Confidentiality in Substance Abuse/Chemical Dependency Counseling

NOTE: Students are required to access the Mandated Reporter Training (minimum of 2 clock hours) via online. This is required when students take

CASAC #006
Diverse Populations, Cultural Competence and Multicultural Issues in the Treatment of Substance Abuse/Chemical Dependency

CASAC #007
Theories and Principles of Substance Abuse/Chemical Dependency Counseling

CASAC #008
Assessment and Treatment Planning with Substance Abusing/Chemically Dependent Consumers
Certificate Program Youth Care Provider (YCP)

A Non-Degree Certificate Program Approved by the State of New York

Metropolitan College of New York’s mission is to “provide a superior, experientially-based education that fosters personal and professional development, promote social justice and encourages positive change in workplaces and communities.” This program is consistent with our mission. It is experientially-based, using the Council of Family and Child Caring Agencies (COFCCA) and its member agencies as its field sites and exposes the students to urban issues that may impact their clients, encourages civic engagement and compel them to action in their agencies and communities

Youth Care Provider Certificate Program (YCP Certificate)

Youth Care Providers ensure the health and safety of young adults. A YCP Certificate Program is designed to meet the career needs of practitioners who are interested in acquiring knowledge and skills to promote their professional objectives. An YCP Certificate provides a base of knowledge and skills that allows for responsible care of young adults ages 14-21.

Metropolitan College of New York, working with the Council of Family and Child Caring Agencies (COFCCA) and its member agencies, proposes to create a two semester, 24 credit YCP Certificate program for individuals currently employed as childcare/youth workers at one of the member agencies. This Certificate Program will lead directly into Metropolitan’s A.A. and B.P.S. Degree programs in the Human Services should enrollees wish to continue at the College after they achieve their Certificate.

Mapping College & Program-level Goals

College-Level Goals:

I. Values and Ethics: Graduates of MCNY programs demonstrate knowledge of ethical systems critical to their ability to make decisions and solve problems germane to their professional work and individual lives, as local, national and global citizens.

II. Self and Others: Graduates of MCNY demonstrate knowledge of how individuals are motivated and act within interpersonal contexts. They understand and apply the functions of greater self-knowledge, self-management, emotional intelligence, empathy, and mutual benefit in ameliorating social problems.

III. Systems: Graduates of MCNY demonstrate and apply knowledge of complex social organizations and broad economic, political, cultural, and historical factors that shape the development of institutions and governments, and the relationship of individuals and social groups to the natural and built environments.
Youth Care Provider Certificate Program Goals:

1. Demonstrate skills and abilities for self-assessment, setting realistic personal and professional goals within the field of youth care (College-level Goals: I, II)

2. Show a proficiency in promoting empowerment through professional relationships with supervisors, agencies, parents and young adults (College-level Goals: I, III, IV)

3. Demonstrate ability to promote empowerment through working with youth ages 14-21 of varying ages (College-level Goals: I, III)

4. Show proficiency in promoting empowerment through teaching youth and communication with parents (College-level Goals: III)

5. Apply concepts of Purpose-Centered Education in their professional activities and personal lives (College-level Goals: I-IV)

Student Learning Objectives:

1. Students will be able to identify, clarify and articulate their own values,

2. Students will be able to identify and describe individual and group values in the past and present,

3. Students will be able to identify, analyze ethical dilemmas, demonstrate and apply ethical reasoning skills that agency integrity,

4. Students will develop the skills needed to create an environment that fosters identity safety,

5. Students will be able to demonstrate the skills needed to encourage authenticity and psychological safety for staff and children/youth,

6. Students will demonstrate cultural competence,

7. Students will develop the skills needed to address trauma and disturbances in childhood and adolescents.

COURSES

SEMESTER 1

Purpose 1 Seminar: Self-Assessment for Youth Care Workers, 6 credits

At Metropolitan College of New York (MCNY), Constructive Actions (CA’s) are a major component of the student’s educational experience and the primary focus of assessment. In the
Youth Care Certificate Program, the Constructive Action is field-based. Through documentation of that experience in the CA students demonstrate their ability to integrate what they are learning in the classroom with their actual practice in the world of work.

Purpose 1: Human Studies, 3 credits

In Human Studies I, the focus is on your becoming empowered as a learner and a reflective professional. Self-assessment is considered as an essential first step in personal and professional development. Therefore, in this first semester of the Youth Care Certificate Program, the focus of reflection will be YOU—YOU as a person, worker, and citizen. The curriculum for the course integrates readings from religion, philosophy, psychology, and the literature of self-help.

Purpose 1: Professional Studies, 3 credits

Understanding the Self in the context of Youth Care Practice is the focus of Professional Studies I. In this course, practitioners will examine the tasks and functions of the Youth Care Worker in the therapeutic milieu. This will include understanding the rights and responsibilities of the Youth Care Worker as well as how their beliefs, attitudes and other attributes affect their practice. We will also examine the norms, organizational climate, and culture of the Youth Care system and begin to learn the essential skills necessary for thriving and helping others to thrive through effective Youth Care practice.

SEMESTER 2

Purpose 2: Building Professional Relations in Youth Care Practice, 6 credits

At Metropolitan College of New York (MCNY), Constructive Actions (CA’s) are a major component of the student’s educational experience and the primary focus of assessment. In the Youth Care Certificate Program, the Constructive Action is field-based. Through documentation of that experience in the CA students demonstrate their ability to integrate what they are learning in the classroom with their actual practice in the world of work.

Purpose 2: Human Studies II, 3 credits

For the second semester of the Youth Care Certificate Program, Building Professional Relations in Youth Care Practice, we will focus on your establishing effective relationships in the process of empowering others in the context of your practice as a Youth Care Worker. The curriculum for the course integrates readings from philosophy, literature, history, and psychology. The course uses a life span approach to study the bio-psycho-social factors that affect human development and behavior, especially in adolescence. Students explore normal developmental milestones at each life cycle stage (childhood, adolescence, adulthood and aging). Peer groups,
families, school, work settings, and communities are discussed as the contexts in which this
development occurs.

Purpose 3: Professional Skills II, 3 credits

Building effective relationships with others is the focus of Professional Studies II. This course
will explore the skills and dispositions necessary for building and maintaining effective
relationships as a Youth Care Professional. These relationships include the relationships with the
youth in our care, as well as our relationships with other staff members and members of the
administration. In addition to personal, one-on-one relationships, we will examine relationships
in small groups, which includes not only group work with the youth we serve but also the
professional relationships a worker must establish and nurture as a member of a team.

Meet the Faculty of the Audrey Cohen School for Human Services and Education

PROFESSOR

Joanne Ardovini
Professor, Interim Dean
BS, Marist College
MA, State University of New York, College at Brockport
PhD, Western Michigan University
Human Services Program

Ruth Lugo
Professor
BA, University of Puerto Rico
AM, Middlebury College, Madrid
PhD, SUNY, Stony Brook
Human Services Program

Vanda Wark
Professor
BA, Shepherd College, West Virginia
MA, Teachers College, Columbia University
EdM, Teachers College, Columbia University
EdD, Teachers College, Columbia University
Human Services Program

Adele Weiner
Professor
BA, SUNY Binghamton
MSW, Adelphi University
PhD, State University of New Jersey, Rutgers
Human Services Program
ASSOCIATE PROFESSOR

Eric Fuchs
Associate Professor
MEng, McGill University, Montreal
MPhil, CUNY Graduate Center
PhD, CUNY Graduate Center
Human Services and Education Programs

Charles Gray
Associate Professor
BA, Syracuse University
MSW, New York University
DSW, Yeshiva University
Human Services Program

Heide Hlawaty
Associate Professor
BS, SUNY Stony Brook
MA, Hunter College
EdD, St. John's University
Human Services and Education Program

ASSISTANT PROFESSOR

Frances Meyer
Assistant Professor
BA, Fairmont University
MA, Adelphi University
MA, Teachers College at Columbia University
EdD, Teachers College at Columbia University
Human Services and Education Program

PROGRAM DIRECTORS

Patrick Ianniello, PhD, Director Graduate Program
Master of Science in Education

Adele Weiner, PhD, Director Graduate Program
Master of Community Health Education

Joanne Ardovini, PhD, Undergraduate Program Director
BPS Human Services & Common Curriculum
School for Business

The School for Business offers an Associate’s, Bachelor’s and Master’s degree program, utilizing the MCNY’s innovative approach to the business discipline through its Purpose-Centered Education model. All three programs are primarily designed for individuals who want a comprehensive, accelerated program that provides students with the opportunity to use the knowledge they gain in their studies to take positive action in the organizations where they are employed or interning. MCNY’s programs prepare students for a wide range of business opportunities. Part-time study is also available to students.

The centerpiece of these academic programs is the College’s Purpose-Centered model, where students work methodically every semester to further increase their understanding of the business world, by formulating a business plan or undertaking an industry analysis of their choice. These programs also recognize that business is a dynamic field and, as such, the School is dedicated to updating its curriculum consistent with changes in industry and the mission of MCNY. Through Purpose-Centered Education, both the undergraduate and graduate programs aim to provide students with the necessary skills to perform in the business world. Specifically, the MBA program seeks to develop an effective business professional who can lead in a changing global environment. The BBA programs seek to prepare students for entry-level opportunities in the field of business, entrepreneurial initiatives and graduate level education in business. The college has also adopted a set of learning outcomes which are part of the learning goals identified for the School for Business. These learning goals for the School for Business are those qualities that students are expected to achieve upon completion of the respective programs. The outcomes are those variables that measure the effectiveness of the program goals and student learning. These learning outcomes are mapped to the college’s universal 24-abilities.
Associate of Science in Business

The Associate of Science in Business is a four Purpose program – 60 semester hours – that can be completed in just 1 year, 4 months. The degree features a four-semester sequence. During the first three semesters, students focus on Self-Assessment and Planning for Professional Development, Working in Groups, and Marketing Analysis, Planning and Promotion.

Bachelor of Business Administration

The Bachelor’s degree program offered through the School for Business is also performance-based. This means that every student must demonstrate competence in each of the eight Purposes in order to earn his or her degree. By competence we mean the ability to make use of theory to take effective action in an organizational setting. Each performance area is the focus of one semester’s work. Semesters are fourteen weeks in length, and three full Purposes are offered each year, so if a student attends classes consecutively for eight Purposes, he or she will receive a bachelor’s degree in two years and eight months.

Within each Purpose, classes are divided into Dimension seminars, each of which covers a particular aspect of the performance area being studies. The framework for the Dimensions is consistent across all of the Purposes while the particular course content changes. The Dimensions are Purpose, Values and Ethics, Self and Others, Systems, and Skills.

The Purpose Seminar is the class that helps the student carry out a Constructive Action. This living case study is Purpose specific and demonstrates the student’s application of academic theories, concepts and skills to his her career and job situation. In each Purpose, students must satisfactorily complete all required classes and carry out and document a satisfactory
Constructive Action at the work site or internship setting. The constructive Action must relate to the semester’s Purpose. Thus, the student’s grasp of theory is assessed twice, once in the classroom and again as it becomes the basis for action in the Constructive Action.

Bachelors of Business Administration in Healthcare Systems Management

The Bachelors of Business Administration degree in Healthcare Systems Management is a performance-based program in the School of Business at MCNY. This Purpose-Centered program focusing on healthcare management requires 120 credits to graduate, spans eight purposes (semesters) for 14-week duration each semester, and can be completed in two years and eight months. The eight purposes of this track comprise of Self-Assessment & Career Development, Developing Professional Relationships in Healthcare, Healthcare Quality Management, Assessing Community Healthcare Needs, Marketing Healthcare, Managing Human Resources in Healthcare, Managing Fiscal and Economic Resources in Healthcare, and Developing a Business Plan in Healthcare Services. The Purpose-based Constructive Action each purpose constitutes practicum in the form of a live project to integrate and utilize the knowledge and skills acquired in the five dimension courses of each purpose: Constructive Action, Self and Others, Values and Ethics, Systems, and Skills.

Associate of Applied Science Information Technology

The AAS in Information Technology degree prepares the students for the 21st century business ventures as it focuses on the technical skills necessary to develop and maintain computer information systems. The students learn computer hardware and software, computer networking design and implementation, information privacy and security, and organizational IT resources management using Microsoft Windows Server 2016. Beside these hardcore IT skills,
students also gain mastery of the office productivity software, such as Microsoft Office Suite. Upon graduation from this program, the student can take CompTIA A+, Network+, Security+ and Microsoft MCP and MOS certification exams.

**Bachelor of Business Administration in Information Technology**

The Bachelor of Business Administration (BBA) in Information Technology Management degree focuses on the analytical and managerial aspects of the information systems, while developing students’ skills in advanced computing technology, such as Cloud computing, mobile applications development, web development and digital marketing, IT risk and project management, database development and administration, data analytics, and cyber-security. The curriculum also embraces business and management competencies to prepare students for the ever-changing information management field and leadership positions.

**MBA in General Management**

MCNY’s MBA in General Management offers ambitious business professionals a chance to attain the skill sets and knowledge base that improve an individual’s ability to contribute to his or her organization. While addressing subjects covered in more traditional MBA programs, our course of study requires students to go to the next level, take what they’ve learned, and apply it to a real business situation.

**MBA in Financial Services**

Metropolitan College offers the only MBA in the region specifically designed for the financial services sector. What differentiates this MBA from all others is that this program addresses how the financial service businesses function. Based on over 43 years of research and development, the MCNY clinical approach to learning is deeply rooted in business and highly responsive to shifts that regularly occur in international business. The curriculum reflects cutting-edge global business education with an infusion of ethics, communications and
technological applications to produce graduates who are financial service specialists (familiar with every aspect of that industry), and who have also mastered the art of applying what they learn to actual business situations while working.

MBA in Media Management

The first of its kind in the nation, it remains the only one year accelerated specialized MBA program in Media Management, fusing the study of general MBA core competencies in economics, finance, marketing, operations, management, and accounting with intensive exploration of media specific fields essential for effective media management. The MCNY Media Management MBA program provides students with the tools necessary to successfully navigate the unique nuanced business, operations and management characteristics of the media and entertainment industries by providing students with a comprehensive analytical overview of the media industries including entertainment law, new media, broadcast, film, music and publishing industries, media marketing, advertising & public relations, arts administration & cultural heritage management, and media theory.

MBA in Health Services and Risk Management

The MBA Health Services and Risk Management applies knowledge and skills of business operations and management to healthcare organizations with emphasis on health services management, healthcare policy and law, healthcare technology management, healthcare quality management, healthcare data analytics, and healthcare project management, besides the business courses in managerial accounting, managerial economics, managerial finance and international practicum. The entire program requires 45 credits spread over three semesters or 15 credits (5 courses) per semester as a regular student. Thus, the program can be completed in one year as a regular student.
General Education

The General Education Plan is part of the foundation of undergraduate education at MCNY. It aims to foster the intellectual, personal, and professional growth of all students. It prepares them to advocate for social justice as they encourage positive changes in their workplaces and communities. To this end, the Common Curriculum, in conjunction with program-specific general education courses, will comprise MCNY’s General Education Plan. This plan provides a rigorous, coherent, and integrated cluster of courses that develops knowledge in history, aesthetics, politics, oral and written communication, values and ethics and mathematical and scientific reasoning.

The Common Curriculum contains 8 existing courses (24 credits) that are centralized in the Business, Human Services, and American Urban Studies curricula. The course names are as follows:

1. Computer Applications for Profit and Non-Profit Management 6. Human Biology & the Life Sciences
4. College Writing: Critical Thinking and Writing 7. Empowerment through the Arts

The following Common Curriculum course descriptions are consistent for all undergraduate programs:

(ENG CC 110) Critical Thinking and Writing Through the Study of Literature (3 credits)
This course uses the framework of Purpose-Centered Education to help you develop critical thinking and writing skills. You will develop these skills by learning to critically analyze sentences, to construct effective paragraphs, to use narrative (story telling) and argumentation as styles of writing and by learning to apply the MCNY Dimensional Analysis to works of literature. 3 credits

(ETH CC 120) Contemporary Values and Classical Ethics (3 credits)

Introduction to values including definition, sources, relation to social rules, clarification, conflicts and their resolution; empowerment and its roots in history; illustrations from literature and the other humanities. 3 credits

(MIS CC 130) Computer Applications: For-Profit and Non-Profit Management (3 credits)

In this course students will learn the most important aspects of Microsoft Office. The course will begin with a quick overview of the Office Suite, as well as the Windows OS and Internet Explorer. After which the student will then move on to the essential features of Word, Excel, Access and PowerPoint. Hands-on labs will include the use of Object Linking and Embedding (OLE) to create integrated Office documents. The last section of the course provides an overview of Outlook. 3 credits

(PSC CC 140) Political & Economic Philosophy (3 credits)

The ideas and values that serve as the foundation of our political system; how our system differs from others; the inter-relationship between business and government; major political theories regarding the nature of authority, standards of justice, the ideal of liberty and its limitations, conceptions of a just and good society, and the best form of government. 3 credits

(GOV CC 150) American Government (3 credits)

An analysis of current political systems with emphasis on the United States, including decision making under different ideologies, and how individual interests become positive or negative forces for group decisions, at local, national, and international levels. This course explores the structure and dynamics of American national government, providing a broad-based introduction to the ideas and institutions that shape politics in the contemporary United States. 3 credits.

(SPE CC 160) Public Speaking and the Art of Persuasion (3 credits)

Public speaking is an essential skill of leadership. Students are introduced to the tradition of public speaking and persuasion techniques. Through readings and other activities, students improve public speaking and critical thinking skills. This course emphasizes analysis, reasoning, organization, and presentation of evidence. 3 credits

(ART CC 170) Empowerment through the Arts (3 credits)
Art is a form of human communication that often transcends the literal. Art has been used to empower individuals and groups to share their voices, creative visions, and beliefs to a larger social order. Urban environments in particular have been the breeding ground to many influential art forms and artists. For this course, art will be broadly defined as activities that engage the imagination, creative spirit, and intellectual curiosity in the service of aesthetic production. Some specific examples of art that have been used to empower urban subjects include creative writing, such as novels, short stories, and poetry; visual art, such as painting, murals, photography, and sculpture; all aspects of music production, including composing, playing an instrument, and singing; and all forms of kinesthetic art such as dancing, acting, and performance art. 3 credits

(BIO CC 180) Human Biology and the Life Sciences (3 credits)

This course presents human biology as a life science and covers health issues. Students learn how systems fail and what kinds of medical interventions can be successful. Current issues in the life sciences, including common human diseases, genetic engineering, stem cell research and the impact of humans on the planet's ecosystems are explored. 3 credits

Associate of Science in Business

Course Descriptions:

Semester 1

PURPOSE 1

Constructive Action Dimension: Developing Career Goals (FLD 112 PCA) (3 credits)

To create a Constructive Action document that will highlight personal assessment and the professional development of oneself. Students learn applications of business research to areas of management and decision making; students engage in applications of primary and secondary research to business problems; they learn to develop and implement research strategies, as well as analyze and present their findings. 3 credits.

Values & Ethics Dimension: Critical Thinking & Writing through the Study of Literature (ENG CC 110) (3 credits)

The central/main themes and rhetorical strategies /modes will help students understand the interconnectedness of writing, reading, and grammar, which will be discussed in class. Focus will be placed upon structuring the expository essay, the comparison/contrast essay, the cause-and-effect essay and the argumentative essay. After completion of this course students will have many of the basic skills that will enable them to analyze, build a thesis statement, a paragraph, the body and conclusion of the essays discussed above, in order to prepare them for the modern day business professions. 3 credits.
Self & Others Dimension: Human Biology and the Life Sciences (BIO CC 180) (3 credits)

Human groups largely share a common biology, but they may also be differentiated according to the biological challenges they face. This course presents human biology in a way that connects the topic directly with the life sciences and issues of health. It starts with the concept of a healthy body and explores the mechanisms that enable the body to maintain biological order. This course will provide the student with examples of how human biology ties to current issues and problems that are relevant to their lives. Topics include human body structure and function, reproduction and development, and genetics. An emphasis is placed on the application of principles to current issues in the life sciences, including, but not limited to, common human diseases, genetic engineering, and stem cell research. 3 credits.

Systems Dimension: Principles of Business (BUS 111 SYS) (3 credits)

This course emphasizes management as a process that includes planning, organizing, staffing, directing, and controlling for establishing and accomplishing business objectives. The interrelationships among various businesses will be examined. The economic structure of the private sector will be examined and students will be introduced to major concepts in finance, marketing, and other functional management areas. 3 credits.

Skills Dimension: Computer Applications: For-Profit and Non-Profit Management (MIS CC 130) (3 credits)

In this course students will learn the most important aspects of Microsoft Office. The course will begin with a quick overview of the Office Suite, as well as the Windows OS and Internet Explorer. After which student will then move on to the essential features for Word, Excel, Access and PowerPoint. Hands-on labs will include the use of Object Linking and Embedding (OLE) to create integrated Office documents. The last section of the course provides an overview of Outlook. 3 credits.

Semester 2

PURPOSE 2

Constructive Action Dimension: Developing Team Dynamics (FLD 122 PCA) (3 credits)

This weekly seminar serves as the work group for the Constructive Action. Classes and individual sessions with students center around discussions of the processes and materials necessary to accomplish the project for the Purpose. The Constructive Action for Purpose II focuses on becoming effective group leaders and members through an understanding of group behavior at all levels. Readings and materials are presented to supplement the other classes and clarify the performance area, with special emphasis on persuasion skills, group dynamics, and the influence of cultural variables. 3 credits.
Values & Ethics Dimension: Contemporary Values & Classical Ethics (ETH CC 120) (3 credits)
This seminar examines the development and application of values, work ethics, and codes of conduct to address individual differences and major ethical issues. Topics include an historical review of value systems; work ethics and human nature; the implications of value systems for the development of careers, work, life, and business organizations; and how different ways of thinking can be used to enhance judgment and decision-making. 3 credits.

Self & Others Dimension: Principles of Sociology (SOC 121 SEL) (3 credits)
This course will introduce students to sociology as way of asking and answering questions, as a way of thinking, and as a scientific study. In general, sociologists are interested in the relationship between individuals and society, between personal experiences and larger social conditions and historical events. To understand the perspectives, methods, and theories that sociologist use, we will focus on inequality, and, in particular, on social class, gender, race and ethnicity. 3 credits.

Systems Dimension: Principles of Management (BUS 121 SYS) (3 credits)
This course examines the nature of management and the interpersonal and analytical skills managers need to be successful. Students will examine the manager's role with emphasis on planning, organizing, leading, and controlling in a variety of organizations including profit and not-for-profit organizations. Students will examine management theories on leadership, motivation, and communication and how these can be applied to manager’s every day role. 3 credits.

Skills Dimension: Business Math (MTH 123 SKI) (3 credits)
This survey course is designed to provide students with fundamental quantitative concepts and skills essential in today’s business world. Various mathematical areas, including decimals and fractions, are introduced in light of business problem solving. In addition, other topics covered are annuities, present value, interest, insurance, taxation and investments. Equations and graphing will also be illustrated. 3 credits.

Semester 3
PURPOSE 3
Constructive Action Dimension: Crafting a Marketing Strategy (FLD 232 PCA) (3 credits)
The purpose of this course is to analyze the role of corporate finance techniques (theory) in the strategic planning process, and to develop a conceptual and analytical understanding (skills) of
financial management by using in-class (hands-on) application exercises relevant to several formulas taught during class sessions. 3 credits.

Values & Ethics Dimension: Public Speaking and the Art of Persuasion (SPE CC 160) (3 credits)

While refining the business writing and communication skills acquired in Purpose I, this course will help students develop the skills necessary for successful interactional communication (i.e., meetings, conferences, oral presentations, essay structure) in a professional setting. 3 credits.

Self & Others Dimension: Principles of Marketing (MKT 231 SEL) (3 credits)

This course introduces the students to the basic principles and concepts of marketing theory and practice. Topics include: the marketing environments, marketing mix and segmentation, product planning, distribution, promotion, and service marketing. Students will examine marketing concepts in relation to key constituencies of companies. Current topics will be used as examples. 3 credits.

Systems Dimension: Macroeconomics (ECO 231 SYS) (3 credits)

This course is an introductory macroeconomics course that provides students with an overview of how the economy operates and choices made given scarcity and limited resources. Students will examine the major factors that affect output, unemployment, and inflation. Using the tools of economics such as supply and demand analysis students will examine how the gross domestic product is measured (GDP), what impacts economic growth and productivity as well as unemployment and inflation. Students will also examine how monetary and fiscal policies are developed and in the U.S and the role of the Federal Reserve System, money markets and government influence economic outcomes. 3 credits.

Skills Dimension: Principles of Accounting I (ACC 231 SKI) (3 credits)

An introduction to accounting instruction is provided with microcomputers as an accounting tool. In addition, accounting is examined as a tool for organizing business information. Financial accounting is the field of accounting that provides economics and financial information for external users, such as investors and creditors. 3 credits.
Semester 4

PURPOSE 4

Constructive Action Dimension: Identifying Ventures (FLD 242 PCA) (3 credits)

This course examines the various aspects of starting, acquiring, and operating a small business enterprise. It involves comprehensive discussions of problems encountered by small businesses. A study of management principles and procedures provided methods of resolving these problems. 3 credits.

Values & Ethics Dimension: American Government (GOV CC 150) (3 credits)

This course focuses on the analysis of current political systems with emphasis on the United States, including decision making under different ideologies, and how individual interests become positive or negative forces for group decisions, at local, national, and international levels. This course further explores the structure and dynamics of American national government, providing a broad-based introduction to the ideas and institutions that shape politics in the contemporary United States. 3 credits.

Self & Others Dimension: Entrepreneurship (MGT 241 SEL)(3 credits)

Course combines the necessary research and methods necessary to provide students the skill to complete a detailed analysis of their small business idea. Students will learn the research and opportunity recognition as well as evaluate processes and plans for successful venture launches. This course will also explore the individual and team mindset of seizing and growing opportunities within business as well as growth strategies. 3 credits.

Systems Dimension: Microeconomics (ECO 241 SYS) (3 credits)

This course will cover the area of economics commonly defined as microeconomics which is concerned with the individual parts of the economy such as individual businesses or industries, individual consumers, and individual products. Students examine the theories and concepts underlying individual areas of economic activity, as well as the dynamics of price, market structure, and operations of the firm.

3 credits.

Skills Dimension: Principles of Accounting II (ACC 241 SKI) (3 credits)

Accounting procedures in relation to payroll; valuation of resources and intangibles; the differences between partnerships and corporations; analysis and interpretation of financial
statements; the impact of taxes upon business decisions. The course strives to make students versant in accounting so that they feel confident in the business setting and have the tools to excel in their work. 3 credits.

Bachelor of Business Administration

The Bachelor’s degree program, 120 credits, and takes 8 semesters to complete. Semesters are fifteen weeks in length, and three full Purposes are offered each year, so if a student attends classes consecutively for eight Purposes, he or she will receive a bachelor’s degree in two years and eight months. Each Purpose carries 15 credits. The complete degree program requires 120 credits.

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PURPOSE 3

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An introduction to accounting instruction is provided with microcomputers as an accounting tool. In addition, accounting is examined as a tool for organizing business information. Financial accounting is the field of accounting that provides economics and financial information for external users, such as investors and creditors. 3 credits.

Semester 4
PURPOSE 4
Constructive Action Dimension: Identifying Ventures (FLD 242 PCA) (3 credits)
This course examines the various aspects of starting, acquiring, and operating a small business enterprise. It involves comprehensive discussions of problems encountered by small businesses. A study of management principles and procedures provided methods of resolving these problems. 3 credits.

Values & Ethics Dimension: American Government (GOV CC 150)
(3 credits)
This course focuses on the analysis of current political systems with emphasis on the United States, including decision making under different ideologies, and how individual interests become positive or negative forces for group decisions, at local, national, and international levels. The course further explores the structure and dynamics of American national government, providing a broad-based introduction to the ideas and institutions that shape politics in the contemporary United States. 3 credits.

Self & Others Dimension: Entrepreneurship (MGT 241 SEL)(3 credits)
Course combines the necessary research and methods necessary to provide students the skill to complete a detailed analysis of their small business idea. Students will learn the research and opportunity recognition as well as evaluate processes and plans for successful venture launches. This course will also explore the individual and team mindset of seizing and growing opportunities within business as well as growth strategies. 3 credits.

Systems Dimension: Microeconomics (ECO 241 SYS) (3 credits)
This course will cover the area of economics commonly defined as microeconomics which is concerned with the individual parts of the economy such as individual businesses or industries, individual consumers, and individual products. Students examine the theories and concepts underlying individual areas of economic activity, as well as the dynamics of price, market structure, and operations of the firm. 3 credits. 3 credits

Skills Dimension: Principles of Accounting II (ACC 241 SKI) (3 credits)
Accounting procedures in relation to payroll; valuation of resources and intangibles; the differences between partnerships and corporations; analysis and interpretation of financial statements; the impact of taxes upon business decisions. The course strives to make students versant in accounting so that they feel confident in the business setting and have the tools to excel in their work. 3 credits.
Semester 5

PURPOSE 5

Constructive Action Dimension: Developing Implementation & Change Plans (FLD 352 PCA) (3 credits)

Students will understand the requirement and application of innovation and creativity in the market place in order to survive. Because of the increasingly competitive nature of the ever-changing global business environment, this course will deliver an intensive, hands-on approach to develop the creative and innovative skills of students. Throughout the course, they will address the areas in relation within this realm and then demonstrate these skills that must always be honed and refined. 3 credits.

Values and Ethics Dimension: Political & Economic Philosophy (PSC CC 140) (3 credits)

This course focuses on the ideas and values that serve as the foundation of our political system; how our system differs from others; the inter-relationship between business and government; major political theories regarding the nature of authority, standards of justice, the ideal of liberty and its limitations, conceptions of a just and good society, and the best form of government. 3 credits.

Self & Others Dimension: Organizational Theory and Behavior (BUS 351 SEL) (3 credits)

This course deals with organizational structure, development, change, conflict, culture, productivity, growth, power and politics. Students will study relevant concepts regarding organization effectiveness as a function of structure and context, degrees of formality/informality; specialization; standardization; hierarchies and leadership; organizational complexity; company size and position in the firm’s projected life cycle; issues of centralization; professionalism; personnel; organizational technology; quality of work life; interdepartmental relations and conflict; decision making processes; and internal and external means of communications. 3 credits.

Systems Dimension: Business Law (LAW 351 SYS) (3 credits)

Drawing upon a review of the fundamentals of our legal system, this course will provide the student with an introduction to basic concepts of our system of jurisprudence, legal processes and procedures, the methods for establishing and ending business relationships, and the laws regulating our business transactions.

3 credits.
Skills Dimension: Principles of Project Management (MIS 351 SKI) (3 credits)

This course will introduce students to project management fundamentals, with an emphasis on planning and implementation. Concepts such as the definition of a project, the nature of the project team, and the role and function of the project manager are presented. An effective project manager must organize resources, work under tight deadlines, control project change and generate maximum team performance. Topics covered include: project life cycles, organization and charters, work breakdown structures, responsibility matrixes; the planning, budgeting and scheduling of systems. Use of PERT, Gantt charts, earned value systems, and project management software are also introduced. 3 credits.

Semester 6

PURPOSE 6

Constructive Action Dimension: Creating a Human Resource Plan (FLD 362 PCA) (3 credits)

This course is designed to provide an in-depth review, with hands-on applications, of current Human Resource Management theory and practice. Students will consider Human Resource Management in the context of corporate strategy, with particular emphasis upon the value organizations place on their human resources. This course is also designed to be an active learning experience --- emphasizing practical learning by doing, through field work, and through an examination of the bottom-line implications of Human Resource Management. 3 credits.

Values & Ethics Dimension: Managerial & Business Writing (ENG 361 VAL) (3 credits)

Students are expected to actively evaluate real life situations within the text. After completion of this course students will have many of the basic skills that will enable them to analyze, build a thesis statement, a paragraph, the body and conclusion of the essays discussed above, in order to prepare them for the modern day business professions. 3 credits.

Self & Others Dimension: Human Resources Management (MGT 361 SEL) (3 credits)

This course pertains to personnel administration in business organizations. Topics include employee recruitment and development, employee policies and procedures, job descriptions, training, performance evaluations, wage and salary administration and benefits; labor relations, employee safety and health as well as issues of international human resource management. 3 credits.

Systems Dimension: Managerial Statistics (MTH 361 SYS) (3 credits)
Introduction to descriptive statistics. How accounting data can be analyzed, interpreted and applied by management in planning and controlling business activities. An interdisciplinary approach is provided through the mix of topics involving economics, mathematics, finance and statistics. Topics included probability theory, population and sampling, statistical inference, decision theory, and presentation of data, including use of computers. 3 credits.

Skills Dimension: Advertising and Public Relations (MKT 361 SKI) (3 credits)
Principles and techniques for creating the basic forms of sales, advertising, and public relations materials. The focus is on effective written communications which support the various types of marketing efforts common to most businesses. 3 credits.

Semester 7

PURPOSE 7

Constructive Action Dimension: Creating Financial Plans (FLD 472 PCA) (3 credits)
This course is designed to give students a working knowledge of financial markets and the institutions that serve as intermediaries in the financial market. The role of the Federal Reserve, monetary policy, and financial intermediation will be emphasized. 3 credits.

Values & Ethics Dimension: Humanities: World Civilizations (HUM 471 VAL) (3 credits)
This course will survey world civilizations from A.D. 1500 to the present. The purpose is to familiarize students with the major events that occurred during this period in world history. Emphasis will be placed on illustrating how these major events combined to create the base of political, economic, social and cultural trends that shape contemporary world affairs. 3 credits.

Self & Others Dimension: International Business & Economics (BUS 471 SEL) (3 credits)
This course has a twofold purpose: to familiarize students with the world map as it exists today in terms of changed and changing national boundaries, and to study the global distribution of natural resources and industries as the basis of international trade relations. 3 credits.

Self & Others Dimension: Principles of Finance (FIN 471 SEL) (3 credits)
This course covers the basic fundamentals of finance that affect all businesses. Basic principles and techniques of financial management applicable to sound business decision-making are
studied, emphasizing important financial concepts such as financial statement analysis, financial forecasting and budgeting, financial ratio analysis, net present value and internal rates of return. This course provides an overview of the fundamental principles of financial theory and practice. Students will become familiar with the financial organization and operation of a business and look at how financial decisions are made within the context of the overall corporation. 3 credits.

Skills Dimension: Operations Management (BUS 471 SKI) (3 credits)

This course will focus on project design and management; the planning, control and evaluation of operations; resource allocation; product development; individual and team job design and measurement; work scheduling; materials management and purchasing; capacity planning; facility layout; quality of the work environment; and technological change. 3 credits.

Semester 8

PURPOSE 8

Constructive Action Dimension: Actualization of the Business Plan (FLD 482 PCA) (3 credits)

As a capstone initiative, students are required to develop a business plan. They design the plan, do research and forecasting, and gain support for the plan and engage in a comprehensive examination of business considerations. As this is the capstone and final CA, the knowledge and skills acquired in all of the courses of the program and experience gained in the previous CA’s are integrated into this document. 3 credits.

Values & Ethics Dimension: Promoting Empowerment Through the Arts (ART CC 170) (3 credits)

Mass media, information channels, media culture, values inherent in the structure and content of new technologies, and the influence of information systems on organizational, social and private behavior; how these factors must be considered when undertaking new business projects and ventures. 3 credits.

Self & Others Dimension: E-commerce & the Digital Economy (ECO 481 SEL) (3 credits)

As the Internet continues to impact virtually all segments of society, it is becoming more critical for students as well as those entering or already in the workforce, to understanding the forces and dynamics behind the Digital Economy. The impacts of Internet-based Electric Commerce (EC) are probably the most significant and certainly the most widely felt. Becoming ‘EC-literate’ is becoming one of the requirements for success in the new digital economy. 3 credits.
Systems Dimension: Strategic Planning & Business Policy (BUS 481 SYS) (3 credits)

Introduce students to the possibilities, the challenges, and the rewards of running a business enterprise. It will introduce the student to: What managers must do and do well to make a company a winner in the game of business. Strategy and Business Policy cuts across the whole spectrum of business and management which focuses on the corporation as a whole and its interactions with its environment. 3 credits.

Skills Dimension: Financial Analysis & Modeling (FIN 481 SKI) (3 credits)

This course provides students with the additional tools they need to assess the implications of creating a new venture or evaluating an existing firm. Uses spreadsheets and other software products to analyze the impacts of financial decisions related to financial statement analysis, cash budgeting, and cost of capital determination, capital budgeting, and capital structure choices are emphasized. 3 credits.

Career Tracks

Entrepreneurship (MGT 482 VAL) (3 credits)

This course examines the various aspects of starting, acquiring, and operating a small business enterprise. It involves comprehensive discussions of problems encountered by small businesses. A study of management principles and procedures provided methods of resolving these problems is undertaken. 3 credits.

Principles of Finance (FIN 471 SEL) (3 credits)

This course covers the basic fundamentals of finance that affect all businesses. Basic principles and techniques of financial management applicable to sound business decision-making are studied, emphasizing important financial concepts such as financial statement analysis, financial forecasting and budgeting, financial ratio analysis, net present value and internal rates of return. This course provides an overview of the fundamental principles of financial theory and practice. Students will become familiar with the financial organization and operation of a business and look at how financial decisions are made within the context of the overall corporation. 3 credits.

Advertising and Public Relations (MKT 361 SKI) (3 credits)

Principles and techniques for creating the basic forms of sales, advertising, and public relations materials. The focus is on effective written communications which support the various types of marketing efforts common to most businesses. 3 credits.
New Venture Financing (FIN 471 SKI) (3 credits)

This course will provide an overview of the role of development of new venture ideas, assessment of financial requirements, financial management of a small business, and entrepreneurial ventures. Students will examine the entrepreneur’s and the investor’s roles as well. It focuses on the venture capital process and how they are formed and managed; accessing the public markets, mergers and strategic alliances. 3 credits.

Entrepreneurial Marketing (MKT 481 SKI) (3 credits)

This course will focus on the marketing plan and how entrepreneurs can effectively develop a plan that will market and grow their products. Specifically, students will learn how to use market research, surveys and emerging technologies for their entrepreneurial venture. Additionally, students will learn how to develop marketing strategies, segment their markets, develop the plan and identify a pricing strategy to enter the market. 3 credits.

Principles of Accounting I (ACC 231 SKI) (3 credits)

In this course an introduction to accounting instruction is provided with microcomputers as an accounting tool. In addition, accounting is examined as a tool for organizing business information. Financial accounting is the field of accounting that provides economics and financial information for external users, such as investors and creditors. 3 credits.

Principles of Accounting II (ACC 241 SKI) (3 credits)

Accounting procedures in relation to payroll; valuation of resources and intangibles; the differences between partnerships and corporations; analysis and interpretation of financial statements; the impact of taxes upon business decisions. The course strives to make students versant in accounting so that they feel confident in the business setting and have the tools to excel in their work. 3 credits.

Intermediate Accounting (ACC 361 SKI) (3 credits)

This course is a continuation of Principles of Accounting. Students will learn to understand basic accounting procedures of such key tasks as payroll, valuation of resources and intangibles and the differences between partnerships and corporations. This will lead to the analysis and interpretation of financial statements and the impact of taxes upon business decisions. 3 credits.
Federal Income Taxation (ACC 472 SKI) (3 credits)

Federal income tax laws are analyzed, in term of principles and practices. Tax research methodologies are explored. The implications and consequences of income redistribution, through the tax code, are studied. The ethical issues involving federal income tax laws are discussed. 3 credits.

Managerial Accounting (ACC 481 SKI) (3 credits)

In this course we will study how managers can use this information to implement plans and improve the process of providing goods and services to customers. We will also see that the accounting information generated for financial reporting purposes is not particularly helpful when managers need to make decisions. The scope of the course embraces the use of accounting information for planning and control purposes in both operational and strategic decision-making. 3 credits.

Principles of Project Management (MIS 351 SKI) (3 credits)

This course will introduce students to project management fundamentals, with an emphasis on planning. Concepts such as the definition of a project, the nature of the project team, and the role and function of the project manager are presented. An effective project manager must organize resources, work under tight deadlines, control project change and generate maximum team performance. Topics covered include: project life cycles, organization and charters, work breakdown structures, responsibility matrixes; the planning, budgeting and scheduling of systems. PERT, Gantt charts, earned value systems, project management software are also introduced. 3 credits.

E-Commerce & the Digital Economy (ECO 481 SEL) (3 credits)

As the Internet continues to impact virtually all segments of society, it is becoming more critical for students as well as those entering or already in the workforce, to understanding the forces and dynamics behind the Digital Economy. The impacts of Internet-based Electric Commerce (EC) are probably the most significant and certainly the most widely felt. Becoming ‘EC-literate’ is becoming one of the requirements for success in the new digital economy. 3 credits.

Global Project Management (MIS 362 SKI) (3 credits)

Through this course, students will learn how managers can use managerial accounting studies information to implement plans and improve the process of providing goods and services to customers. This course will help students to understand the use of accounting information for planning and control purposes in both operational and strategic decision-making. 3 credits.
Advanced Project Management (MIS 471 SKI) (3 credits)

Advanced technological developments, increased competition and a global marketplace are all factors leading to Project Management becoming a central activity in most industrial organization across the world and across various different industries. This is a rapidly evolving field where new ideas and tools are constantly being added. 3 credits.

Strategic Portfolio & Program Management (MIS 482 SKI) (3 credits)

This course provides students with the additional tools they need to assess the implications of creating a new venture or evaluating an existing firm. Including: company’s financial statements; understand risk analysis versus profitability analysis; and evaluate income versus cash flows. 3 credits.

Bachelor of Business Administration (BBA) in Healthcare Systems Management

The Bachelors of Business Administration degree in Healthcare Systems Management is a 120 credit program, which spans eight purposes (semesters) for 14-week duration each semester, and can be completed in two years and eight months.

Transfer Credit Allocation

Transfer credits are awarded across all eight purposes. Each purpose entails 15 credits and the entire degree program 120.

Semester 1

PURPOSE 1

Constructive Action Dimension: Self-Assessment & Career Development (HSM 111 PCA) (3 credits)

This course introduces the entering student to the “Purpose-Centered Education” philosophy of the College. It develops an understanding of the linkage between the classroom and the workplace in our delivery system. It also teaches the student the essential elements of the execution and presentation of the “Constructive Action.” In this first course students learn the alternative forms of presentation and are required to select one of these forms for their Constructive Action documentation. 3 credits.
Values and Ethics Dimension: Critical Thinking & Writing (ENG CC 110) (3 credits)

The central/main themes and rhetorical strategies/modes help students understand the interconnectedness of writing, reading and grammar. Emphasis is made on structuring the expository essay, the comparison/contrast essay, the cause-and-effect essay and the argumentative essay. 3 credits.

Self & Others Dimension:  Human Anatomy and Physiology (HSM 111 SEL) (3 credits)

Humans largely share a common biology. This course presents human biology and links it with human health. It examines structure and functions of human body; chemistry of life processes; cells, tissues and organs systems; disease mechanisms and infection control; nutrition and metabolism, genetics, genetic diseases and Gene Therapy. 3 credits.

Systems Dimension:  Principles of Business (BUS 111 SYS) (3 credits)

This course will serve as a general introduction to the field of business management. The course will emphasize management as a process that includes planning, organizing, staffing, directing, and controlling for establishing and accomplishing business objectives. The interrelationships that exist in various businesses will be examined. The economic structure of the private sector will be examined and students will be introduced to major concepts in finance, marketing, and other functional management areas. This course will serve as a foundation for advanced work in subsequent Purposes (semesters). This background will aid students in making a self-assessment about their future role as a businessperson (managerial career development). 3 credits.

Skills Dimension:  Medical Terminology (HSM 111 SKI) (3 credits)

This course is designed to develop a functioning knowledge of Medical Terminology building skills by learning prefixes, suffixes, roots, and abbreviations. Students learn the basic structure and functions of the human body, and become familiar with general diseases and ailments. Students will gain skills essential to understand Medical Terminology used in a health-care related field. This course will focus on the many components of a medical term and how to break down a medical term by simply knowing the meaning of the prefix or suffix. 3 credits.

Semester 2
PURPOSE 2

Constructive Action Dimension: Developing Professional Relationships in the Healthcare Field (HSM 121 PCA) (3 credits)

This Purpose emphasizes the role that communication plays in the successful conduct of any interaction, with specific emphasis on those that take place within the Healthcare field. Students will learn how to present information using a variety of media: written, oral, audiovisual, etc. and will be required to select an alternative medium (other than a written report) to present the results of their Constructive Action. 3 credits.

Values and Ethics Dimension: Public Speaking and the Art of Persuasion (SPE CC 160) (3 credits)

There are three primary components of this course: Development of an understanding of the communication process, development of interpersonal communication skills, and development of public speaking skills. The skills/application focus of this course is devoted to public speaking. While refining the business writing and communication skills acquired in Purpose I, this course helps students develop the skills necessary for successful interactional communication (i.e., meetings, conferences, oral presentations and essay structure) in a professional setting. 3 credits

Self & Others Dimension: Health Services Management I (HSM 121 SEL) (3 credits)

The focus of this course will be on the functions and responsibilities associated with the direct management of people in service delivery settings. Motivation, discipline, performance appraisal, communications, and monitoring are targeted. Overview of management issues in a variety of organizational settings and the larger public health environment are examined as well as the managerial functions and problem solving strategies, financial management principles, and management models for change; develops specific skills in program management, budgeting, workforce development, and managing intersectoral programs. 3 credits.

Systems Dimension: Computer Applications: For-Profit and Non-Profit Management (MIS CC 130) (3 credits)

The course will begin with a quick overview of the Microsoft Office Suite, as well as the Windows OS and Internet Explorer. Students will then move on to the essential features for Word, Excel, Access and PowerPoint. Hands-on labs will include the use of Object Linking and Embedding (OLE) to create integrated Office documents.

3 credits.

Skills Dimension: Medical Insurance (HSM 121 SKI) (3 credits)
This course teaches students the basics of health insurance, the health insurance claim form, guidelines for claims submission and processing. Student will also learn the HIPAA regulations, collections, and Healthcare payers including managed care systems, private insurance, Medicare, state programs, workers’ compensation, Tricare and CHAMPVA. Use of the ICD-10-CM and CPT-4 coding manuals as well as a computerized encoder is also incorporated. 3 credits.

Semester 3

PURPOSE 3

Constructive Action Dimension: Quality Management in the Healthcare Field (HSM 231 PCA) (3 credits)

This course introduces the entering student to the “Purpose-Centered Education” philosophy of the College. It develops an understanding of the linkage between the classroom and the workplace in our delivery system. It also teaches the student the essential elements of the execution and presentation of the “Constructive Action.” In this first course students learn the alternative forms of presentation and are required to select one of these forms for their Constructive Action documentation.

3 credits.

Values & Ethics Dimension: Contemporary Values & Classical Ethics (ETH CC 120) (3 credits)

All courses in this purpose focus on assuring healthcare quality through understanding legal regulations and ethical issues, use of business and healthcare systems management principles, and tools and techniques for assuring quality healthcare services. 3 credits.

Self & Others Dimension: Health Services Management II (HSM 231 SEL) (3 credits)

The course focuses on teaching the students the basic principles and techniques of quality management in healthcare. It emphasizes methods of assessing, measuring, and improving healthcare services. The course further focuses on applying quality concepts and tools to real-life situations. Students learn attributes of quality most important to healthcare stakeholders including legislative mandates, regulatory agencies and accreditation groups that influence healthcare quality activities. Moreover, the students gain knowledge in the qualitative and quantitative process improvement tools, collect and analyze data to identify improvement priorities and frame risk management strategies. 3 credits.

Systems Dimension: Principles of Management (BUS 121 SYS) (3 credits)

This course examines the nature of management and the interpersonal and analytical skills managers need to be successful. Students will examine management theories on leadership,
motivation, and communication and how these can be applied to manager’s everyday role. 3 credits.

Skills Dimension: Managerial Statistics (MTH 361 SYS) (3 credits)

Introduction to descriptive statistics. how accounting data can be analyzed, interpreted and applied by management in planning and controlling business activities. An interdisciplinary approach is provided through the mix of topics involving economics, mathematics, finance and statistics. Topics included probability theory, population and sampling, statistical inference, decision theory, and presentation of data, including use of computers. 3 credits.

Semester 4

PURPOSE 4

Constructive Action Dimension: Assessing Community Healthcare Needs (HSM 241 PCA) (3 credits)

This course introduces the entering student to the “Purpose-Centered Education” philosophy of the College. It develops an understanding of the linkage between the classroom and the workplace in our delivery system. It also teaches the student the essential elements of the execution and presentation of the “Constructive Action.” In this Purpose 4 Constructive Action: Assessing Community Healthcare Needs, students will examine issues critical to the development of effective health programs focusing. Additionally, students will use this Constructive Action to build on previous work and identify areas of potential inquiry for future examination. 3 credits.

Values and Ethics Dimension: Diversity in Healthcare (HSM 241 VAL) (3 credits)

The course is designed to cover issues and expectations surrounding Healthcare services in a multicultural and diverse environment. It emphasizes dimensions and complexities of caring for people from diverse cultural backgrounds. The course further examines traditional Healthcare beliefs and healing practices prevalent among ethnically diverse populations, and impact of social, political, and demographic changes as well as perceptions on today’s illnesses and Healthcare. 3 credits.

Self & Others Dimension: Community Health Services (HSM 241 SEL) (3 credits)

The course is designed to provide students with an introduction to community health services. It will examine the foundations of community and national health in terms of organization, resources, programming, and special populations. Theory and practice of Healthcare delivery are evaluated in occupational settings such as schools and worksites. The relationship between
coordinating networks, health service organizations, government, and voluntary-based health agencies are examined. The course will cover issues of mental, maternal, infant and child health. The impact of environment on human health will also be examined. The course is designed to provide students with the knowledge required to: assess individual, community, and national needs for health education; conduct evaluation and research related to health education; serve as a health education resource person; and communicate and advocate for health and health education. 3 credits.

Systems Dimension: Macroeconomics (ECO 231 SYS) (3 credits)

This course is an introductory macroeconomics course that provides students with an overview of how the economy operates and choices made given scarcity and limited resources. Students in this course will examine the major factors that affect output, unemployment, and inflation. Using the tools of economics such as supply and demand analysis students will examine how the gross domestic product is measured (GDP), what impacts economic growth and productivity as well as unemployment and inflation. Students will also examine how monetary and fiscal policies are developed and in the U.S and the role of the Federal Reserve System, money markets and government influence economic outcomes. 3 credits.

Skills Dimension: Pathophysiology (HSM 241 SKI) (3 credits)

This course is a basic study of the functioning of human body organ systems; their disorders and diseases including symptoms, causes, diagnosis, diagnostic tests, treatment and management, and invasive and non-invasive surgical techniques. The course also discusses Pharmacology and most commonly used drugs. Genetic basis of diseases and disorders and use of gene therapy in curing them is also discussed. Further, the role of nutrition as a cause and treatment of diseases is examined. 3 credits.

Semester 5

PURPOSE 5

Constructive Action Dimension: Marketing Healthcare (HSM 351 PCA) (3 credits)

In this Purpose students learn the basic principles of marketing, with special emphasis on the marketing of Healthcare services. Students will use a variety of alternative media to develop examples of marketing activities and will select one of those mediums, not previously utilized, in the documentation of their Constructive Action. 3 credits.

Values and Ethics Dimension: Political & Economic Philosophy (PSC CC 140) (3 credits)
The ideas and values that serve as the foundation of our political system; how our system differs from others; the inter-relationship between business and government; major political theories regarding the nature of authority, standards of justice, the ideal of liberty and its limitations, conceptions of a just and good society, and the best form of government. 3 credits.

Self & Others Dimension: Principles of Marketing (MKT 231 SEL) (3 credits)

Introduction to the basic principles and concepts of marketing theory and practice. Topics include: the marketing environments, marketing mix and segmentation, product planning, distribution, promotion, and service marketing. Students will examine marketing concepts in relation to key constituencies of companies. 3 credits.

Systems Dimension: Microeconomics (ECO 241 SYS) (3 credits)

This course is an introductory course in microeconomic theory. The course introduces students to the principles of microeconomics and provides a basic understanding of how microeconomics functions in today's society. 3 credits.

Skills Dimension: Principles of Psychology (HSM 351 SKI) (3 credits)

This course will encompass a broad introduction to the field of psychology, one of the social sciences. Among the topics covered are: gathering data on the causes and correlates of behavior, key figures in psychology and their theories, examples of research findings from the major subareas of the field, and using psychological knowledge to improve the quality of our lives. This survey of psychology will acquaint students with the major concepts and terminology of the discipline and give a better understanding of self and others. 3 credits.

Semester 6

PURPOSE 6

Constructive Action Dimension: Managing Human Resources in Healthcare (HSM 361 PCA) (3 credits)

In this Purpose students learn the basic principles of managing human resources, with specific emphasis on the management of those resources in the Healthcare field. For their Constructive Action, students are expected to select a situation involving the management of individuals within a health field context. The Constructive Action documentation will be developed using a medium which has not been previously utilized in the preparation of other required materials. 3 credits.
Values and Ethics Dimension: Promoting Empowerment Through the Arts (ART CC 170) (3 credits)

Self & Others Dimension: Health Informatics (HSM 361 SEL) (3 credits)
The material covered in this course includes overview of health informatics; health data, information, and knowledge; electronic health records, health information exchange; health data standards; health information privacy, security, and ethics; consumer health informatics; mobile technology; evidence-based medicine; electronic prescribing; telemedicine; bioinformatics; public health informatics; and e-research and resources.

Systems Dimension: Human Resource Management (HSM 361 SYS) (3 credits)
The course will examine corporate and departmental HR strategy, equal employment law and preventive employee relations, diversity in the workplace, employee training and development, trends in compensation and benefits, international HR practices, and career planning. During the 14-week semester, students may also examine Human Resource Management issues they may face during their business careers. Throughout, students will utilize, and critically review, a variety of HR and corporate web-sites, various pamphlets, and current employment literature. 3 credits.

Skills Dimension: Accounting (ACC 231 SKI) (3 credits)
Accounting procedures in relation to payroll; valuation of resources and intangibles; the differences between partnerships and corporations; analysis and interpretation of financial statements; the impact of taxes upon business decisions. The course strives to make students versant in accounting so that they feel confident in the business setting and have the tools to excel in their work.

Semester 7
PURPOSE 7
Constructive Action Dimension: Managing Fiscal & Economic Resources in Healthcare (HSM 471 PCA) (3 credits)
Emphasis on this Purpose is on developing an understanding of basic principles of finance, particularly those that apply to organizations in the Healthcare field. For their Constructive Action, students are required to illustrate a situation involving an aspect of Healthcare financing and to create the required documentation using a medium which has not been previously utilized. 3 credits.
Values and Ethics Dimension: American Government (GOV CC 150) (3 credits)

This course provides students with tools they need to assess financial information and data to draw implications for creating a new venture or evaluating an existing firm. Students use spreadsheets and other financial software products to analyze the impacts of financial decisions related to financial statement analysis, cash budgeting, the cost of capital determination, capital budgeting, and capital structure choices. 3 credits.

Self and Others Dimension: Principles of Finance (FIN 471 SEL) (3 credits)

This course provides students with the additional tools they need to assess financial information and data to draw implications of creating a new venture or evaluating an existing firm. Students in the class will use spreadsheets and other software products to analyze the impacts of financial decisions related to financial statement analysis, cash budgeting, and cost of capital determination, capital budgeting, and capital structure choices. 3 credits.

Systems Dimension: Healthcare Financing (HSM 471 SYS) (3 credits)

This course provides students with the additional tools they need to assess financial information and data to draw implications of creating a new venture or evaluating an existing firm. Students in the class will use spreadsheets and other software products to analyze the impacts of financial decisions related to financial statement analysis, cash budgeting, and cost of capital determination, capital budgeting, and capital structure choices. 3 credits.

Skills Dimension: Medical Coding & Billing Procedures (HSM 471 SKI) (3 credits)

This course prepares students to process and manage third-party reimbursement and patient accounts receivables in non-hospital settings. The students will use electronic medical billing software in simulated practice. Emphasis is placed on medical terminology and the proper use of ICD-9 and CPT codes. 3 credits.

Semester 8

PURPOSE 8

Constructive Action Dimension: Creating a Business Plan for Healthcare Services (HSM 481 PCA) (3 credits)

This is the capstone course for the baccalaureate in Healthcare Management. Students are expected to complete a Constructive Action project which synthesizes their learning in the previous semesters. The documentation for this project should utilize a medium which has not been previously used and integrate elements of other Constructive Action documents to demonstrate an understanding of the integrity of the Program. 3 credits.
Values and Ethics Dimension: Regulatory Aspects of Healthcare (HSM 482 VAL) (3 credits)

The course is designed to introduce learners to legal and ethical issues and expectations that are encountered by professionals in the health care services field. Emphasis is placed on application of legal and ethical principles in both healthcare management and clinical contexts so that students have an awareness of the complexity and interrelated aspects that all healthcare professionals encounter on a daily basis, and how a coordinated effort among each member of the healthcare team is required to maximize patient care, protection of patient rights and dignity, as well as guarding against litigation brought about by clients. 3 credits.

Self and Others Dimension: Introduction to Gerontology (HSM 481 SEL) (3 credits)

The course covers physiological, social, psychological and economic aspects of aging and explores strategies aimed at enhancing the quality of life by providing adequate information and services for elderly. The course employs a multidisciplinary approach and develops paradigms and awareness of the process of human aging by providing understanding of scientific, cultural, social and economic aspects of aging. 3 credits.

Systems Dimension: Technology & Innovation in Healthcare (HSM 481 SYS) (3 credits)

The course will introduce students to the concept of innovation and how Healthcare organization can use innovative practices to provide access and quality of care. In this course students are encouraged to think creatively about the current Healthcare issues in our nation and how best to address these using technology. The material covered in this course includes an examination of concepts of Healthcare technologies and their development, the impact of technology in the Healthcare industry and the relationships that develop as a result of these advancements. Students will also examine the innovative products that are utilized by physicians, hospitals and Healthcare providers/organizations that are in high demand. 3 credits.

Skills Dimension: Principles of Project Management (MIS 351 SKI) (3 credits)

This course will introduce students to project management fundamentals, with an emphasis on planning. Concepts such as the definition of a project, the nature of the project team, and the role and function of the project manager are presented. An effective project manager must organize resources, work under tight deadlines, control project change and generate maximum team performance. Topics covered include: project life cycles, organization and charters, work breakdown structures, responsibility matrixes; the planning, budgeting and scheduling of systems. PERT, Gantt charts, earned value systems, project management software are also introduced. 3 credits.
Associate of Applied Science Information Technology

Course Descriptions:

Semester 1

PURPOSE 1

Self-Assessment and Career Development in IT (ITM 111 PCA) (3 credits)

The Constructive Action (CA) for the first semester requires students to carry out and document a planned strategy of personal assessment and development addressing a plan for their professional career. Students charter a specific professional development plan specific to their area of interest and professional goals, especially from the IT perspective. 3 credits.

Critical Thinking and Writing through Literature (ENG CC 110) (3 credits)

The central/main themes and rhetorical strategies /modes help students understand the interconnectedness of writing, reading, and grammar. Emphasis is made on structuring the expository essay, the comparison/contrast essay, the cause-and-effect essay and the argumentative essay. After completion of this course students will have writing and thinking basic skills that will prepare them for the modern day business professions. 3 credits.

Computer Hardware Troubleshooting (ITM 111 SEL) (3 credits)

This course introduces students to basic computer hardware components and their functions, such as motherboard, CPU, memory, ports, busses, input and output, storage and communication devices. It also entails configuration and troubleshooting the computer and networking hardware components. Students assemble and troubleshoot computers to gain hands-on experience. They also learn about the computer operating systems, their installation, configuration, and troubleshooting. 3 credits.

Computer Applications For Profit and Non-profit Management (MIS CC 130) (3 credits)

In this course students will learn the most important aspects of Microsoft Office. The course will begin with a quick overview of the Office Suite, as well as the Windows OS and Internet Explorer. After which student will then move on to the essential features for Word, Excel, Access and PowerPoint. Hands-on labs will include the use of Object Linking and Embedding (OLE) to create integrated Office documents. The last section of the course provides an overview of Outlook. 3 credits.
Computing Languages and Quantitative Reasoning (ITM 111 SKI) (3 credits)

Computer languages are used to write computer programs for both the computer operating systems and applications. This course teaches students various concepts of programming languages and software development. They further learn standard programming techniques, like loops, straight-line logic, and decision-making structures. The course also teaches the students the mathematical concepts of decimal, binary and hexadecimal calculations and computations used in computer programming. 3 credits.

Semester 2

PURPOSE 2

Developing Professional Relationships in the IT Industry (ITM 121 PCA) (3 credits)

Having been introduced to the basics of Self-Assessment and Career Development, students are now directed toward the development of professional relationships. The goal of this Purpose is to improve professional communication for developing a career as a professional in the IT industry. 3 credits.

Contemporary Values and Classical Ethics (ETH CC 120) (3 credits)

This course examines the development and application of values, work ethics, and codes of conduct to address individual differences and major ethical issues. Topics include an historical review of value systems; work ethics and human nature; the implications of value systems for the development of careers, work, life, and business organizations; and how different ways of thinking can be used to enhance judgment and decision-making. 3 credits.

Operating Systems: Windows, Linux, OSX (ITM 121 SEL) (3 credits)

Although there are several Computer Operating Systems (COS) in the market, the most popular is the Microsoft Windows that runs on 80% of personal computers (PC), followed by Linux and Apple OSX. While students learn theory of all three COSs in this course, they practice installing, configuring, networking and troubleshooting Microsoft Windows COS. 3 credits.

Computer Network Operations (ITM 121 SYS) (3 credits)

This course introduces the students to basics of computer networking. They learn computer network hardware and software, network technologies and topologies, transmission media, standards and protocols, network security and access controls, and network troubleshooting.
They will install and configure network hardware and software and network the computers. 3 credits.

Principles of Psychology (HSM 351 SKI) (3 credits)

This course will encompass a broad introduction to the field of psychology, one of the social sciences. Among the topics covered are: gathering data on the causes and correlates of behavior, key figures in psychology and their theories, examples of research findings from the major subareas of the field, and using psychological knowledge to improve the quality of our lives. This survey of psychology will acquaint students with the major concepts and terminology of the discipline and give a better understanding of self and others. 3 credits.

Semester 3

PURPOSE 3

Developing a Network Design for a Business (ITM 231PCA)

In this Purpose 3 CA, the students are provided with different scenarios of businesses that need IT network solutions for communication and business operations. They will plan a viable solution using conceptual, logical and physical network design comprising the required hardware (computers, routers, switches, hubs, firewalls, and transmission media) and software (network operating systems, communications protocols). The final results are presented as network design report and diagram using MS Visio or any other drawing software.

Public Speaking and the Art of Persuasion (SPE CC 160) (3 credits)

This course examines the development and application of values, work ethics, and codes of conduct to address individual differences and major ethical issues. Topics include an historical review of value systems; work ethics and human nature; the implications of value systems for the development of careers, work, life, and business organizations; and how different ways of thinking can be used to enhance judgment and decision-making. 3 credits.

Human Biology (BIO CC 180) (3 credits)

Human groups largely share a common biology, but they may also be differentiated according to the biological challenges they face. This course presents human biology in a way that connects the topic directly with the life sciences and issues of health. It starts with the concept of a healthy body and explores the mechanisms that enable the body to maintain biological order. This course will provide the student with examples of how human biology ties to current issues and problems that are relevant to their lives. Topics include human body structure and function, reproduction and development, and genetics. An emphasis is placed on the application of principles to current
issues in the life sciences, including, but not limited to, common human diseases, genetic engineering, and stem cell research. 3 credits.

Principles of Business (BUS 121 SYS) (3 credits)
This course emphasizes management as a process that includes planning, organizing, staffing, directing, and controlling for establishing and accomplishing business objectives. The interrelationships that exist in various businesses will be examined. The economic structure of the private sector will be examined and students will be introduced to major concepts in finance, marketing, and other functional management areas. 3 credits.

Privacy, Security and Compliance (ITM 121 SKI) (3 credits)
IT regulatory compliance pressures are at an all-time high with organizations throughout the world. These compliance challenges often impact multiple areas within a business and can cover several industries. Students in this course learn structured approaches to prioritizing and managing the IT controls and maintaining a balance with compliance records management system. They also learn various government and industry IT governance and compliance requirements. 3 credits.

Semester 4
PURPOSE 4
Designing E-Technology Solutions for Business (ITM 241 PCA) (3 credits)
In this CA, the students will examine and analyze an existing IT system, determine its alignment with the business goals and objectives, identify gaps and make recommendation for its improvement or development of new systems using SDLC (System Development Life Cycle) and other pertinent approaches for enhanced efficiency of business operations. 3 credits.

American Government (GOV CC 161) (3 credits)
An analysis of current political systems with emphasis on the United States, including decision making under different ideologies, and how individual interests become positive or negative forces for group decisions, at local, national, and international levels. This course explores the structure and dynamics of American national government, providing a broad-based introduction to the ideas and institutions that shape politics in the contemporary United States. 3 credits.

Principles of Sociology (SOC 121 SEL) (3 credits)
This course will introduce you to sociology as way of asking and answering questions, as a way of thinking, and as a scientific study. In general, sociologists are interested in the relationship between individuals and society, between personal experiences and larger social conditions and historical events. To understand the perspectives, methods, and theories that sociologist use, we will focus on inequality, and, in particular, on social class, gender, race and ethnicity. 3 credits.

Principles of Management (BUS 121 SYS) (3 credits)

This course examines the nature of management and the interpersonal and analytical skills managers need to be successful. Students will examine the manager’s role with emphasis on planning, organizing, leading, and controlling in a variety of organizations including profit and not-for-profit organizations. Students will examine management theories on leadership, motivation, and communication and how these can be applied to manager’s every day role. 3 credits.

Active Directory Management (ITM 241 SKI) (3 credits)

In this course, the students learn Active Directory management using Microsoft Windows Server 2012/2016 platform. They learn Windows Server installation, configuration and administration. These aspects allow management of Active Directory for accounts management, role-based access permissions, granting remote access, managing networks and implementing security for Windows Server-based networks, besides mastering Domain Name System (DNS) services, Dynamic Host Configuration Protocols (DHCP), and TCP/IP protocol suite. 3 credits.

Bachelor of Business Administration in Information Technology Management

Course Descriptions:

Semester 1

PURPOSE 1

Self-Assessment and Career Development in IT (ITM 111 PCA) (3 credits)

The Constructive Action (CA) for the first semester requires students to carry out and document a planned strategy of personal assessment and development addressing a plan for their professional career. Students charter a specific professional development plan specific to their area of interest and professional goals, especially from the IT perspective. 3 credits.

Critical Thinking and Writing through Literature (ENG CC 110) (3 credits)
The central/main themes and rhetorical strategies /modes help students understand the interconnectedness of writing, reading, and grammar. Emphasis is made on structuring the expository essay, the comparison/contrast essay, the cause-and-effect essay and the argumentative essay. After completion of this course students will have writing and thinking basic skills that will prepare them for the modern day business professions. 3 credits.

Computer Hardware Troubleshooting (ITM 111 SEL) (3 credits)

This course introduces students to basic computer hardware components and their functions, such as motherboard, CPU, memory, ports, busses, input and output, storage and communication devices. It also entails configuration and troubleshooting the computer and networking hardware components. Students assemble and troubleshoot computers to gain hands-on experience. They also learn about the computer operating systems, their installation, configuration, and troubleshooting. 3 credits.

Computer Applications For Profit and Non-profit Management (MIS CC 130) (3 credits)

In this course students will learn the most important aspects of Microsoft Office. The course will begin with a quick overview of the Office Suite, as well as the Windows OS and Internet Explorer. After which student will then move on to the essential features for Word, Excel, Access and PowerPoint. Hands-on labs will include the use of Object Linking and Embedding (OLE) to create integrated Office documents. The last section of the course provides an overview of Outlook. 3 credits.

Computing Languages and Quantitative Reasoning (ITM 111 SKI) (3 credits)

Computer languages are used to write computer programs for both the computer operating systems and applications. This course teaches students various concepts of programming languages and software development. They further learn standard programming techniques, like loops, straight-line logic, and decision-making structures. The course also teaches the students the mathematical concepts of decimal, binary and hexadecimal calculations and computations used in computer programming. 3 credits.

Semester 2

PURPOSE 2

Developing Professional Relationships in the IT Industry (ITM 121 PCA) (3 credits)
Having been introduced to the basics of Self-Assessment and Career Development, students are now directed toward the development of professional relationships. The goal of this Purpose is to improve professional communication for developing a career as a professional in the IT industry. 3 credits.

Contemporary Values and Classical Ethics (ETH CC 120) (3 credits)

This course examines the development and application of values, work ethics, and codes of conduct to address individual differences and major ethical issues. Topics include an historical review of value systems; work ethics and human nature; the implications of value systems for the development of careers, work, life, and business organizations; and how different ways of thinking can be used to enhance judgment and decision-making. 3 credits.

Operating Systems: Windows, Linux, OSX (ITM 121 SEL) (3 credits)

Although there are several Computer Operating Systems (COS) in the market, the most popular is the Microsoft Windows that runs on 80% of personal computers (PC), followed by Linux and Apple OSX. While students learn theory of all three COSs in this course, they practice installing, configuring, networking and troubleshooting Microsoft Windows COS. 3 credits.

Computer Network Operations (ITM 121 SYS) (3 credits)

This course introduces the students to basics of computer networking. They learn computer network hardware and software, network technologies and topologies, transmission media, standards and protocols, network security and access controls, and network troubleshooting. They will install and configure network hardware and software and network the computers. 3 credits.

Principles of Psychology (HSM 351 SKI) (3 credits)

This course will encompass a broad introduction to the field of psychology, one of the social sciences. Among the topics covered are: gathering data on the causes and correlates of behavior, key figures in psychology and their theories, examples of research findings from the major subareas of the field, and using psychological knowledge to improve the quality of our lives. This survey of psychology will acquaint students with the major concepts and terminology of the discipline and give a better understanding of self and others. 3 credits.

Semester 3

PURPOSE 3
Developing a Network Design for a Business (ITM 231 PCA) (3 credits)

In this Purpose 3 CA, the students are provided with different scenarios of businesses that need IT network solutions for communication and business operations. They will plan a viable solution using conceptual, logical and physical network design comprising the required hardware (computers, routers, switches, hubs, firewalls, and transmission media) and software (network operating systems, communications protocols). The final results are presented as network design report and diagram using MS Visio or any other drawing software. 3 credits.

Public Speaking and the Art of Persuasion (SPE CC 160) (3 credits)

This course examines the development and application of values, work ethics, and codes of conduct to address individual differences and major ethical issues. Topics include an historical review of value systems; work ethics and human nature; the implications of value systems for the development of careers, work, life, and business organizations; and how different ways of thinking can be used to enhance judgment and decision-making. 3 credits.

Human Biology (BIO CC 180) (3 credits)

Human groups largely share a common biology, but they may also be differentiated according to the biological challenges they face. This course presents human biology in a way that connects the topic directly with the life sciences and issues of health. It starts with the concept of a healthy body and explores the mechanisms that enable the body to maintain biological order. This course will provide the student with examples of how human biology ties to current issues and problems that are relevant to their lives. Topics include human body structure and function, reproduction and development, and genetics. An emphasis is placed on the application of principles to current issues in the life sciences, including, but not limited to, common human diseases, genetic engineering, and stem cell research. 3 credits.

Principles of Business (BUS 121 SYS) (3 credits)

This course emphasizes management as a process that includes planning, organizing, staffing, directing, and controlling for establishing and accomplishing business objectives. The interrelationships that exist in various businesses will be examined. The economic structure of the private sector will be examined and students will be introduced to major concepts in finance, marketing, and other functional management areas. 3 credits.

Privacy, Security and Compliance (ITM 121 SKI) (3 credits)

IT regulatory compliance pressures are at an all-time high with organizations throughout the world. These compliance challenges often impact multiple areas within a business and can cover
several industries. Students in this course learn structured approaches to prioritizing and managing the IT controls and maintaining a balance with compliance records management system. They also learn various government and industry IT governance and compliance requirements. 3 credits.

Semester 4

PURPOSE 4

Designing E-Technology Solutions for Business (ITM 241 PCA) (3 credits)

In this CA, the students will examine and analyze an existing IT system, determine its alignment with the business goals and objectives, identify gaps and make recommendation for its improvement or development of new systems using SDLC (System Development Life Cycle) and other pertinent approaches for enhanced efficiency of business operations. 3 credits.

American Government (GOV CC 161) (3 credits)

An analysis of current political systems with emphasis on the United States, including decision making under different ideologies, and how individual interests become positive or negative forces for group decisions, at local, national, and international levels. This course explores the structure and dynamics of American national government, providing a broad-based introduction to the ideas and institutions that shape politics in the contemporary United States. 3 credits.

Principles of Sociology (SOC 121 SEL) (3 credits)

This course will introduce you to sociology as way of asking and answering questions, as a way of thinking, and as a scientific study. In general, sociologists are interested in the relationship between individuals and society, between personal experiences and larger social conditions and historical events. To understand the perspectives, methods, and theories that sociologist use, we will focus on inequality, and, in particular, on social class, gender, race and ethnicity. 3 credits.

Principles of Management (BUS 121 SYS) (3 credits)

This course examines the nature of management and the interpersonal and analytical skills managers need to be successful. Students will examine the manager’s role with emphasis on planning, organizing, leading, and controlling in a variety of organizations including profit and not-for-profit organizations. Students will examine management theories on leadership, motivation, and communication and how these can be applied to manager’s every day role. 3 credits.
Active Directory Management (ITM 241 SKI) (3 credits)

In this course, the students learn Active Directory management using Microsoft Windows Server 2012/2016 platform. They learn Windows Server installation, configuration and administration. These aspects allow management of Active Directory for accounts management, role-based access permissions, granting remote access, managing networks and implementing security for Windows Server-based networks, besides mastering Domain Name System (DNS) services, Dynamic Host Configuration Protocols (DHCP), and TCP/IP protocol suite. 3 credits.

Semester 5

PURPOSE 5

Developing and IT Tech Support System (ITM 351 PCA) (3 credits)

In this CA, the students will be presented with a wide variety of network problem scenarios entailing issues with the network hardware (computers, network interface cards, routers, hubs, transmission media) and software configuration (network operating systems, communication protocols) that require the students to use knowledge and skills acquired in the program courses and critical thinking skills to postulate and implement viable solution to resolve the network issues. 3 credits

Empowerment through the Arts (ART CC 170) (3 credits)

Mass media, information channels, media culture, values inherent in the structure and content of new technologies, and the influence of information systems on organizational, social, and private behavior; how these factors must be considered when undertaking new business projects and ventures. 3 credits.

Desktop Support and Client Services (ITM 351 SEL) (3 credits)

The job of a computer and networking specialist is to provide technical support with respect to computer hardware, operating systems and application software and networking to an organization through troubleshooting user specific computer technology issues. Besides hardcore IT skills, client services professionals need soft skills to deal with the customers and the best practices of customer service to attract potential customers by answering product and service questions; suggesting information about other products and services; resolving product or service problems by clarifying the customer’s complaints; determining the cause of a problem; and selecting and explaining the best solution to solve the problem. Students in this course also learn computer and network troubleshooting tools and techniques to resolve computer and network related problems and best practice for customer services. 3 credits
Cloud Computing and SaaS (ITM 351 SYS) (3 credits)

The course teaches the students Cloud computing models, techniques, and architectures. It imparts students the knowledge and skills required to build, implement, and maintain Cloud technologies and infrastructure; deliver Cloud-based services, such as SaaS (Software as a Service); and implement Cloud-based security by using industry best practices. The students learn implementation of virtualization, software that separates physical infrastructures to create various dedicated resources, a fundamental technology that powers cloud computing. Specific topics may include distributed computing models and technologies, Infrastructure-as-a-Service (IaaS), Platform-as-a-Service (PaaS), Software-as-a-Service (SaaS), virtualization, security and privacy issues. 3 credits

Accounting (ACC 231 SKI) (3 credits)

Accounting procedures in relation to payroll; valuation of resources and intangibles; the differences between partnerships and corporations; analysis and interpretation of financial statements; the impact of taxes upon business decisions. The course strives to make students versant in accounting so that they feel confident in the business setting and have the tools to excel in their work. 3 credits

Semester 6

PURPOSE 6

Managing Change in IT (ITM 361 PCA) (3 credits)

In this CA the students will think of a new IT process to be introduced, and make a plan of its implementation in an organization. They will start the process by preparing Request for Change (RFC) and work its way through the implementation process that may affect the organization’s process flow, staffing, operational technologies, and interaction with other processes. They will also foresee the organizational challenges and formulate plans of meeting them. 3 credits

Managerial & Business Writing (ENG 361 VAL) (3 credits)

Students are expected to actively evaluate real life situations within the text. After completion of this course students will have many of the basic skills that will enable them to analyze, build a thesis statement, a paragraph, the body and conclusion of the essays discussed above, in order to prepare them for the modern day business professions. 3 credits

Political and Economic Philosophy (PSC CC 140) (3 credits)
The ideas and values that serve as the foundation of our political system; how our system differs from others; the inter-relationship between business and government; major political theories regarding the nature of authority, standards of justice, the ideal of liberty and its limitations, conceptions of a just and good society, and the best form of government. 3 credits

Mobile Applications and Web Development (ITM 361 SYS) (3 credits)

Mobile internet-enabled devices, like smart phones and iPads, have become increasingly popular for personal, financial, banking, communication, and health activities and perform several other functions of daily life for which they employ a host of applications. This course teaches students how to build mobile apps for Android, iOS, and Windows Phone/Mobile, the trinity of today’s mobile operating platforms. This course teaches the students development of mobile applications using specific computer languages, principally Java, Objective-C, HTML5, etc. Students in this course also learn designing and developing web sites using commercial and open source software besides practicing web development languages (JavaScript, PHP, Python, HTML5 and CSS3). The course also entails development of interactive digital marketing tool to reach potential customers, convert and retain them. 3 credits

Data Analysis (ITM 361 SKI) (3 credits)

The volume, variety and velocity of data pouring into organizations are unprecedented. This enormous data growth not only warrants understanding big data but to decipher the information that it can yield to guide the decision making through data analytics. Thus, in this course, the students learn the processes of examining big data to uncover hidden patterns, unknown correlations, and other useful information that guides informed decision making. They use both simple and complex computing applications like Microsoft Excel, R and SAS to extract the desired information. 3 credits

Semester 7

PURPOSE 7

Developing and Maintaining Databases (471 PCA) (3 credits)

This Purpose 7 CA requires students to design and implement a relational database of a business comprising several departments, employees, products and services. Students design a database structure using Microsoft Access, develop actual database, and enter, update and query database using GUI (Graphical User Interface) or Structured Query Language (SQL) commands. 3 credits

World Civilizations (HUM 471 VAL) 3 credits
This course will survey world civilizations from A.D. 1500 to the present. The purpose is to familiarize students with the major events that occurred during this period in world history. Emphasis will be placed on illustrating how these major events combined to create the base of political, economic, social and cultural trends that shape contemporary world affairs. 3 credits

Risk Management and Quality Assurance (ITM 471 SEL) 3 credits

This course teaches the students scaling the business, reducing compliance costs and resource requirements, improving operational efficiency, providing continuous monitoring and oversight. Students in this course learn IT Risk Management techniques to simplify the identification, analysis, and mitigation of IT risks. They also learn how to cut across enterprise siloes, integrating IT risk data in a common framework for comprehensive visibility and streamlining the IT risk management lifecycle, including risk documentation and assessments, control management, and issue detection and resolution. The courses also teaches the students various tools and techniques for software and data quality assurance, such as collaborating consulting strategies and approaches as well as specific technical strategies to successfully migrate organization towards a comprehensive software quality assurance process. 3 credits

Database Development and Administration (ITM 471 SYS) 3 credits

The course introduces the students to designing and implementing databases. Students learn physical and logical database designing and modeling (relational, hierarchical, and network); database manipulation language to query, update and manage databases; database management concepts, such as database security, integrity, concurrency, distributed database, client-server, and data warehousing. Additionally, students practice designing, building and querying databases. 3 credits

Principles of Finance (FIN 471 SKI) 3 credits

This course covers the basic fundamentals of finance that affect all businesses. Basic principles and techniques of financial management applicable to sound business decision-making are studied, emphasizing important financial concepts such as financial statement analysis, financial forecasting and budgeting, financial ratio analysis, net present value and internal rates of return. This course provides an overview of the fundamental principles of financial theory and practice. Students will become familiar with the financial organization and operation of a business and look at how financial decisions are made within the context of the overall corporation. 3 credits

Semester 8

PURPOSE 8
Implementing an IT Project – Capstone (ITM 481 PCA) 3 credits

In this capstone CA, students are required to hypothesize a business, design an appropriate IT system, and demonstrate implementation in a reasonable time. Students will be provided with several case studies that require business IT solutions. They will use project management software and other tools and techniques to manage financial, human and material resources for on-time project implementation. 3 credits.

Cybersecurity Management (ITM 481 VAL) 3 credits

With the massive growth of cloud computing, mobile devices and web-based applications information security issues are becoming growing concerns both nationally and internationally. This course introduces the students to computer network security implementation. Students in this course learn about computer network security vulnerabilities, security threats, mitigation measures, information access controls, security audits, cryptography, and business continuity plans in case of natural and manmade disasters. The course provides the students with hands-on exercises to test security threats and implement their mitigation. 3 credits

Product Life Cycle (ITM 481 SEL) 3 credits

A software development lifecycle is essentially a series of steps, or phases, that provide a model for the development and lifecycle management of an application or piece of software. It is the discipline and business process which governs a product from its inception to the market or customer delivery and service in order to maximize revenue. The course teaches the students software product management, a process of managing software (including mobile apps) that is built and implemented as a product, taking into account the life-cycle considerations. 3 credits

Strategic Systems Analysis (ITM 481 SYS) (3 credits)

Systems analysis is a problem solving technique that decomposes a system into its component pieces for the purpose of the studying how well those component parts work and interact to accomplish their purpose. In this course the students learn tools and techniques for analyzing the current computer systems and procedures and design information systems solutions to help the organization operate more efficiently and effectively. They bring business and information technology (IT) together by understanding the needs and limitations of both. 3 credits.

Principles of Project Management (MIS 351 SKI) 3 credits

This course will introduce students to project management fundamentals, with an emphasis on planning. Concepts such as the definition of a project, the nature of the project team, and the role and function of the project manager are presented. An effective project manager must organize
resources, work under tight deadlines, control project change and generate maximum team performance. Topics covered include: project life cycles, organization and charters, work breakdown structures, responsibility matrixes; the planning, budgeting and scheduling of systems. PERT, Gantt charts, earned value systems, project management software are also introduced. 3 credits

MBA in General Management

The MBA program in General Management comprises three purposes (1 3) and 45-credits, which revolves around five dimensions: Purpose, Value and Ethics, Self and Other, Systems and Skills. MBA Foundation courses provide students with the undergraduate-level business competencies and remediation that are prerequisite requirements to start the core courses in the MBA Programs. MBA students that do not have the core skills, experience and education in these areas are afforded the opportunity to learn the basics of these subjects prior to beginning their mastery of them in the MBA program.

Foundation Courses

Managerial Statistics (MBA 501 FDN) (1.5 credits)
This foundation course introduces students to statistics useful for their MBA studies and for solving managerial problems. Students will learn a variety of techniques and tools to solicit, evaluate and communicate information for problem solving purposes. The course teaches the concepts and applications of business statistics, as well as providing the students the opportunity to observe and actually carry out computer-generated solutions using SPSS and Microsoft Excel. 1.5 credits.

Principles of Management & Marketing (MBA 502 FDN) (1.5 credits)
This foundation course teaches management principles to tomorrow’s business leaders by weaving three threads: strategy, entrepreneurship and active leadership. Students will also be exposed to key concepts of marketing in today's business environment such as service, sustainability, ethics and social responsibility, global coverage, and metrics. 1.5 credits.

Principles of Financial Accounting (MBA 503 FDN) (1.5 credits)
This foundation course teaches fundamental accounting procedures and the uses of accounting information. Topics include: recording transactions; controlling, costing and analyzing
inventories; reporting and controlling liquid assets; measuring and reporting long-operating
assets; current and contingent liabilities; the time value of money; analyzing and reporting
owners' equity; balance sheets and statements of cash flow; and managing and accounting for
corporate income tax.  1.5 credits.

Principles of Economics & Finance (MBA 504 FDN) (1.5 credits)

This foundation course helps students to understand the practicality and relevance of economics
and finance with a variety of illustrations and insights. Economics topics include: classical vs.
modern economic thought; supply and demand; elasticity; competition and Monopoly; inflation
and unemployment.  Finance topics include: the Federal Reserve System; FOMC and the money
market; interest rates; financial Structure; investment decisions.  1.5 credits.

Semester 1

PURPOSE 1 - Industry and Venture Assessment

Constructive Action Seminar: CA 1: Strategic Industry Analysis (GMT 615 PCA) (3 credits)

Students conduct comprehensive strategic analysis of the industry of their proposed
entrepreneurial/intrapreneurial venture and the specific segments of the respective related
industry involving their proposed venture for their Constructive Action.  They will acquire basic
research techniques and methodologies necessary to explore and analyze business trends and
needs; relate those needs to their respective proposed professional situations and then apply that
knowledge to identify and decide upon a venture, which will satisfy an industry need, realize an
opportunity, or solve an industry problem.  It is expected that through this Constructive Action,
as the students learn advanced business research techniques and industry assessment methods,
they will apply the resulting statistical data to deciding upon the direction or extent of their
respective entrepreneurial and/or intrapreneurial ventures.

Skills Dimension: Managerial Accounting (MBA 615 SKI) (3 credits)

Students create balance sheets and income statements; and use relevant cost data for managerial
decision making.  Topics include: accounting practices relating to asset valuation, profit
determination, cost allocation and internal control procedures. Students learn to analyze cost data
related to specific projects and to classify costs/expenditures as either product or period costs as
well as techniques associated with cost/analysis reporting, decision making, planning and
budgeting.  Students will also learn the use of accounting software and tools such as QuickBooks
and PeachTree.  3 credits.
Self & Others Dimension: Emerging Technologies and Business Empowerment (GMT 615 SEL) (3 credits)

Theoretical, managerial, and hands-on approaches to the study of computers and information
technologies for problem solving and decision making comprise this course. Topics include:
business intelligence; Web 2.0, Web 3.0 and beyond; mobile and electronic commerce; search
engine and social media analytics; information systems; system components and properties; and
types of information useful to end-users; strategic uses of computers and computer networks in
organizations, to analyze systems, information flows, transaction processing, applications of
database management; major trends; concepts, applications and technical alternatives in
telecommunications. Students will work with standard applications software packages including
Microsoft Office, spreadsheet applications, database management, graphics, as well as software
specific to their respective areas of specialization. 3 credits.

Values & Ethics Dimension: Business Law & Ethics (GMT 616 VAL) (3 credits)

The course entails an overview of the inter-relationship between the law, ethics and business
industries focusing on the scope of rights that pertain to an enterprise and the legal issues
business people need to identify throughout their careers, from forms of business organization, to
commercial transactions, property, employment, government regulation and contract law.
Students learn how to negotiate and draft legal agreements based on the varying needs,
responsibilities, moral perspectives and ethical obligations which arise in common business
situations. 3 credits.

Systems Dimension: Intra and Entrepreneurship & Business Management (GMT 615 SYS) (3 credits)

This course provides students with the knowledge and tools they need to launch a business so
that it has the greatest chance for success. Student will learn step by step process of turning an
idea into a profitable finished product, either as an entrepreneur starting a new business venture,
or as an entrepreneur taking direct responsibility within a large corporation. 3 credits.

Semester 2

PURPOSE 2 - Business Planning, Development and Marketing

Constructive Action 2: Strategic Planning (GMT 725 PCA) (3 credits)

Students apply knowledge obtained and the strategic industry assessment conducted for their
Constructive Action in the prior semester, to develop a comprehensive strategic business and
marketing plan for the chosen entrepreneurial and/or intrapreneurial venture. They will also
learn that a well-written and exhaustive business plan is not only important in developing an
entrepreneurial or intrapreneurial opportunity, but also essential in determining the allocation of
resources, obtaining them and successfully managing the resulting venture. When or where appropriate, students will also plan and build a website that can be used in marketing or implementing elements of their entrepreneurial and/or intrapreneurial venture. 3 credits.

Skills Dimension: Managerial Economics (MBA 725 SKI) (3 credits)

Basic principles and techniques of micro and macroeconomic analysis applicable to business decisions are reviewed in this course. Topics include fundamental legal and practical considerations of financing packages; market structure; pricing and resource allocations; applications of managerial strategy and public policy with an emphasis on competition; market power and a business firm's optimal response to government regulation. 3 credits.

Self & Others Dimension: Marketing in a Flat World (GMT 725 SEL) (3 credits)

The course covers the integrated marketing communication mix in a flat world where companies faces new challenges to remain competitive in a global market as the geographical divisions are becoming increasingly irrelevant. Topics include: consumer behavior; market research; product planning and development; pricing; advertising strategies; budgeting; personal selling; media cross-marketing; advertising regulation; strategic planning for international markets; special events and sales promotion; public relations and publicity. 3 credits.

Values & Ethics Dimension: Project Leadership (GMT 725 VAL) (3 Credits)

This is an advanced course in project management and leadership on strategic change. The course emphasizes on the use of project management software and sound management principles in cost control, resource and staffing planning, project financial, and schedule management. Topics include organizational strategy; portfolio management; scope management; risk management; cost estimation and budgeting; and project scheduling. 3 credits.

Systems Dimension: Organizational Behavior, Development & Transformation (GMT 725 SYS) (3 credits)

The course elaborates on conceptual and experiential approaches to the study of corporate culture, organizational structure, and human behavior in organizational contexts. Students study techniques for designing and developing a highly productive, effective and socially responsive work place. Topics include: work motivation; learning theory; conflict resolution; leadership; managerial styles; job design; performance evaluation and feedback; group dynamics; and issues of organizational power and politics. A broad spectrum of actual management case studies will
be used to demonstrate effective approaches and strategies for dealing with organizational problems and opportunities. 3 credits.

Semester 3

PURPOSE 3 - Implementation, Actualization and Evaluation

Constructive Action 3: Strategic Management & Evaluation (GMT 735 PCA) (3 credits)

In this course, students will begin implementing their planned intrapreneurial and/or entrepreneurial venture, and strategically manage the actualization of their venture by setting into motion their respective business plans, identifying sources of financing and evaluating their successes and failures to apply lessons learned and adjust as needed. For this Constructive Action, students specifically will identify sources of financing and actualize business objectives by developing policies and allocating resources to implement their plans. They then will design key project metrics and indicators, monitor and evaluate the outcomes of implementation, further applying knowledge gained through practice by revising, adding, deleting or adjusting strategies as needed. By the end of the semester students will also assess the extent to which they were successful with their respective venture goals, and draft recommendations for further action. 3 credits.

Skills Dimension: Managerial Finance (MBA 735 SKI) (3 credits)

This course provides an overview of the effective management of financial resources. Topics include: analyzing fiscal data; budgeting; the construction of cash flow projections; financial statement analysis; taxation issues; internal and external reporting requirements; internal controls; the hiring and supervising of accounting staff and personnel; borrowing; basic risk and return concepts; security pricing and analysis; capital budgeting; the cost of capital; strategic planning and investment decisions. 3 credits.

Self & Others Dimension: People, Conflict, Negotiation & Resolution (GMT 735 SEL) (3 credits)

Students develop negotiation skills for use in various business contexts. Topics include: negotiation theory; the advantages and disadvantages of different negotiation styles and strategies; dispute prevention; litigation versus alternative resolution options; mediation; arbitration; court systems and litigation; trials and appeals involving individuals, multiple parties, coalitions or teams. Students will learn pre-negotiation preparation techniques; how to develop a personal negotiation style; how to engage in cross-cultural negotiations; and how to develop trust and build beneficial professional relationships. 3 credits.
Values & Ethics Dimension: Global Business & International Practicum (MBA 735 INT) This course has a double purpose: to familiarize and understand the theories and practices of International Business, along with the geographic, demographic technological, political, economic, and sociocultural forces that impact cross-cultural, and also the influence of national / international media related to business management. Students will study the principles and problems that individuals, companies and institutions encounter in their business practices. The course will illustrate the changing nature of alliances, industries and government intervention. It will introduce some of the business principles and concepts in the United States along with the different management styles of other countries.

International Practicum

Each MBA program has its own travel study component which is built into the curriculum and included in the tuition. The destination for the study abroad trip for each program is selected annually, and may change from year to year. Participation in the study abroad trip is mandatory, except for very limited exceptions that may be granted by the Dean. Tuition rates are the published MCNY tuition rates regardless of whether students participate in the study abroad trip or not.

Study of international business practices and the geographic, demographic, technological, political, economic and sociocultural forces that impact cross-cultural business management. Topics include: theories of international trade and economic development; international monetary systems and foreign investment; comparative management; and managing for cross-cultural and multi-ethnic effectiveness both at home and abroad.

Systems Dimension: Innovation & Knowledge Management (GMT 735 SYS) (3 credits)

This course provides an overview of state-of-the-art enterprise Knowledge Management Systems that leverage a company's existing investments in intranets, data warehousing, data mining, groupware, and other collaboration technologies. Topics include managing the process of planning, coordinating, managing, sharing, and controlling organization’s data assets; operates information systems to create, collect, process, disseminate, use, store, protect, and dispose of information.

3 credits.
MBA Financial Services

PROGRAM STRUCTURE
The MBA program in Financial Services comprises three purposes (1 3) and 45 credits, which revolves around five dimensions: Purpose, Value and Ethics, Self and Other, Systems and Skills. These dimensions form core of courses offered for each specific purpose. The course contents are geared toward achievement of the overall program goals. MBA Foundation courses provide students with the undergraduate-level business competencies and remediation that are prerequisite requirements to start the core courses in the MBA Programs. MBA students that do not have the core skills, experience and education in these areas are afforded the opportunity to learn the basics of these subjects prior to beginning their mastery of them in the MBA program. The three Purposes and the Courses offered in each are given below:

PURPOSE 1: INDUSTRY AND VENTURE ASSESSMENT
• PURPOSE: CA 1 Strategic Industry Analysis
• SKILLS: Managerial Accounting
• SELF & OTHERS: Human Focused Technology for Finance
• VALUES & ETHICS: Financial Services Regulations & Financial Ethics
• SYSTEMS: Financial Markets & Institutions

PURPOSE 2: BUSINESS PLANNING, DEVELOPMENT AND MARKETING
• PURPOSE: CA 2: Strategic Planning
• SKILLS: Managerial Economics
• SELF & OTHERS: Marketing Modern Financial Services
• VALUES & ETHICS: Risk Management & Compliance
• SYSTEMS: Corporate Finance, Valuation & Policy

PURPOSE 3: IMPLEMENTATION, ACTUALIZATION AND EVALUATION
• PURPOSE: CA 3: Strategic Management & Evaluation
• SKILLS: Managerial Finance
• SELF & OTHERS: Contemporary Issues in Financial Services
• VALUES & ETHICS: Behavioral Finance / International Practicum
• SYSTEMS: Investment Analysis & Portfolio management

Foundation Courses

Managerial Statistics (MBA 501 FDN) (1.5 credits)
This foundation course introduces students to statistics useful for their MBA studies and for solving managerial problems. Students will learn a variety of techniques and tools to solicit, evaluate and communicate information for problem solving purposes. The course teaches the concepts and applications of business statistics, as well as providing the students the opportunity to observe and actually carry out computer-generated solutions using SPSS and Microsoft Excel. 1.5 credits.

Principles of Management & Marketing (MBA 502 FDN) (1.5 credits)
This foundation course teaches management principles to tomorrow’s business leaders by weaving three threads: strategy, entrepreneurship and active leadership. Students will also be exposed to key concepts of marketing in today's business environment such as service, sustainability, ethics and social responsibility, global coverage, and metrics. 1.5 credits.

Principles of Financial Accounting (MBA 503 FDN) (1.5 credits)
This foundation course teaches fundamental accounting procedures and the uses of accounting information. Topics include: recording transactions; controlling, costing and analyzing inventories; reporting and controlling liquid assets; measuring and reporting long-operating assets; current and contingent liabilities; the time value of money; analyzing and reporting owners' equity; balance sheets and statements of cash flow; and managing and accounting for corporate income tax. 1.5 credits.

Principles of Economics & Finance (MBA 504 FDN) (1.5 credits)
This foundation course helps students to understand the practicality and relevance of economics and finance with a variety of illustrations and insights. Economics topics include: classical vs. modern economic thought; supply and demand; elasticity; competition and Monopoly; inflation and unemployment. Finance topics include: the Federal Reserve System; FOMC and the money market; interest rates; financial Structure; investment decisions. 1.5 credits.
Semester 1

PURPOSE 1 - Industry and Venture Assessment

Constructive Action Seminar: CA 1: Strategic Industry Analysis (FIN 615 PCA) (3 credits)

Students conduct comprehensive strategic analysis of the industry of their proposed intrapreneurial/entrepreneurial venture and the specific segments of the respective related industry involving their proposed venture for their Constructive Action. They will acquire basic research techniques and methodologies necessary to explore and analyze business trends and needs; relate those needs to their respective proposed professional situations and then apply that knowledge to identify and decide upon a venture, which will satisfy an industry need, realize an opportunity, or solve an industry problem. It is expected that through this Constructive Action, as the students learn advanced business research techniques and industry assessment methods, they will apply the resulting statistical data to deciding upon the direction or extent of their respective intrapreneurial and/or entrepreneurial ventures. 3 credits.

Skills Dimension: Managerial Accounting (MBA 615 SKI) (3 credits)

Students create balance sheets and income statements; and use relevant cost data for managerial decision making. Topics include: accounting practices relating to asset valuation, profit determination, cost allocation and internal control procedures. Students learn to analyze cost data related to specific projects and to classify costs/expenditures as either product or period costs as well as techniques associated with cost/analysis reporting, decision making, planning and budgeting. Students also have the option of learning the use of accounting software and tools such as QuickBooks and PeachTree. 3 credits.

Self & Others Dimension: Human Focused Technology for Finance (FIN 615 SEL) (3 credits)

The course focuses on enabling people and financial services organizations to harness the transformative power of technology. Topics include: security and information assurance; straight through processing; customer services and mobile technologies; SOA and Web services; cloud computing; trading technologies; risk management technologies; data and regulations; information systems; system components and properties; and types of information useful to end-users; strategic uses of computers and computer networks in organizations, to analyze systems, information flows, transaction processing, applications of database management; major trends; concepts, applications and technical alternatives in telecommunications. Students will work with standard applications software packages including Microsoft Office, spreadsheet applications, database management, graphics, as well as software specific to the financial services industry. 3 credits.
Values & Ethics: Financial Services Regulations & Financial Ethics (FIN 615 VAL) (3 credits)

A review of the circumstances that lead to the financial crisis of 2008, and the current federal laws and regulations that govern the financial services industries, including the Dodd–Frank Wall Street Reform and Consumer Protection Act of 2009; Federal Reserve Act of 1913; the Securities Acts of 1933, 1934 and 1940; the Monetary Control Act of 1980; the Riegle-Neal Act of 1994; and the Gramm-Leach-Bliley Act of 1999. Various laws protecting consumers in their financial services activities will be reviewed. The roles of the SEC, the state insurance commissions, and such self-regulatory organizations as the NYSE will be examined. 3 credits.

Systems Dimension: Financial Markets & Institutions (FIN 615 SYS) (3 credits)

In today’s changing landscape of financial markets and institutions, there are enormous challenges in dealing with a diversity of financial products, services and policies. This course Topics include the history of banking and financial institutions, regulation and the role of the Comptroller of the Currency and other regulators, bank operations, credit analysis, non-credit services, personal banking, and the changing role of banks in the fast changing financial services environments. 3 credits.

Semester 2

PURPOSE 2 - Business Planning, Development and Marketing

Constructive Action 2: Strategic Planning (FIN 725 PCA) (3 credits)

Students apply knowledge obtained and the strategic industry assessment conducted for their Constructive Action in the prior semester, to develop a comprehensive strategic business and marketing plan for their chosen intrapreneurial and/or entrepreneurial venture. They will also learn that a well-written and exhaustive business plan is not only important in developing an intrapreneurial or entrepreneurial opportunity, but also essential in determining the allocation of resources, obtaining them and successfully managing the resulting venture. When or where appropriate, students will also plan and build a website that can be used in marketing or implementing elements of their intrapreneurial and/or entrepreneurial venture. 3 credits.

Skills Dimension: Managerial Economics (MBA 725 SKI) (3 credits)

Basic principles and techniques of micro and macroeconomic analysis applicable to business decisions. Topics include fundamental legal and practical considerations of financing packages; market structure; pricing and resource allocations; applications of managerial strategy and public
policy with an emphasis on competition; market power and a business firm's optimal response to government regulation. 3 credits.

Self & Others Dimension: Marketing Modern Financial Services (FIN 725 SEL) (3 credits)
The course covers the function of marketing in the overall business and the relationship among various aspects of financial services. Topics include consumer behavior, market research, product planning and development, pricing, advertising strategies, budgeting, personal selling, media cross-marketing, marketing regulation, strategic marketing planning, international marketing, special events and sales promotion, public relations and publicity. 3 credits.

Values & Ethics Dimension: Risk Management & Compliance (FIN 725 VAL) (3 credits)
Students study the risk management process and its applications, including traditional and newer concepts of risk and applications in the financial services industries. Topics include the definition and characteristics of “risk”; types and components of risk management; analyzing and prioritizing risk; and such tools of risk management as hedging and derivatives; interest rate risk; market risk credit risk; off-balance-sheet risk; foreign exchange risk; sovereign Risk. 3 credits.

Systems Dimension: Corporate Finance, Valuation & Policy (FIN 725 SYS) (3 credits)
Corporate Finance provides insights in the rapidly evolving theory of finance as it relates to a corporation's investment in assets, financing, and dividends. It explains the ways in which analytical techniques are brought to bear on financial decision making and supplies the institutional material necessary for a solid understanding of the environment in which financial decisions are made. Topics include: value creation; analyzing performance and competitive position; estimating cost of capital; return on invested capital and growth; corporate portfolio strategy; capital structure. 3 credits.

Semester 3
PURPOSE 3 – Implementation, Actualization and Evaluation

Constructive Action 3: Strategic Management & Evaluation (FIN 735 PCA) (3 credits)
In this course, students will begin implementing their planned entrepreneurial and/or intrapreneurial venture, and strategically manage the actualization of their venture by setting into motion their respective business plans, identifying sources of financing and evaluating their successes and failures to apply lessons learned and adjust as needed. For this Constructive Action, students specifically will identify sources of financing and actualize business objectives
by developing policies and allocating resources to implement their plans. They then will design key project metrics and indicators, monitor and evaluate the outcomes of implementation, further applying knowledge gained through practice by revising, adding, deleting or adjusting strategies as needed. By the end of the semester students will also assess the extent to which they were successful with their respective venture goals, and draft recommendations for further action. 3 credits.

Skills Dimension: Managerial Finance (MBA 735 SKI) (3 credits)

This course provides an overview of the effective management of financial resources. Topics include: analyzing fiscal data; budgeting; the construction of cash flow projections; financial statement analysis; taxation issues; internal and external reporting requirements; internal controls; the hiring and supervising of accounting staff and personnel; borrowing; basic risk and return concepts; security pricing and analysis; capital budgeting; the cost of capital; strategic planning and investment decisions. 3 credits.

Self & Others Dimension: Contemporary Issues in Financial Services (FIN 735 SEL) (3 credits)

This is an advanced course to prepare students to further enhance their knowledge in specialized domains of the financial services sector. Students will have the option of selecting an area of specialization to master the skills and techniques of the underlying business structure. Students can choose as a wide variety of financial services topics for further specialization. Topics include: Money and Banking; Real Estate Industry; Insurance Industry; Venture Capital; Private Equity; Personal finance, etc. 3 credits.

Values & Ethics Dimension: Global Business & International Practicum (MBA 735 INT) This course has a double purpose: to familiarize and understand the theories and practices of International Business, along with the geographic, demographic technological, political, economic, and sociocultural forces that impact cross-cultural, and also the influence of national / international media related to business management. Students will study the principles and problems that individuals, companies and institutions encounter in their business practices. The course will illustrate the changing nature of alliances, industries and government intervention. We will introduce some of the business principles and concepts in the United States along with the different management styles of other countries.

International Practicum

Each MBA program has its own travel study component which is built into the curriculum and included in the tuition. The destination for the study abroad trip for each program is selected annually, and may change from year to year. Participation in the study abroad trip is mandatory,
except for very limited exceptions that may be granted by the Dean. Tuition rates are the published MCNY tuition rates regardless of whether students participate in the study abroad trip.

Study of international business practices and the geographic, demographic, technological, political, economic and sociocultural forces that impact cross-cultural business management. Topics include: theories of international trade and economic development; international monetary systems and foreign investment; comparative management; and managing for cross-cultural and multi-ethnic effectiveness both at home and abroad.

Systems Dimension: Investment Analysis & Portfolio Management (FIN 735 SYS) (3 credits)
This course covers the operation of Wall Street and the securities industry, including investment banking and the securities exchanges. Focus is on the products, markets, vocabulary and players, the primary and secondary markets for securities including investment banking, the stock exchanges and over-the-counter transactions, margin, clearing and settlement, and industry technologies. 3 credits.

MBA Media Management

Program Structure
The MBA program in Media Management comprises three Purposes and revolves around five dimensions: Purpose, Value and Ethics, Self and Other, Systems and Skills and comprises 45 credits. These dimensions form core of courses offered for each specific purpose. The course contents are geared toward achievement of the overall program goals. Besides the MBA Foundation courses provide students with the undergraduate-level business competencies and remediation that are prerequisite requirements to start the core courses in the MBA Programs. MBA students that do not have the core skills, experience and education in these areas are afforded the opportunity to learn the basics of these subjects prior to beginning their mastery of them in the MBA program. The three Purposes and the Courses offered in each are given below:

PURPOSE 1: INDUSTRY AND VENTURE ASSESSMENT
• Purpose: CA 1 - Strategic industry analysis
• Skills: Managerial accounting
• Self & Others: New media: cyber, social, mobile and beyond
• Values & ethics: Entertainment law & media ethics
• Systems: Business and economics of the film industry
Purpose 2: business planning, development and marketing

- Purpose: CA 2: Strategic planning
- Skills: Managerial economics
- Self & others: Media marketing in global environment
- Values & ethics: Media contract drafting and negotiation
- Systems: Music and publishing industries in the digital age

Purpose 3: implementation, actualization and evaluation

- Purpose: CA 3: strategic management & evaluation
- Skills: Managerial finance
- Self & Others: arts administration and cultural heritage management
- Values & Ethics: media, culture and society/ international practicum
- Systems: Managing electronic broadcasting industries

MBA in Media Management

The MBA program in General Management comprises three purposes (1–3) and 45-credits, which revolves around five dimensions: Purpose, Value and Ethics, Self and Other, Systems and Skills.

Foundation Courses

Managerial Statistics (MBA 501 FDN) (1.5 credits)

This foundation course introduces students to statistics useful for their MBA studies and for solving managerial problems. Students will learn a variety of techniques and tools to solicit, evaluate and communicate information for problem solving purposes. The course teaches the concepts and applications of business statistics, as well as providing the students the opportunity to observe and actually carry out computer-generated solutions using SPSS and Microsoft Excel. 1.5 credits.

Principles of Management & Marketing (MBA 502 FDN) (1.5 credits)
This foundation course teaches management principles to tomorrow’s business leaders by weaving three threads: strategy, entrepreneurship and active leadership. Students will also be exposed to key concepts of marketing in today's business environment such as service, sustainability, ethics and social responsibility, global coverage, and metrics. 1.5 credits.

Principles of Financial Accounting (MBA 503 FDN) (1.5 credits)
This foundation course teaches fundamental accounting procedures and the uses of accounting information. Topics include: recording transactions; controlling, costing and analyzing inventories; reporting and controlling liquid assets; measuring and reporting long-operating assets; current and contingent liabilities; the time value of money; analyzing and reporting owners' equity; balance sheets and statements of cash flow; and managing and accounting for corporate income tax. 1.5 credits.

Principles of Economics & Finance (MBA 504 FDN) (1.5 credits)
This foundation course helps students to understand the practicality and relevance of economics and finance with a variety of illustrations and insights. Economics topics include: classical vs. modern economic thought; supply and demand; elasticity; competition and Monopoly; inflation and unemployment. Finance topics include: the Federal Reserve System; FOMC and the money market; interest rates; financial Structure; investment decisions. 1.5 credits.

Semester 1
PURPOSE 1 – Industry and Venture Assessment

Constructive Action Seminar: CA 1: Strategic Industry Analysis (MDM 615 PCA) (3 credits)
Students conduct comprehensive strategic analysis of the industry of their proposed entrepreneurial/intrapreneurial venture and the specific segments of the respective related industry involving their proposed venture for their Constructive Action. They will acquire basic research techniques and methodologies necessary to explore and analyze business trends and needs; relate those needs to their respective proposed professional situations and then apply that knowledge to identify and decide upon a venture, which will satisfy an industry need, realize an opportunity, or solve an industry problem. It is expected that through this Constructive Action, as the students learn advanced business research techniques and industry assessment methods, they will apply the resulting statistical data to deciding upon the direction or extent of their respective entrepreneurial and/or intrapreneurial ventures. 3 credits.
Skills Dimension: Managerial Accounting (MBA 615 SKI) (3 credits)

Students create balance sheets and income statements; and use relevant cost data for managerial decision making. Topics include: accounting practices relating to asset valuation, profit determination, cost allocation and internal control procedures. Students learn to analyze cost data related to specific projects and to classify costs/expenditures as either product or period costs as well as techniques associated with cost/analysis reporting, decision making, planning and budgeting. Students also have the option of learning the use of accounting software and tools such as QuickBooks and PeachTree. 3 credits.

Self & Others Dimension: New Media: Cyber, Social, Mobile and Beyond (MDM 615 SEL) (3 credits)

Key to succeeding in today’s “new” new media environment is an understanding that advances in technology has changed the nature of and consumer relationship with media. They are no longer simply receivers of media content, today’s newest media involves the audience as producers of content. This course will focus on the business, role and impact of social networks, wikis, blog sites, and interactive audio and video sites, as well as information systems, system components and properties, and the types of information knowledge useful to end-users in today’s changing media business models. The course will combine theoretical, managerial, and hands-on approaches for problem solving and decision making in media management environments. Students will work directly with emerging Web 2.0 and mobile technologies. 3 credits.

Values & Ethics Dimension: Entertainment Law & Media Ethics (MDM 615 VAL) (3 credits)

This course focuses on the fundamentals of contract law, the protection of intellectual property and the contractual relationships between various parties in the entertainment field, including the relationships between the artist and manager, and agents and clients media and sports fields. Students will also be provided an overview of the interrelationship between the law, ethics and business of the entertainment industries focusing on the scope of rights that attach to an entertainment enterprise, and the variety of legal, ethical and developmental issues raised in various entertainment business contexts. Emphasis will also be placed on understanding the specifics of entertainment industry power structures; methods of compensation and credit allocation; creative control; methods by which rights in a creative product may be transferred; grant of rights and representations; and warranties and indemnities relating to risks particularly characteristic of the entertainment industries. The course will also develop the argument that ethical considerations are important in the decision-making process and teach analytical reasoning skills that enable the student to identify and weigh competing ethical concerns in the managerial decision-making process in the media industries. 3 credits.
Systems Dimension: The Business and Economics of the Film Industry (MDM 615 SYS) (3 credits)

This course will serve as an overview of the economic and business structures of the motion picture art and entertainment industry from development to distribution, exhibition and aftermarket, including the methods of operation of the film industry and financing. Included in the discussion will be an emphasis on the influence of social, technological, political and economic factors on changing artistic, financial, distribution and exhibition and aftermarket practices, both nationally and internationally. 3 credits.

Semester 2

PURPOSE 2 – Business Planning, Development and Marketing

Constructive Action 2: Strategic Planning (MDM 725 PCA) (3 credits)

Students apply knowledge obtained and the strategic industry assessment conducted for their Constructive Action in the prior semester, to develop a comprehensive strategic business and marketing plan for their chosen entrepreneurial and/or intrapreneurial venture. They will also learn that a well-written and exhaustive business plan is not only important in developing an entrepreneurial or intrapreneurial opportunity, but also essential in determining the allocation of resources, obtaining them and successfully managing the resulting venture. When or where appropriate, students will also plan and build a website that can be used in marketing or implementing elements of their entrepreneurial and/or intrapreneurial venture. 3 credits.

Skills Dimension: Managerial Economics (MBA 725 SKI) (3 credits)

Basic principles and techniques of micro and macroeconomic analysis applicable to business decisions. Topics include fundamental legal and practical considerations of financing packages; market structure; pricing and resource allocations; applications of managerial strategy and public policy with an emphasis on competition; market power and a business firm's optimal response to government regulation. 3 credits.

Self & Others Dimension: Media Marketing in a Global Environment (MDM 725 SEL) (3 credits)

Covering all fields of media this course will provide students with an overview of the principles of market research and design; marketing media-related products and services; the interdependent aspects of marketing, distribution, and exhibition in film, multimedia, broadcast, and non-broadcast industries; creating special events and sales promotion; public relations and publicity for media related products and services, artist management and promotion, character
entertainment, music, publishing, etc. Students will also develop competencies in strategic planning that integrate digital media into corporate and brand marketing plans, including distribution channels, marketing campaigns, pricing strategies, and operational management of content creation and distribution. 3 credits.

Values & Ethics Dimension: Media Contract Drafting & Negotiations (MDM 725 VAL) (3 credits)

The entire entertainment industry is dependent upon the ability to negotiate “a deal” and then draft an agreement that reflects what the parties agreed to while protecting everyone’s rights and intellectual property assets. This class will provide an in depth overview of value issues inherent in contractual obligations, conflict resolution, and negotiation tactics. Students study the types of agreements and contracts necessary for prudent and profitable employment and media-industry operation, and will engage in individual and group conflict resolution role plays and deal making negotiations as well as develop a fundamental ability to draft and read legal agreements. 3 credits.

Systems Dimension: Music and Publishing Industries in the Digital Age (MDM 725 SYS) (3 credits)

This course covers the business of the music and literary publishing industries, in the United States and in the global digital environment, and focuses on the current spectrum of product creation, financing, production, marketing, distribution and exhibition in light of the rapidly changing technologies, digital rights management and copyright issues and end-user/consumer practices. Students will follow the artistic, technical and commercial development of a music venture or literary and periodically published products from inception and creation through production, distribution dissemination and marketing, both nationally and internationally. 3 credits.

Semester 3

PURPOSE 3 – Implementation, Actualization and Evaluation

Constructive Action 3: Strategic Management & Evaluation (MDM 735 PCA) (3 credits)

In this course, students will begin implementing their planned entrepreneurial and/or intrapreneurial venture, and strategically manage the actualization of their venture by setting into motion their respective business plans, identifying sources of financing and evaluating their successes and failures to apply lessons learned and adjust as needed. For this Constructive Action, students specifically will identify sources of financing and actualize business objectives by developing policies and allocating resources to implement their plans. They then will design
key project metrics and indicators, monitor and evaluate the outcomes of implementation, further applying knowledge gained through practice by revising, adding, deleting or adjusting strategies as needed. By the end of the semester students will also assess the extent to which they were successful with their respective venture goals, and draft recommendations for further action. 3 credits.

Skills Dimension: Managerial Finance (MBA 735 SKI) (3 credits)

Overview of the effective management of financial resources. Topics include: analyzing fiscal data; budgeting; the construction of cash flow projections; financial statement analysis; taxation issues; internal and external reporting requirements; internal controls; the hiring and supervising of accounting staff and personnel; borrowing; basic risk and return concepts; security pricing and analysis; capital budgeting; the cost of capital; strategic planning and investment decisions. 3 credits.

Self & Others Dimension: Global Business & International Practicum (MBA 735 INT) This course has a double purpose: to familiarize and understand the theories and practices of International Business, along with the geographic, demographic technological, political, economic, and sociocultural forces that impact cross-cultural, and also the influence of national / international media related to business management. Students will study the principles and problems that individuals, companies and institutions encounter in their business practices. The course will illustrate the changing nature of alliances, industries and government intervention. We will introduce some of the business principles and concepts in the United States along with the different management styles of other countries.

International Practicum

Each MBA program has its own travel study component which is built into the curriculum and included in the tuition. The destination for the study abroad trip for each program is selected annually, and may change from year to year. Participation in the study abroad trip is mandatory, except for very limited exceptions that may be granted by the Dean. Tuition rates are the published MCNY tuition rates regardless of whether students participate in the study abroad trip.

Study of international business practices and the geographic, demographic, technological, political, economic and sociocultural forces that impact cross-cultural business management. Topics include: theories of international trade and economic development; international monetary systems and foreign investment; comparative management; and managing for cross-cultural and multi-ethnic effectiveness both at home and abroad.
Values & Ethics Dimension: Media, Culture and Society (MDM 735 VAL) (3 credits)

This course will provide an historical, empirical and critical analysis of the role of media in the social production of meaning and the expansion of human knowledge and includes investigations of changes and trends in mass communications, providing general accounts of the role of media in society, accounts of the formative influences that shape the media, the way media affects social behavior and belief systems, and how the ideology of a group is produced and reproduced in its cultural practices. It will also include an examination of current modes of discourse that bear on media industries such as phenomenology, hermeneutics, semiotics, as well as structuralist, postmodern, Marxist and Feminist approaches to media research and analysis. Students will also explore the geographic, demographic, technological, political, economic and socio-cultural forces that impact upon the conduct of media management and the evolution of media industry corporate cultures from a national and international perspective. 3 credits.

Systems Dimension: Managing Electronic Broadcast Industries (MDM 735 SYS) (3 credits)

This course incorporates a total approach to the study of electronic media examining everything from the development of the radio, TV, and cable industries, to the business models of these broadcast media in both commercial and public broadcasting venues, to the emerging influence of telecommunication and web based technologies like Internet television. Students will also learn how programming is researched, developed, assessed and financed for on-air network and affiliate television and radio broadcast, cable bundling and tiering, off network and first run syndication, pay-per-view, public television, content and aftermarket distribution, Internet streaming, podcasting, and interactive distribution formats, foreign distribution and direct broadcast satellite. This course will also analyze how media companies gather and use audience research to establish the economic value of media for advertising and also to select and develop products. 3 credits.

MBA in Health Services and Risk Management

The MBA program in Health Services and Risk management comprises three Purposes and revolves around five dimensions: Purpose, Value and Ethics, Self and Other, Systems and Skills and comprises 45 credits. These dimensions form the core of courses offered for each specific purpose. The course contents are geared toward the achievement of the overall program goals. Also the MBA Foundation courses provide students with the undergraduate-level business competencies and remediation that are prerequisite requirements to start the core courses in the MBA Programs. MBA students who do not have the core skills, experience and education in
these areas are afforded the opportunity to learn the basics of these subjects prior to beginning their mastery of them in the MBA program.

Foundation Courses

Managerial Statistics (MBA 501 FDN) (1.5 credits)

This foundation course introduces students to statistics useful for their MBA studies and for solving managerial problems. Students will learn a variety of techniques and tools to solicit, evaluate and communicate information for problem solving purposes. The course teaches the concepts and applications of business statistics, as well as providing the students the opportunity to observe and actually carry out computer-generated solutions using SPSS and Microsoft Excel.

Principles of Management & Marketing (MBA 502 FDN) (1.5 credits)

This foundation course teaches management principles to tomorrow’s business leaders by weaving three threads: strategy, entrepreneurship and active leadership. Students will also be exposed to key concepts of marketing in today's business environment such as service, sustainability, ethics and social responsibility, global coverage, and metrics.

Principles of Financial Accounting (MBA 503 FDN) (1.5 credits)

This foundation course teaches fundamental accounting procedures and the uses of accounting information. Topics include: recording transactions; controlling, costing and analyzing inventories; reporting and controlling liquid assets; measuring and reporting long-operating assets; current and contingent liabilities; the time value of money; analyzing and reporting owners' equity; balance sheets and statements of cash flow; and managing and accounting for corporate income tax.

Principles of Economics & Finance (MBA 504 FDN) (1.5 credits)

This foundation course helps students to understand the practicality and relevance of economics and finance with a variety of illustrations and insights. Economics topics include: classical vs. modern economic thought; supply and demand; elasticity; competition and Monopoly; inflation and unemployment. Finance topics include: the Federal Reserve System; FOMC and the money market; interest rates; financial Structure; investment decisions.

MBA Health Services and Risk Management Course Descriptions

PURPOSE 1

Strategic Healthcare Industry Analysis (HSM 615 PCA) (3 credits)
Students in the Purpose 1 Constructive Action (CA 1) perform strategic analysis of the healthcare industry with respect to planning, development, and implementation of the proposed strategy. They develop a research hypothesis, design methodology to conduct research, and write a report presenting data and findings for at least three data points in the industry: financial, consumer and current state assessment of the industry.

Healthcare Policy and Legal Issues (HSM 615 VAL) (3 credits)

This course will focus on the healthcare policy and legal aspects of healthcare in US. The healthcare policy related issues will cover policy formulation, implementation, modification, and the policy making process. The healthcare legal aspects will encompass tort, contract and antitrust laws; health information management law, patient consent, patients’ rights and responsibilities, and legal reporting requirements.

Healthcare Services Management (HSM 615 SEL) (3 credits)

The course is designed to introduce learners to management issues of diverse healthcare organizations, including clinical (hospitals, ambulatory and long-term care), healthcare insurance (third-party payers), and healthcare financial and investment organizations. Students in this course will critically examine the management functions including planning, organizing, leading and controlling. Students will examine the importance of organizational culture, creation of strategy, new venture formation, change management, individual and group behaviors in the organization as well quality and productivity.

Healthcare Human Resources Management and Collective Bargaining (HSM 615 SYS)

(3 credits)

This course will provide students with a comprehensive overview and foundation of the necessary planning, development and administration competencies vital for Human Resources Managers today, including recruitment, training, compensation, benefits, and collective bargaining and labor laws besides legal and social factors. The course also focuses on resolving of complex business issues, leading effective organization changes, conflict resolution, and serving as effective team member and leader.

Managerial Accounting (MBA 615 SKI) (3 credits)

This course examines the accounting information system and its application to profitability, financial position, and cash flows. Utilizing accounting data, students learn the role of the manager in planning, controlling, and decision-making. The course explores topics in financial
accounting such as cash flow, financial statements, and ratio analysis. At the managerial accounting level, topics include short-term investing, budgeting, and internal control.

PURPOSE 2

Strategic Healthcare Industry Planning (HSM 725 PCA) (3 credits)
In this Constructive Action (CA 2), students apply knowledge gained from CA 1, in combination with the strategic industry assessment conducted for that Constructive Action, to develop a comprehensive strategic business and marketing plan for their chosen intrapreneurial and/or entrepreneurial venture. They will develop a well-written and exhaustive business plan, including allocation of resources.

Healthcare Risk and Quality Management (HSM 725 VAL) (3 credits)
This course covers basic concepts of risk management, risk management strategies and practices.
It also entails specific risk areas including medical malpractice, strategies to reduce liability, managing positions and litigation alternatives. The course further includes an emphasis on outpatient medicine and the risks associated with electronic medical records. It culminates with the impact of risk management practices on the improvement of healthcare quality in diverse healthcare settings.

Healthcare Technology Management (HSM 725 SEL) (3 credits)
This course is designed to provide students a comprehensive look into Health Management Information Systems (HMIS). Topics include: information systems from a managerial perspective; roles of CIO/CTO for healthcare services organizations; HMIS hardware/software concepts; HMIS database concepts; HMIS standards, privacy, and security concepts; HMIS communications and networking concepts; HMIS strategic planning; HMIS investigation & analysis; HMIS design, implementation, and evaluation; e-healthcare information systems; use of HMIS emerging technologies and its impact on healthcare.

Healthcare Data Analytics and Decision Support (HSM 725 SYS) (3 credits)
This course is designed to provide students with a detailed description of data analytics in healthcare. Methods for acquiring, analyzing, and discovering new information from data would be discussed in addition to statistical analyses and data mining techniques and their implications for healthcare decision making.
Managerial Economics (MBA 725 SKI) (3 credits)

Drawing upon modern managerial economics, this course will develop students' ability to apply the tools of economic analysis in the decision-making process for non-profit and for-profit organizations. The course covers topics such as how economic variables, such as output, interest rates, unemployment, pricing, production efficiencies and exchange rates affect companies and organizations in arriving at optimal solutions for growth and profitability. Specific topics to be examined in this course are the evaluation of choices and alternatives, profit measurement, economic optimization, demand and supply estimation, profitability forecasting, production and competitive markets, competition and long-term investment decisions.

PURPOSE 3

Strategic Healthcare Industry Management (HSM 735 PCA) (3 credits)

For this Constructive Action, students specifically identify sources of financing and actualize business objectives by developing policies and allocating resources to implement their healthcare business plans. They design key project metrics and indicators, monitor and evaluate outcomes of implementation, further applying knowledge gained through practice by revising, adding, deleting, or adjusting strategies as needed. By the end of the semester students assess the extent to which they were successful in their respective venture goals, and draft recommendations for further action.

Community Health Management (HSM 735 VAL) (3 credits)

The course will cover topics relevant to the organization and management of services planned and provided in a community. The discussions will focus need assessment for community services, organization and implementation of community services, overall management of community health services, health promotion and education management, as well as other community management issues like, budgeting, performance, monitoring and evaluation.

Healthcare Project Leadership (HSM 735 SEL) (3 credits)

This course introduces the students to project management in the healthcare area. Students learn about project, program, and portfolio selection and management in healthcare; initiating and planning healthcare projects (project, scope, time, and cost management, project quality, human resource, communication, stakeholders, risk, and procurement management); executing, monitoring and controlling projects; closing projects, and best practices in project management.
Global Business/International Practicum (MBA 735 INT) (3 credits)

This course exposes students to the global environment and highlights the necessity to develop the skills and expertise to operate in this competitive environment. The course has a dual purpose: to familiarize students with understanding of the theories of international healthcare business, as well as to develop the skills to identify and target global healthcare markets. The course will examine the geographic, demographic, technological, political, economic, and sociocultural forces that influence national and international healthcare business management.

International Practicum

Each MBA program has its own travel study component which is built into the curriculum and included in the tuition. The destination for the study abroad trip for each program is selected annually, and may change from year to year. Participation in the study abroad trip is mandatory, except for very limited exceptions that may be granted by the Dean. Tuition rates are the published MCNY tuition rates regardless of whether students participate in the study abroad trip or not.

The Practicum involves study of international business practices and the geographic, demographic, technological, political, economic and sociocultural forces that impact cross-cultural business management. Topics include: theories of international trade and economic development; international monetary systems and foreign investment; comparative management; and managing for cross-cultural and multi-ethnic effectiveness both at home and abroad.

Managerial Finance (MBA 735 SKI) (3 credits)

This course provides fundamental concepts and tools in financial management and covers basic concepts, including cash flow analysis, financial statement interpretation and ratio analysis; the course then builds the foundation of knowledge and progresses toward more advanced topics such as capital budgeting, risk and returns, and various investment decision-making techniques. Basic financial securities, namely equity and bonds, are discussed during the course along with valuation methods of such instruments.
Meet the Faculty of the Business Programs

PROFESSOR
Ralph A. Leal
Dean Emeritus, Professor
BBA, St. John's University;
MS, Columbia University;
MS, Long Island University;
School for Business

Rachel Yager
Professor & Program Director, MBA Financial Services
BS, Nanyang Technological University of Singapore
MS, Institut National des Sciences Appliquees de Lyon
PhD, Institut National des Sciences Appliqueées de Lyon
School for Business

ASSOCIATE PROFESSOR

Solomon Appel
Associate Professor
BA, Yeshiva College of Yeshiva University
MBA, New York University
School for Business

Lessie Branch
Associate Professor
BA, Fordham University
MA, New School for Social Research
Ph.D., New School of International Affairs, Management, and Urban Policy
School for Business

David Rosner
Associate Professor
BA Vassar College
MA, Brown University
Ph.D. Brown University
School for Business

PROGRAM DIRECTOR

Prof. Radhika Jha
Program Director, MBA General Management
Master of Public Administration –  
Emergency and Disaster Management  

The Masters of Public Administration in Emergency and Disaster Management is an advanced degree program which opens new career tracks for recent college graduates as well as those looking to change careers, and further develops the knowledge base of professionals already working in the field.  

Comprehensive emergency and disaster management is a complex field that requires expertise in multiple areas. This highly-specialized degree will cover the planning, management, logistics, response, relief, recovery and economics associated with managing emergency situations.  

This is a 12-month Master's degree requiring completion of 45 credits over three semesters of study. Included in the tuition and curriculum is an on-site study component which consists of either a 7-10 day on-site excursion or a 7-day trip to the International Association of Emergency Planners Annual Conference.  

To accommodate working professionals, classes meet on Wednesday Friday evenings and Saturday.  

This unique program integrates the College's Purpose-Centered System of Education where student will develop actual all hazards comprehensive emergency management plans that functions as a real-world consulting assignment. This is done as a group project, with the students working together to develop a single, comprehensive, emergency management plan for an actual organization. The professor serves as "Project Manager" and students are assigned particular responsibilities based on their expertise and availability.
Semester 1

PURPOSE 1

Identification of Organizational Disaster Needs, Initiating an Emergency Management Plan

MPA 710 PCA (3 Credits)

This course is designed to introduce students to the six-step emergency planning process, the different tiers of planning (strategic, operational and tactical) and processes involved in conducting a gap analysis and needs assessment (Planning, Data Collection, and Reporting) to determine the products students design, implement, evaluate and improve for the client. Students will also be introduced to the different types of plans, policies, and/or programs developed in emergency management including: Emergency Operations Plans (EOP), Continuity of Operations Plans (COOP), Emergency Action Plans (EAP), Standard Operating Procedures (SOP), Emergency Preparedness Policies, and Training and Exercise Programs (TEP) and integrate principles of Project Management including: project approval and initiation. Students will begin to develop an emergency management portfolio to seek professional certification.

Values and Ethics for Administrative Decision Making

MPA 710 VAL (3 Credits)

The primary focus of the class for the Values and Ethics Dimension is to provide students with a comprehensive understanding of the major traditions of ethical reflection and implications for the manager who is working with citizens in crisis to improve service delivery.

Through a series of lectures, discussions, and case studies, students will be challenged first by arguments for and against ethical relativism and pluralism. Students will be encouraged to examine how their values affect their decision making. They will learn the ethics of international disaster relief, the importance of cultural competence, and ethics of disaster spiritual care and inter-religious engagement. Additionally, students will be taught the most important classical and contemporary ethical theories: ethical egoism, utilitarianism, the ethics of duty and respect, and nature and value of management. Finally, they will become skilled at developing their own organization code of ethics.

Research and Analysis Methods in Disaster Management

MPA 710 SEL (3 Credits)

The course will give students the tools to research emergency and disaster management problems as diverse as the social aspects of hurricane evacuation, behavior change in employee emergency preparedness programs, and applying a cost dimension to traditional risk assessment. Students will also learn to apply quantitative and qualitative research methods from a range of disciplines,
such as sociology, psychology, political science, public administration, and criminal justice to contemporary and traditional emergency management problems.

Additionally, this course will help students to be able to think critically and creatively about solving the challenges faced in a dynamic emergency management environment. Students will acquire the ability to conduct comprehensive and in-depth analyses of complex scenarios, allowing them to adopt a more well-rounded view of the field.

Foundations of Business Continuity Management

MPA 710 SKI (3 Credits)

This course is designed to provide an overview of business continuity standards and frameworks including: Disaster Recovery Institute International (DRI) Professional Practices Body of Knowledge, ISO22301 Business Continuity Management, and NFPA1600: Standard on Disaster/Emergency Management and Business Continuity Programs. Students will explore the holistic approach to Business Continuity Management (BCM) and the integration of various disciplines such as: Emergency Response, Crisis Management, Disaster Recovery and Business Continuity. Students will be introduced to the various professional certifications they can pursue.

Preparing and Planning for Disasters

MPA 710 SYS (3 Credits)

This is a fully online course with the content and online lectures provided by a pioneering leader in the Field of Emergency Management.

This course is designed to provide students with an overview of how policy and politics affect the process of preparing for disasters. Students will be introduced to a number of significant disaster management case studies, their After Action Reports, and in many cases will study the governmental review process, with a focus on how and why various policies are created and existing policies modified. Analysis of how political counter-weighting affects outcomes, efficiencies, and the availability of resources will be discussed.

Purpose 2

Implementation of an Emergency Management Plan

MPA 720 PCA (3 Credits)

This course is designed to provide real-world experience in developing an emergency management plan, training and/or exercise for the client. Students will research, and produce the emergency management products identified as a result of the gap analysis and needs assessment. Students will be introduced to the fundamental principles and frameworks for instructional design, training and exercises including: ADDIE model, Exercise Program Management, and Exercise Methodology. Students will also learn how to apply the Project Performance and
Control phases in the development and implementation of the Constructive Action. Students will continue compiling their respective emergency management portfolios.

Public Health Systems Preparedness and Response Implementation

MPA 720 VAL (3 Credits)

This course deals with public health and mental health issues involved in crises and emergencies presented for the non-clinical emergency/disaster manager. The wide range of medical and mental health issues inherent to crises and emergencies are described and reviewed using past events in which public health and mental health issues were encountered. The course covers topics such as: differentiation between natural and man-mediated outbreaks in the community (H1N1, avian flu, SARS, pandemic influenza, smallpox, Ebola, etc.); There will be case studies of real events and review of public health and mental health consequences of those events. The following topics will be covered: methods for integrating medical, public health, and psychological processes into disaster management and review of health systems implications of nuclear, biological, and chemical disasters. This course is designed to meet the need for a recognized curriculum in the public health aspects of disaster care and organized emergency medical services systems while simultaneously considering the mental health needs of the affected communities and emergency responders.

Economics and Social Trends and Implementing Social Services

MPA 720 SEL (3 Credits)

This course provides a comprehensive overview of the economic aspects of hazards and disasters through a review of the concepts, analytical tools and policies that exist to aid emergency managers before, during and after emergencies. The course offers a broad perspective on the various facets of emergency management, the value systems in different work environments, and how emergency managers get resources when competing against other demands. The class examines the major emergency management settings, including government presentation from federal, state, local, private sector and not-for-profit perspectives.

The course commences with an overview of present-day emergency management, and proceeds to the concepts of business continuity, vulnerability analysis, risk management and the development of a Business Area Impact Analysis (BAIA). From there, students will review the economic costs of disasters, and the underlying perceptions associated with the notion of risk and learn ways to communicate risks effectively with stakeholders and the public. The first half of the course concludes with an examination of business contingency planning, its vices and virtues.
Building on that foundation, the second half of the semester begins with an introduction to the increasingly important role of public-private relationships in emergency management and moves to the heavily debated topic of price controls during emergency and disaster events. Students will then review the rights of property owners from the perspective of those either indirectly or directly affected, examine the roles of employees, employers and the government and conclude with an investigation into the impacts of natural disasters.

Foundations of Continuity of Operations Planning (COOP)

MPA 720 SKI (3 Credits)

Continuity of Operations (COOP), as defined in the National Continuity Policy Implementation Plan (NCPIP) and the National Security Presidential Directive-51/Homeland Security Presidential Directive-20 (NSPD-51/HSPD-20), is an effort within individual executive departments and agencies to ensure that Primary Mission Essential Functions (PMEFs) continue to be performed during a wide range of emergencies, including localized acts of nature, accidents and technological or attack-related emergencies.

Enterprise Risk Management

MPA 720 SYS (3 Credits)

This course aims to provide students with the fundamental principles of risk management. It will provide the relevant knowledge and skills required to manage risk systematically to improve performance within all areas of an organization to maximize all opportunities and minimize all threats. This course will therefore examine the management issues involved with uncertainties and in assessing risk environments in order to assure continuous system wide operations. The course studies the elements of risk assessment and operational continuity using the project management framework of planning, organizing and control.

Furthermore, students will learn how to address these risk elements in an integrated manner, ensuring that trade-offs are understood, acknowledged and accepted by the enterprise and its management.

Students will also be exposed to the role of the organization especially as it relates to crisis response and management and as it pertains to the field of disaster and emergency management.

Topics include: the role and need for comprehensive strategy and planning, an overview of the system wide structure, as well as the organizations within that structure, designed to plan for and respond to local or national crisis, the social and emotional impact on operations and productivity. Additionally, students learn gap analysis to identify gaps and areas in need of improvement with regards to compliance to the relevant standards identify, and correct gaps between desired levels and actual levels of performance.
Purpose 3
Evaluation and Improvement of an Emergency Management Plan
MPA 730 PCA (3 Credits)

This course is designed to provide students with hands-on experience in piloting and rolling out the emergency management plan, training program, or exercise developed in the previous semester and implement the 7-step process to planning for meaningful evaluation. Students will work together in the planning, conduct and evaluation of an exercise for the client. Students will also learn how to apply the Project Close phase to ensure proper hand-off to the client of the emergency management plan. Students will work on completing their respective emergency management portfolios.

Information Technologies and Cybersecurity in Disaster Planning
MPA 730 VAL (3 Credits)

The nature and complexity of emergency management has grown significantly in the past two decades. Along with this growth has been an even greater growth in solutions based on information technologies (IT) and the need to protect them. Foremost has been the use of computers for emergency planning, regulatory compliance, response to disaster situations, and recovery. This course provides the student with an overview of the use of IT in emergency management. The course will discuss IT challenges in all emergency planning phases and the impact of the wide spread adoption of social media as well as mobile technologies on the way we approach emergency management. Geographical Information Systems and decision support systems will be explored as they play an important role in the decision making process during disasters. Emerging technologies and trends such as Internet of things will also be discussed.

Evaluating Cultural Competencies and Community Resilience
MPA 730 SEL (3 Credits)

This course is designed to equip the student with an overview introduction to the theoretical foundations of individual and community resilience in the context of emergency management. We will explore the impact of various types of disasters on individuals, groups and communities, with a focus on vulnerable populations and various cultural groups. Students will develop an understanding of the science of risk communication and its efficacy in emergencies and disasters. We will also review the primary domains or dimensions of resilience and develop an expanded awareness of the strategies and methods for increasing adaptive capacities within these groups.

Master of Public Administration –
Emergency and Disaster Management (Online)
The Master of Public Administration in Emergency and Disaster Management (MPA-EDM-DST) via distance learning provides a dynamic, market-driven education.

The coursework examines current theory and purifies it in the crucible of best practices in the industry, while addressing all aspects of the disaster management cycle. The MPA-EDM-DST program is designed to cover a wide range of topics, including climate change impacts, social vulnerabilities to disasters, enterprise risk management, cybersecurity, economics of disasters, humanitarian response to disasters, and counterterrorism.

The program caters to students who balance work and family responsibilities: It allows flexibility in scheduling, while maintaining a personal connection to the campus, other students, and our distinguished faculty.

Students can complete the MPA-EDM-DST online in 12 months, as a full-time student. The program requires 45 credits of coursework and is organized into three, 14-week semesters. Each semester is comprised of one 14-week CA course and four two, seven-week sessions. As part of the coursework, students must complete a 3-semester project, or Constructive Action (CA). The CA is split into three parts, and students work with a single faculty member who helps them with the project throughout the year.

Before graduating, students are required to present and defend their CA to a group of MPA-EDM faculty members at the Manhattan campus, or via a webcast.

During the month of June in each academic year, the program will hold a five day on-site residency at the MCNY Manhattan Campus. This will be coordinated with the college’s annual
commencement. This will provide the opportunity for the online degree participants to formally receive their degree with the entire community of graduating students at MCNY.

Purpose 1

EDM 710 PCA (3 Credits)

This course is designed to provide you with the understanding of how to use communication and design thinking to identify and address needs as they relate to disasters within communities. Upon learning about these subjects, you will apply your knowledge within your own community to help an entity prepare for—and possibly respond to—a disaster.

This objective, and the subsequent information, can look and sound overwhelming. But, at the end of the day, your goal is threefold: (1) identify an entity within your community that is vulnerable to a particular threat, (2) interact with that entity, and (3) begin discussions to mitigate the threat.

We will discuss how to approach your entity in week five, after your initial research.

This course is the first of three constructive action (CA) courses. The other two you will take consecutively during the next two semesters. Upon completion of all three, you will present a substantial piece of work (comprised of the work you completed in the three courses) that shows your mastery in emergency management.

Values and Ethics for Administrative Decision Making EDMMPA 710 VAL (3 credits)

The primary focus of the class for the Values and Ethics Dimension is to provide students with a comprehensive understanding of the major traditions of ethical reflection and implications for the manager who is working with citizens in crisis to improve service delivery.

Through a series of lectures, discussions, and case studies, students will be challenged first by arguments for and against ethical relativism and pluralism. Students will be encouraged to examine how their values affect their decision making. They will learn the ethics of international disaster relief, the importance of cultural competence, and ethics of disaster spiritual care and inter-religious engagement. Additionally, students will be taught the most important classical and contemporary ethical theories: ethical egoism, utilitarianism, the ethics of duty and respect, and nature and value of management. Finally, they will become skilled at developing their own organization code of ethics.

Foundations of Business Continuity Management EDMMPA 710 SKI (3 credits)
This course is designed to provide an overview of national and international Business Continuity standards and frameworks including: Disaster Recovery Institute International (DRI) Professional Practices Body of Knowledge, ISO22301 Business Continuity Management, and NFPA1600: Standard on Disaster/Emergency Management and Business Continuity Programs. Students will explore the holistic approach to Business Continuity Management (BCM) and the integration of various disciplines such as: Emergency Response, Crisis Management, Disaster Recovery and Business Continuity. Students will be introduced to the various professional certifications they can pursue.

Preparing and Planning for Disasters EDMMPA 710 SYS (3 credits)

This is a fully online course with the content and online lectures provided by a pioneering leader in the Field of Emergency Management.

This course is designed to provide students with an overview of how policy and politics affect the process of preparing for disasters. Students will be introduced to a number of significant disaster management case studies, their After Action Reports, and in many cases will study the governmental review process, with a focus on how and why various policies are created and existing policies modified. Analysis of how political counter-weighting affects outcomes, efficiencies, and the availability of resources will be discussed.

Building on that foundation, the second half of the semester begins with an introduction to the increasingly important role of public/private relationships in emergency management and moves to the heavily debated topic of price controls during emergency and disaster events. Students will then review the rights of property owners from the perspective of those either indirectly or directly affected, examine the roles of employees, employers and the government and conclude with an investigation into the impacts of natural disasters.

Research and Analysis Methods in Disaster Management EDMMPA 710 SEL (3 credits)

The course will give students the tools to research emergency and disaster management problems as diverse as the social aspects of hurricane evacuation, behavior change in employee emergency preparedness programs, and applying a cost dimension to traditional risk assessment. Students will also learn to apply quantitative and qualitative research methods from a range of disciplines, such as sociology, psychology, political science, public administration, and criminal justice to contemporary and traditional emergency management problems.

Additionally, this course will help students to be able to think critically and creatively about solving the challenges faced in a dynamic emergency management environment. Students will acquire the ability to conduct comprehensive and in-depth analyses of complex scenarios, allowing them to adopt a more well-rounded view of the field.
Purpose 2

Implementation of an Emergency Management Plan

EDMMPA 720 PCA (3 Credits)

This course is designed to provide real-world experience in developing an emergency management plan, training and/or exercise for the client. Students will research, and produce the emergency management products identified as a result of the gap analysis and needs assessment from their first semester. Students will be introduced to the fundamental principles and frameworks for instructional design, training and exercises including: The Planning Process, Exercise Program Management, and Exercise Methodology. Students will also learn how to apply the Project Performance and Control phases in the development and implementation of the Constructive Action.

Public Health Systems Preparedness and Response Implementation EDMMPA 720 VAL (3 credits)

This course deals with public health and mental health issues involved in crises and emergencies presented for the non-clinical emergency/disaster manager. The wide range of medical and mental health issues inherent to crises and emergencies are described and reviewed using past events in which public health and mental health issues were encountered. The course covers topics such as: differentiation between natural and man-mediated outbreaks in the community (H1N1, avian flu, SARS, pandemic influenza, smallpox, Ebola, etc.); There will be case studies of real events and review of public health and mental health consequences of those events. The following topics will be covered: methods for integrating medical, public health, and psychological processes into disaster management and review of health systems implications of nuclear, biological, and chemical disasters. This course is designed to meet the need for a recognized curriculum in the public health aspects of disaster care and organized emergency medical services systems while simultaneously considering the mental health needs of the affected communities and emergency responders.

Foundations of Continuity of Operations Planning (COOP) EDMMPA 720 SKI (3 credits)

Continuity of Operations (COOP), as defined in the National Continuity Policy Implementation Plan (NCPIP) and the National Security Presidential Directive- 51/Homeland Security Presidential Directive- 20 (NSPD-51/HSPD-20), is an effort within individual executive departments and agencies to ensure that Primary Mission Essential Functions (PMEFs) continue to be performed during a wide range of emergencies, including localized acts of nature, accidents and technological or attack-related emergencies.

Economics and Social Trends and Implementing Social Services EDMMPA 720 SEL (3 credits)
This course examines the history of both disaster preparedness research and planning, and culminates with a review of contemporary disaster planning processes and how they can be applied to real-world experiences via the examination of meaningful and purposeful case studies.

This course provides a comprehensive overview of the economic aspects of hazards and disasters through a review of the concepts, analytical tools and policies that exist to aid emergency managers before, during and after emergencies. The course offers a broad perspective on the various facets of emergency management, the value systems in different work environments, and how emergency managers get resources when competing against other demands. The class examines the major emergency management settings, including government presentation from federal, state, local, private sector and not-for-profit perspectives.

The course commences with an overview of present-day emergency management, and proceeds to the concepts of business continuity, vulnerability analysis, risk management and the development of a Business Area Impact Analysis (BAIA). From there, students will review the economic costs of disasters, and the underlying perceptions associated with the notion of risk and learn ways to communicate risks effectively with stakeholders and the public. The first half of the course concludes with an examination of business contingency planning, its vices and virtues.

Building on that foundation, the second half of the semester begins with an introduction to the increasingly important role of public-private relationships in emergency management and moves to the heavily debated topic of price controls during emergency and disaster events. Students will then review the rights of property owners from the perspective of those either indirectly or directly affected, examine the roles of employees, employers and the government and conclude with an investigation into the impacts of natural disasters.

Enterprise Risk Management, Transportation Infrastructure

This course will provide students with the fundamental principles of risk management. It will provide the relevant knowledge and skills required to manage risk systematically, to improve performance within all areas of an organization, to maximize all opportunities and minimize all threats. This course will examine the management issues involved with uncertainties and in assessing risk environments in order to assure continuous system wide operations. Students will study the elements of risk assessment and operational continuity using project management frameworks for planning, organizing and control. Furthermore, students will learn how to address these risk elements in an integrated manner, ensuring that trade-offs are analyzed, understood, acknowledged and accepted by the enterprise and its management.
Evaluation and Improvement of an Emergency Management Plan
EDMMPA 730 PCA (3 Credits)

This class will focus on the build-out of an exercise plan for a tabletop exercise, the execution of tabletop exercise and the after action review of a tabletop exercise. Throughout the program students have built a functional emergency plan which will now be transformed into a tabletop exercise plan, to close out the planning cycle.

Information Technologies and Cybersecurity in Disaster Planning EDMMPA 730 VAL (3 credits)

The nature and complexity of emergency management has grown significantly in the past two decades. Along with this growth has been an even greater growth in solutions based on information technologies (IT) and the need to protect them. Foremost has been the use of computers for emergency planning, regulatory compliance, response to disaster situations, and recovery. This course provides the student with an overview of the use of IT in emergency management. The course will discuss IT challenges in all emergency planning phases and the impact of the widespread adoption of social media as well as mobile technologies on the way we approach emergency management. Geographical Information Systems and decision support systems will be explored as they play an important role in the decision-making process during disasters. Emerging technologies and trends such as Internet of things will also be discussed.

Advanced Business Continuity Practicum EDMMPA 730 SKI (3 credits)

This course will allow students to apply the knowledge and skills they have learned through previous coursework in emergency management to real-life scenarios through case studies and a final project. The purpose of this course is to prepare you to be effective emergency managers who can employ various approaches to problem-solving and anticipate and manage the consequences of complex and large-scale disruptions.

The course is structured by four case studies that represent a variety of hazards and impacts. We will spend two weeks on each of three case studies while reading On Top of the World (Barbash, 2003) throughout the first six weeks of the course. Weekly discussions, quizzes, and a final project will give you the opportunity to digest the material, think critically about how these scenarios were addressed and deepen your understanding of how to manage the impacts of complex emergencies. The final project will focus on developing the ability to create and implement an actual Continuity program in an organization or business of your choice.

Evaluating Cultural Competencies and Community Resilience EDMMPA 730 SEL (3 credits)
This course is designed to equip the student with an overview introduction to the theoretical foundations of individual and community resilience in the context of emergency management. We will explore the impact of various types of disasters on individuals, groups and communities, with a focus on vulnerable populations and various cultural groups. Students will develop an understanding of the science of risk communication and its efficacy in emergencies and disasters. We will also review the primary domains or dimensions of resilience and develop an expanded awareness of the strategies and methods for increasing adaptive capacities within these groups.

Homeland Security Policy and Procedures EDMMPA 730 SYS (3 credits)

This course is designed to provide students with an overview of the Federal Government’s role in planning, mitigating, preparing for, and responding to all disasters. This course will focus on analysis of the social, psychological, and political ramifications of Man Made vs. Natural Disasters. Students in this course will get an overview of the function of the Department of Homeland Security (DHS) and its programs, with a specific focus on the Federal Emergency Management Agency, students will get an overview of FEMA and its programs. This course will provide a comprehensive overview of counter-terrorism and homeland security while offering explanations to assist students understand the role of law enforcement agencies in emergency and disaster management.

The AA/BA in Emergency Management and Business Continuity Course Offerings

The Associate and Bachelor of Arts degrees in Emergency Management and Business Continuity program will prepare students for careers in the fields of criminal justice, homeland security, crisis management, cyber security, business continuity, and other emergency management-related industries. The Associate of Arts degree is a 60-credit degree program and the Bachelor of Arts degree is a 120 credits. The Bachelor degree spans eight semesters (Purposes) each of which entails five dimensions: Purpose, Values & Ethics, Self & Others, Systems, and Skills, which are the cornerstone of the Metropolitan College of New York’s (MCNY) Purpose-Centered Education Model. Thus, every semester students gain a comprehensive overview of the knowledge and practical skills necessary to successfully accomplish their selected Purpose. The model necessarily and simultaneously calls for a direct nexus between theory and purpose as well as theory and practice, and derives from the belief that theory married to practice in a contemporaneous manner is the optimum approach to ensuring
that knowledge applied is indeed wisdom gained. These Dimensions provide students with an inventory of knowledge that transcends traditional disciplines and allows them to focus on the relevance of the subject matter to the performance area that is the current focus of the particular semester. Students are required to come up with their own synthesis of accumulated knowledge gained through these various disciplines in order to apply their knowledge to real-life problems. All courses in the curriculum are three credits and each semester students must engage on a project to demonstrate application of knowledge.

Semester 1

PURPOSE 1

Assessment & Planning (EMB110PCA) (3 credits)

This seminar Constructive Action course is where students will marry theory with practice. This particular Constructive Action focuses on teaching the student how to research and identify careers in Emergency Management and/or Business Continuity. In this course, students will integrate their learning experience from the respective dimensions of this Purpose. Students are expected to produce a Constructive Action document, which demonstrates their mastery of the Purpose. An additional requirement will be to develop a written career plan to complement their chosen degree and professional interests. The emergency management and business continuity program will be analyzed so the student can decide their specialty within the degree program and create an academic plan to support the choice successfully. The Keirsey Temperament Inventory tool will be utilized to assist the student in identifying their type so that they can work with their strengths and understand where there may be opportunities to improve, in order to be the best candidate for a particular job. Students will learn internet job search tools. Preparation of a resume, cover letter and list of references and best use of software programs is part of the curriculum.

Critical Thinking and Writing Through the Study of Literature (ENG CC 110) (3 credits)

This course uses the framework of Purpose-Centered Education to help you develop critical thinking and writing skills. You will develop these skills by learning to critically analyze sentences, to construct effective paragraphs, to use narrative (story telling) and argumentation as styles of writing and by learning to apply the MCNY Dimensional Analysis to works of literature.

Human Biology and the Life Sciences (BIO CC 180) (3 credits)

This course presents human biology as a life science and covers health issues. Students learn how systems fail and what kinds of medical interventions can be successful. Current issues in the
life sciences, including common human diseases, genetic engineering, stem cell research and the impact of humans on the planet's ecosystems are explored.

Introduction to Homeland Security (EMB 110 SYS) (3 credits)

This course will introduce students to the challenges associated with the five-fold mission of The Department of Homeland Security: to prevent terrorism and enhancing security, to secure and manage our borders, to enforce and administer our immigration laws, to safeguard and secure cyberspace, and to ensure resilience to disasters. The course will provide an overview of the threat of terrorism, public and private sector counterterrorism, and all hazards emergency management. An examination of Antiterrorism and Counterterrorism applications through research, planning, and testing techniques will be discussed. Evaluation of the impact on state and local resources committed to security in local communities.

Computer Applications for Profit and Non-Profits (MIS CC 130) (3 credits)

An introduction to Microsoft Office Suite, including Word, Excel, PowerPoint, and Access. Students are encouraged at the end of the course to seek Microsoft Office User Specialist (MOUS) certification. Students also become familiar with the use of the Internet for research.

Semester 2

Professional Relationships in the Community (EMB 120 PCA) (3 credits)

This seminar Constructive Action course is where students will marry theory with practice. This particular Constructive Action focuses on the importance of groups and professional relationships. Effective groups determine boundaries for ethical behavior and create environments for stimulating intellectual capital. Leadership and competency qualities of the team are stressed. In this course, students will integrate their learning experience from the respective dimensions of this Purpose. National Incident Management System (NIMS) and Incident Command System (ICS) are excellent examples in emergency management which highlight the importance of group work. This demonstrates the need and importance of networking and coordination efforts, especially in disaster scenarios when resources and staff may be unavailable or shared. The course examines the need for assessment, progress, metrics, and conflict negotiation and resolution. Students are expected to produce a Constructive Action document, which demonstrates their mastery of the Purpose.

Contemporary Values and Ethics (ETH CC 120) (3 credits)

Introduction to values including definition, sources, relation to social rules, clarification, conflicts and their resolution; empowerment and its roots in history; illustrations from literature and the other humanities.

Psychology of Disaster (EMB 120 SEL) (3 credits)

This course focuses on the psychological impacts of disasters on people and communities. Disasters affect people in a multitude of negative ways. Students will learn the importance of
psychological first aid, both immediately following and in the recovery phase after a disaster. Emphasis on the needs of vulnerable groups, such as children, older adults, minorities and other populations will be of particular importance. The student will be shown the importance of planning and working with communities to aid in their psychological coping during a disaster.

Introduction to Emergency Management (EMB 120 SYS) (3 credits)

This course presents the theories and principles that are foundational to emergency management. The philosophy of Comprehensive Emergency Management will be discussed with respect to the four phases: mitigation, preparedness, response, and recovery. An analysis of past disasters will be presented along with their impacts on policy formation leading up to the current FEMA all-hazards approach. The National Incident Management System, National Response Framework, National Disaster Recovery Framework, and the Whole Community Approach to Emergency Management will also be covered. This class is also offered in a fully online format.

Business Math (MIS 123 SKI) (3 credits)

This survey course is designed to provide students with fundamental quantitative concepts and skills essential in today's business world. Various mathematical areas, including decimals and fractions, are introduced in light of business problem solving. In addition, other topics covered are annuities, present value, interest, insurance, taxation and investments. Equations and graphing will also be illustrated. 3 credits.

Semester 3

Negotiating and Promoting a Risk Analysis (EMB 230 PCA) (3 credits)

This seminar Constructive Action course is where students will marry theory with practice. This particular Constructive Action focuses on the importance of an all-hazards, multidisciplinary approach to a comprehensive emergency management plan in the private and public sector. In this course, students will integrate their learning experience from the respective dimensions of this Purpose. The student will examine hazards and risks as well as preparedness, prevention, mitigation and response plans and procedures to ensure that strategies are in place for disaster events. The community and stakeholders are identified and included in the planning process to strengthen resilience. Key staff, resources and assets are ascertained and incorporated into the emergency plan. The student will learn how to train and test the plan periodically to ensure accuracy and staff involvement. Emphasis is placed on efficient response and fostering teamwork in a disaster, along with the proper use of disaster coordination and communication plans in the emergency operations center. Students are expected to produce a Constructive Action document, which demonstrates their mastery of the Purpose.

Political & Economic Philosophy (PSC CC 140) (3 credits)

The ideas and values that serve as the foundation of our political system; how our system differs from others; the inter-relationship between business and government; major political theories regarding the nature of authority, standards of justice, the ideal of liberty and its limitations, conceptions of a just and good society, and the best form of government.
Understanding Terrorism (EMB 230 SEL) (3 credits)

The course explains the ideological forces behind terrorism and provides an overview of terrorists groups, and their tactics of intimidation and fear. The course highlights the effects a terrorist incident has on a given nation, such as impacting its economic, social and critical infrastructures. Analysis of various mitigation and prevention models that may be implemented prior to a terrorist attack, along with coordination and leadership efforts which will be addressed throughout the course to ensure an effective response is achieved throughout the Emergency Management cycle. Emphasis will be placed on understanding terrorist motivations, goals and objectives throughout history to the present. The course will address lessons learned (based on actual terrorist attacks) for Emergency Managers and Homeland Security practitioners to utilize in field operations as well as applying them to the academic environment. This course helps students develop critical thinking and planning skills as they relate to the management of terrorist events. This class is also offered in a fully online format.

Introduction to Business Continuity (EMB 230 SYS) (3 credits)

This course is about business continuity planning, which focuses on strategies to minimize the risk of disruptions to normal business operations. Examples of threats and hazards to business would be floods, power outages, catastrophic IT failure, and/or disruption to an organization's supply chain. Business Continuity is the private sector version of Continuity of Operations planning (COOP). Students will be introduced to business continuity planning methodologies, along with the introduction of the Business Impact Analysis. Operational risk management and crisis management for businesses, municipalities, and non-profits will be discussed. This class is also offered in a fully online format.

Principles of Accounting (ACC 231 SKI) (3 Credits)

An introduction to accounting instruction is provided with microcomputers as an accounting tool. In addition, accounting is examined as a tool for organizing business information. Financial accounting is the field of accounting that provides economics and financial information for external users, such as investors and creditors.

Semester 4

Integrating Emergency Planning (EMB 240 PCA) (3 credits)

This seminar Constructive Action course is where students will marry theory with practice. This particular Constructive Action focuses on the evolution of management practices over the past half century. In this course, students will integrate their learning experience from the respective dimensions of this Purpose. It also introduces the student to the National Incident Management System, which will be covered more fully in Purpose 5. The National Response Framework (NRF) and the NFPA 1600 (National Fire Protection Association Standard for Disaster/Emergency Management and Business Continuity Programs) will familiarize the student with national standards. Ethics, culture, and attitudes will be analyzed in the workplace and in management. Management and leadership roles and methods for supporting the emergency management and business continuity fields will be examined. The student will learn
effective ways to manage a wide range of organizations and stakeholders. Students are expected to produce a Constructive Action document, which demonstrates their mastery of the Purpose.

Humanities: World Civilizations (HUM 471 VAL) (3 credits)

This course will survey world civilizations from A.D. 1500 to the present. The purpose is to familiarize students with the major events that occurred during this period in world history. Emphasis will be placed on illustrating how these major events combined to create the base of political, economic, social and cultural trends that shape contemporary world affairs.

American Government (GOV CC 150) (3 credits)

An analysis of current political systems with emphasis on the United States, including decision making under different ideologies, and how individual interests become positive or negative forces for group decisions, at local, national, and international levels. This course explores the structure and dynamics of American national government, providing a broad-based introduction to the ideas and institutions that shape politics in the contemporary United States.

Community Health Services (HSM 240 SEL) (3 Credits)

The course is designed to provide students with an introduction to community health services. It will examine the foundations of community and national health in terms of organization, resources, programming, and special populations. Theory and practice of healthcare delivery are evaluated in occupational settings such as schools and worksites. The relationship between coordinating networks, health service organizations, government, and voluntary-based health agencies are examined. The course will cover issues of mental, maternal, infant and child health. The impact of environment on human health will also be examined. The course is designed to provide students with the knowledge required to: assess individual, community, and national needs for health education; conduct evaluation and research related to health education; serve as a health education resource person; and communicate and advocate for health and health education.

Cyber Security (EMB 240 SKI) (3 credits)

Cyber security has gained prominence as of late especially as the world has become increasingly defined by information technology systems, and so, our dependence and reliance on these systems has also increased and even has become critical. Computer-based technologies are vulnerable to threats and attacks. These cyber threats, whether they are against individuals, governments, or businesses are continually taking on newer, more complex, and more dangerous forms. As a consequence, emergency professionals must possess a range of skills to understand the impact of such threats to be able to secure information and infrastructure that are so dependent them. This course provides an introduction to the range of disciplines that are fundamental to protecting cyber assets in the modern world and the various technical and non-technical skills that are foundational to understanding information technologies security and its key aspects to our nation’s homeland security. This class will be offered in a fully online format in May, 2017.
Managing Information and Communication CA (EMB 350 PCA) (3 credits)

This seminar Constructive Action course is where students will marry theory with practice. The case study method will be employed in this fifth Constructive Action. This particular Constructive Action will focus on the recurrent tragedy of communications management errors, as well as the human toll that poor information management can cause during an emergency. In this course, students will integrate their learning experience from the respective dimensions of this Purpose. Students in Semester 5 will receive strong support for the CA through their coursework in Public Speaking and the focus on the Public Information Officer, Risk Assessment and Analysis as it applies to communications regarding risk, and the ARC/GIS course, using enhanced technologies to improve information applications. Students are expected to produce a Constructive Action document, which demonstrates their mastery of the Purpose.

Public Speaking (SPE CC 160) (2 credits)

Public speaking is an essential skill of leadership. Students are introduced to the tradition of public speaking and persuasion techniques. Through readings and other activities, students improve public speaking and critical thinking skills. This course emphasizes analysis, reasoning, organization, and presentation of evidence.

Principles of Management (BUS 121 SYS) (3 Credits)

This course examines the nature of management and the interpersonal and analytical skills managers need to be successful. Students will examine the manager's role with emphasis on planning, organizing, leading, and controlling in a variety of organizations including profit and not-for-profit organizations. Students will examine management theories on leadership, motivation, and communication and how these can be applied to manager’s every day roles.

Disaster Mitigation and Preparedness (EMB 350 SYS) (3 credits)

This course provides students with a basic overview of disaster mitigation and preparedness, which focuses on strategies to minimize the consequences of disasters. Some examples of disasters include hurricanes, earthquakes, floods, power outages and terrorist attacks. By understanding the importance of mitigation and preparedness within the cycle of emergency management, the student will obtain a better understanding of its role in the field. Study of FEMA’s four step mitigation strategy: assessment of community support, assessment of risks by a community planning team, identifying mitigation options, and public education and awareness. This class is also offered in a fully online format.

Computer Mapping ArcGIS (EMB 350 SKI) (3 credits)

Geographic Information Systems (GIS) encompasses a range of applications and services. GIS is used by several disciplines such as forestry and environmental studies, Political Science, Epidemiology and has the potential to be used by many others. Generally, any research that contains a spatial component is a potential GIS application area. This course is an introduction to GIS and is designed to offer the skills needed to master the elements of GIS. It provides hands-
on instructions about GIS technology in the context of safeguarding communities from deliberate attacks and natural disasters. This course introduces the students to the basic skills and problem-solving capabilities of ArcGIS software and applying them to emergencies and disasters. This class will be offered in a fully online format in May, 2017.

Semester 6

Collaborative Identification of Disaster Needs (EMB 360 PCA)

This seminar Constructive Action course is where students will marry theory with practice. This particular Constructive Action focuses on working with a client-organization from the community. In this course, students will integrate their learning experience from the respective dimensions of this Purpose. Students will collaborate with their client as well as agencies and entities that support the client and the overall plan. This community-based collaboration is essential in identifying the key components of an emergency plan that will promote community resilience. Students will begin to identify client needs by conducting both a preliminary needs assessment and an outline of their plan. Students are expected to produce a Constructive Action document, which demonstrates their mastery of the Purpose.

Managerial and Business Writing (ENG 361 VAL) (3 Credits)

Students are expected to actively evaluate real life situations within the text. After completion of this course students will have many of the basic skills that will enable them to analyze, build a thesis statement, a paragraph, the body and conclusion of the essays discussed above, in order to prepare them for the modern day business professions.

Macroeconomics (ECO 231 SYS) (3 Credits)

This course is an introductory macroeconomics course that provides students with an overview of how the economy operates and choices made given scarcity and limited resources. Students in this course will examine the major factors that affect output, unemployment, and inflation. Using the tools of economics such as supply and demand analysis students will examine how the gross domestic product is measured (GDP), what impacts economic growth and productivity as well as unemployment and inflation. Students will also examine how monetary and fiscal policies are developed and in the U.S and the role of the Federal Reserve System, money markets and government influence economic outcomes.

Disaster Response and Recovery (EMB 360 SYS) (3 credits)

This course provides students with a basic overview of disaster response and recovery, which focuses on strategies to minimize the consequences of disasters such as earthquakes, floods, hurricanes, power outages, and/or terrorist attacks. The components of response and recovery are reviewed in the context of the other phases of emergency management. Emphasis will be placed on the three C’s: coordination, cooperation, and communication in addition to short-term recovery planning vs. long-term recovery planning. Social and psychological recovery will also be discussed.

Intelligence and Investigations in Homeland Security (EMB 360 SKI)(3 credits)
The course is about terrorism and why politically motivated acts of violence occur. The course explores the ideological forces behind terrorism, and provides an overview of terrorists groups and their tactics of intimidation and fear. The course also highlights the effects of terrorism (examining weapons of mass effect) and will explore what can be done to prevent terrorist attacks or respond more effectively. This course examines threats, vulnerabilities, objectives, and strategies, instruments of national power, and protocols for investigating intelligence related activities. The course provides an overview of the intelligence structure within the United States to include its inner workings. The student will also be acquainted with the various roles within the intelligence community to include analysis and investigations. The student will become familiar with the various types of intelligence related investigations and how they interface with criminal investigations. Various in depth case studies (based on actual terrorist attacks) will provide the student with a foundation for the investigative process for the course.

Semester 7

Developing, Managing and Testing a Disaster Plan (EMB 470 PCA) (3 credits)

This seminar Constructive Action course is where students will marry theory with practice. This particular Constructive Action will utilize information learned throughout the curriculum thus far, and students will begin to apply it in Semester 7 in the form of a written emergency plan document. Emergency Management students will be responsible for developing a plan that is specific to client requirements, as well as managing the interview and data gathering process, and designing effective testing and drills that will demonstrate the feasibility and effectiveness of the disaster plan. In this course, students will integrate their learning experience from the respective dimensions of this Purpose. Business Continuity students will either prepare a Business Continuity Plan (BCP) or Disaster Recovery Plan (DRP) based on the needs of the client. Corrections made to the plan as a result of testing will need to be addressed in the final phase of study in Purpose 8. Students are expected to produce a Constructive Action document, which demonstrates their mastery of the Purpose.

Homeland Security Law and Policy (EMB 470 VAL) (3 credits)

This course examines the effect that federal and state legislation has on emergency management in various types of disasters. The student will be introduced to the individual rights guaranteed under the US Constitution and the ethical application of homeland security measures within the parameters of these rights. Students will analyze the U.S. Patriot Act of 2001 and provide comparative analysis of the USA Patriot Improvement and Reauthorization Act of 2005. Students will learn about the constitutional tests that must be the litmus test of laws, procedures and actions applied in defense of national security. The national institutional framework for the control of national security, including the authority of Congress and the President to make national security decisions, the war powers and constitutional issues in the debate on interpretation of the Anti-Ballistic Missile Treaty. Students will be asked to examine the national security process including the national command structure, secrecy issues, access to information, and the classification system. Review of intelligence and counterintelligence law, and concerns regarding individual rights and accountability as they pertain to national security.
Natural Disaster Planning for Communities (EMB 470 SEL) (3 credits)

In order for a community to be truly prepared to respond to a natural disaster, it must develop effective disaster plans. This course is about the steps required for developing these plans, and the strategies that will help ensure success. Concentration on analyzing natural disaster case studies, the Threat and Hazard Identification and Risk Assessment process, and analyzes the steps in the planning process such as plan development, implementation, and maintenance.

ICS / EOC Interface (EMB 470 SYS) (3 credits)

This course provides students with a basic overview of incident command system (ICS) and emergency operations center integration. Students will examine the implementation of ICS and EOC during disasters such as earthquakes, hurricanes, floods, power outages, and terrorist attacks or anything else that would disrupt an organization’s operations. Students will analyze the three essential functions of an EOC: Command and Control, Operational Control, and Recovery Planning. Students will learn about containment teams vs. recovery teams.

Exercising and Maintaining a Plan (EMB 470 SKI) (3 credits)

This course is about the fundamentals of exercise design, development, conduct and evaluation of an emergency management plan. The roles and responsibilities of players, controllers, facilitators, actors, simulators, evaluators and Subject Matter Experts (SMEs) will also be presented. The course will follow and meet the guidelines established by the Homeland Security Exercise and Evaluation Program (HSEEP).

Semester 8

Disaster Plan (EMB 480 PCA) (3 credits)

This seminar Constructive Action course is where students will marry theory with practice. This particular Constructive Action focuses on creating the final version of the emergency plan document for the client/organization. In this course, students will integrate their learning experience from the respective dimensions of this Purpose as well as demonstrating mastery of the subject matter covered in previous Constructive Action projects. Emergency Management students will be responsible for revising, improving, and submitting the emergency plan document. Business Continuity students will prepare a Business Continuity Plan (BCP), or a Disaster Recovery Plan (DRP) based on the needs of the client. Corrections that need to be implemented in the plan will be addressed in this final phase of study. Students will edit the final product and submit the document to their client upon receiving approval from their Instructor, Department Chairperson, Dean and President of Metropolitan College of New York.

Business Law (LAW 351 SYS) (3 credits)

Drawing upon a review of the fundamentals of our legal system, this course will provide the student with an introduction to basic concepts of our system of jurisprudence, legal processes and procedures, the methods for establishing and ending business relationships, and the laws regulating our business transactions.
EM for Tourism, Hospitality and Travel Management (EMB 480 SEL) (3 credits)

This course applies emergency management principles to the tourism, hospitality, and travel management industries. There will be a strong focus on the aspects of security and travel risk management for business executives and their families, and providing a safe and secure environment for customers. Students will analyze how the lack of emergency management strategy and planning can adversely affect the bottom-line in travel related industries, where customers are increasingly security conscious. Students will develop a knowledge and understanding of criminal and civil law, risk and personnel management, budgeting and finance, and a host of other areas that comprise of this challenging arena of services. An organization's ability to obtain and maintain emergency action plans in conjunction with security policies and procedures will be examined in detail. Establishing effective public-private partnerships within these industries aids in providing the essential services of protection while providing quality services to the customer base. An overview of Executive Protection methods and employee security awareness for those traveling abroad for their organization in these settings will also be examined. This class is also offered in a fully online format.

Business and Industry Crisis Management (EMB 480 SYS) (3 credits)

This course is about managing pre-disaster and post-disaster planning. Crisis Management is a crucial issue for any organization that needs to ensure correct information is disseminated to staff, stakeholders, and media. A well-constructed plan will protect the reputation of the organization. Considerations for good planning include moral and legal issues as well as effective messaging, culture, online exposure and suitable staff involvement. Employees must be trained, and drills created to test the training, to ensure that staff roles are defined and understood in a crisis. Case studies will be discussed to show the necessity for crisis management planning.

Principles of Project Management (MIS 351 SKI) (3 Credits)

This course will introduce students to project management fundamentals, with an emphasis on planning. Concepts such as the definition of a project, the nature of the project team, and the role and function of the project manager are presented. An effective project manager must organize resources, work under tight deadlines, control project change and generate maximum team performance. Topics covered include: project life cycles, organization and charters, work breakdown structures, responsibility matrices; the planning, budgeting and scheduling of systems. PERT, Gantt charts, earned value systems, project management software are also introduced.
Master of Public Administration

This unique, three-term-long MPA can be completed in just one year. The program of study and practice has been designed specifically for working professionals with some related experience in a public agency, not-for-profit or profit-making setting, and provides the student with the skills necessary to enhance the organization's efficiency through applied learning. Each term is 14 weeks long, and concentrates on an area essential to building leadership careers in public service and nonprofit administration.

Within the term, classes are divided into terms called Dimensions of Learning, Action, and Assessment. They are: Purpose, Values and Ethics, Self and Others, Systems, and Skills. These represent the five dimensions of holistic, empowering performance. Students explore the theoretical background behind each seminar, which will help them master the Purpose for that term semester. As a whole, the terms are designed to help the students:

1. Integrate theoretical material from the other four Dimension classes.
2. Plan and carry out an effective innovation or pilot program at the field site.
3. Document their action and achievement in writing.
4. Assess the results and perform strategic planning for the future.

The three Purposes of the MPA are inter-related and lead to the completion of a Constructive Action (typically a thesis in more theoretical programs). An extensive research component is integrated into each semester's requirements. Graduate students are awarded the MPA upon the successful completion of 45 credits (15 credits per term) and a grade point average of 3.0.

PURPOSE 1

Research Implementation and Documentation (PAA 611 CON) (2 credits)
Students will prepare a Constructive Action document in which they describe the organizational setting of research and report on the implementation of the research proposal they developed in the Purpose Dimension seminar. 2 credits

Identifying Opportunities for Organizational Change (PAA 611 PUR) (2 credits)

The Purpose Dimension seminar is a forum in which students explore together the opportunities for change in their organizations. Each student will develop a formal proposal to conduct research on the existence of a problem, need, or opportunity for Constructive Action and gather background information about his or her organization that clarifies the setting in which the research takes place.

Field Activity PAA 611 FLD) (1 credit)

Organizational Behavior in Public and Nonprofit Organizations (PAA 610 SEL) (2 credits)

An interdisciplinary field of study known as organizational behavior is the basis of this Dimension’s investigation into some of the issues that are fundamental to the successful management of people in public and nonprofit organizations.

Introduction to Public Administration (PAA 610 SYS) (2 credits)

This course is about the theory of public administration and provides the foundation for the purpose of identifying an opportunity for change, as that lies in the gap between theory and what is actually being observed. We focus on the individual’s relationship to the organization, ways to motivate employees to be productive while maintaining morale, the decision making process, budgeting and implementation. In tracing the evolution from classical public administration through behavioral public administration to what is now considered the “new” public administration, students will come to understand that as administrators their work occurs in a very politically charged environment and is very much affected by external circumstances.

Public Policy (PAA 610 VAL) (2 credits)

This course is intended to introduce students to different methods and/or approaches to the analysis of public policy. Underlying each approach is a specific ethical foundation that drives how policy problems are defined and subsequently solved. Students will learn about the policy process and how that process gets played out in a political environment, which, for all intents and purposes, represents the practical expression of values and/or political ideologies. Approaches to policy will range from the more conventional rational actor model, which parallels the traditional planning model, to the application of political theory for the purposes of teasing out the issues inherent to specific policies. Once these foundations are in place, students will have the opportunity to look at an array of policy issues that as public administrators and/or policy analysts they will have to address in their role as public sector professionals. These policies
include welfare, healthcare, and wage regulation. The tools that students develop in this course will enable them to apply broader theories and methods of policy analysis to the more specific issues they will be engaging in their Constructive Actions.

Research Methods I (PAA 611 SK1) (2 credits)

Research Methods I represents the study of selected quantitative and qualitative methodologies needed to “assess need” in the Constructive Action and ability to select appropriate research methods for application to practical research problems, such as identification of research hypothesis, methods of data collection, techniques of data analysis and presentation and interpretation of project results and findings.

Computer-based Applications for Public Managers (PAA 612 SK2) (2 credits)

The purpose of this course is to introduce the current concepts in computer based information systems design and management. The course prepares the student for practical applications of the course concepts to support students in their professional work life, and academic projects in health care and public administration (e.g. oral presentations using PowerPoint, research reports, practical descriptive statistics using Excel worksheets). The intended focus of the course is operational and oriented toward utilization of management information systems. Students are given the opportunity to use the computer in a number of exercises to gain "hands on" experience with management uses of the computer through word processing, Excel spreadsheets, database management, and PowerPoint presentation software.

PURPOSE 2

Program Implementation and Documentation (PAA 621 CON) (2 credits)

In a Constructive Action document, students will present their plan for a pilot program and program evaluation. They will also report on the implementation of the pilot program.

Field Activity PAA 621 FLD) (1 credit)

Initiating and Managing Organizational Change (PAA 621 PUR) (2 credits)

In this Purpose Dimension seminar, students will design a pilot program, based on the research findings, to address the problem they initially identified or alternative problem uncovered in the research. They will also design a program evaluation to determine the extent of the program’s success. Finally, students will plan the implementation of their pilot programs.
Human Resource Management (PAA 620 SEL) (2 credits)

The public and non-profit sectors are dynamic because workers reflect the impact of governmental rules and regulations, organizational culture and the external environmental factors that they bring to the workplace. The focus of this course therefore will be to seek to better understand how such areas as employee recruitment, staffing, applicable state, local and governmental laws, organizational rules and requirements and other organizational factors ultimately define the field of Human Resource Management.

Non-profit Governance, Management and Marketing (PAA 620 SYS) (2 credits)

This course introduces students to nonprofit management, beginning with the history of philanthropy and the emergence of the nonprofit sector. Classical organizational theory and principles as well as current management and supervision practices are applied to the structure, resources and mission of the nonprofit organization. Special attention is focused on collaborative strategic planning.

Administrative Ethics (PAA 620 VAL) (2 credits)

In the administrative ethics Dimension, we will inquire into how the major traditions of ethical decision making define the professional, organizational, and societal obligations of public administrators and resolve ethical dilemmas that arise within and between these levels of obligation. This Dimension will also examine the ethical issues in planning and implementing organizational change.

Research Methods II (PAA 621 SK1) (2 credits)

This Skills Dimension class is the second course in research methods and a continuation of Research Methods I. It is based on the assumption that public administration practitioners can perform program design and evaluation tasks more effectively if they have knowledge and skills in the principles of quantitative research. This class will continue to introduce students to a variety of tools and techniques for analyzing data and, to make management and policy decisions from such data. The course is designed to provide quantitative tools for managers, evaluators and analysts charged with formally evaluating program implementation and performance. These techniques will also aid the student in completing the Constructive Action "needs assessment" and in developing the Constructive Action Purpose 3 documents.
Budgeting and Financial Management (PAA 622 SK2) (2 credits)

Governments are being forced, whether by taxpayers, lenders or the economic conditions to become more entrepreneurial, more efficient and more effective in how they allocate resources to deliver goods and services. Think the Government Performance Act of 1993. In the last fifteen years, beginning in 1990 with the Chief Fiscal Officers Act, which led to formation of the Federal Accounting Standards Advisory Board, there have been approximately fifteen pieces of legislation aimed at making government more accountable. Accountability is the new "buzz word." In two recent news editorials - - one in The New York Times and the other in the Wall Street Journal - - the editors discussed proposed budget reforms both at the state (New York) and the federal level. This course will engage students in a discussion of how budgeting and financial management are used to shape policy and measure performance in governmental entities. There will also be some discussion and analysis of how budgets shape the ongoing operations of Not-for-Profit organizations. Further, students will engage in discussion and analysis of the social benefits versus the financial and economic costs of providing certain goods and services and examine the financial versus the non-financial measurement metrics for determining a program's or entity's success or failure.

PURPOSE 3______________________________________________________________

Program Evaluation and Recommendations (PAA 631 CON) (2 credits)

The final Constructive Action document will contain a report on the results of a program evaluation, a long-range proposal for service improvement, and a discussion of some of the most important considerations in strategic planning, such as the opportunities and threats represented by trends in the external environment. Students will integrate their work for three semesters into one comprehensive and coherent document.

Long Range Planning for Organizational Improvement (PAA 631 PUR) (2 credits)

In the third Purpose Dimension seminar, students will study the impact of the external environment on their organizations’ programmatic activity and plans for the future. Based on a program evaluation, they will learn how to convert their pilot programs into long-range plans for service improvement in the form of a typical proposal for funding. Students will investigate the opportunities and challenges represented by external political, economic, social and technological trends that figure in long-range and strategic planning.

Field Activity PAA 631 FLD) (1 credit)
Intergovernmental Relations (PAA 630 SEL) (2 credits)

This course is about the American federal system of government, and how the division of power, authority, and functions impacts on the administrative process. We will trace the evolution of the federal system from what was known as dual federalism to cooperative and creative federalism, which today is characteristic of intergovernmental relations. Students will come to understand how much of their functions as agency administrators involve interacting with their counterparts in other units of governance, and that these interactions can facilitate program implementation, insofar as intergovernmental relations are characterized by cooperation. Likewise, they will come to understand that the absence of cooperation greatly hinders effective implementation, and ultimately effective administration.

Public Economics (PAA 630 SYS) (2 credits)

The course for the Systems Dimension 3 is an introductory graduate course in economics principles and policy with emphasis to economics of public sector. It is recognized that public administration practitioners should gain competent knowledge of the functioning of the economic system and economic processes necessary for adequate management and policy decision making.

Politics and Policy (PAA 630 VAL) (2 credits)

This dimension explores the intersection between public policy and politics and how that intersection impacts on the administrative process. Public Administration is ultimately about the implementation of policy in a political universe. Public policy, however, says much about politics and the distribution of power and economic resources. Successful implementation cannot occur without fully grasping the political nature of the policy process. Ultimately what administrators are able to accomplish is not a function of managerial talent or unlimited resources, but what is politically possible. Similarly, what is politically possible affects what public policy in the end looks like.

Strategic Planning and Proposal Writing (PAA 631 SK1) (2 credits)

This Skills Dimension will cover the basic steps in strategic planning and the various types of proposals for funding. It is designed to complement some of the activities in the Purpose Seminar by assisting students in the conversion of their pilot programs into long-range proposals in the context of strategic planning.

Program Evaluation (PAA 632 SK2) (2 credits)
The class for the Skills Dimension in Program Evaluation is a graduate course in the methods of program evaluation employed in public policy and administration. It is based on the assumption that all program and agency stakeholders (e.g. administrators, elected officials, oversight agencies, citizens and staff) must understand the "value" of the programs they are responsible for. Specifically managers need to lead learning organizations in the collection and interpretation of data, which define program and organizational effectiveness. This analysis will ultimately improve both organizational program service deliveries.

Meet the Faculty of the School for Public Affairs and Administration

PROFESSOR

Humphrey Crookendale
Professor
BA, Queens College
JD, Howard University
Master of Public Administration-Public Affairs and Administration Program

Philip Nufrio
Professor
BA, Rutgers University
MPA, Syracuse University
Ph.D., Rutgers University
Master of Public Administration-Public Affairs and Administration Program

Louis Tietje
Professor
BA, Concordia University Chicago
MTS, Lutheran School of Theology at Chicago
Ph.D., Union Theological Seminary
Master of Public Administration-Public Affairs and Administration Program

ASSOCIATE

Charles Gray
Associate Professor
BA, Syracuse University
MSW, New York University
DSW, Yeshiva University
Human Services Program

Pamela Ransom
Associate Professor
BA, Harvard University
Ph.D., Massachusetts Institute of Technology
Master of Public Administration-Public Affairs and Administration Program
PROGRAM DIRECTORS

Humphrey Crookendale, Director, Master of Public Administration – Public Affairs and Administration Program

Ali Gheith, Director, Graduate Program
Emergency and Disaster Management

Chuck Frank, Director, Undergraduate Program
Emergency Management and Business Continuity
Changes in Rules and Policies

Although every effort has been made to assure the accuracy of the information in this Catalog, students and others who use this Catalog should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication.