2026-2027

CATALOG

METROPOLITAN COLLEGE OF NEW YORK

MCNY

FOUNDED BY AUDREY COHEN IN 1964







ACCELERATE YOUR FUTURE

METROPOLITAN COLLEGE OF NEW YORK

MCNY.EDU

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About Metropolitan College of New York (MCNY)



Born out of the idealism and turbulence of the 1960s, Metropolitan College of New York (MCNY) 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.

Audrey 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 Women's 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 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 in Public Affairs and 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.

Today the college continues to be a unique institution in higher education. Its mission explicitly aims to advance social justice. MCNY is an extraordinary community, students 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. The college offers 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 the South Bronx.

MISSION

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.

Approved by the Board of Trustees, September 23, 2003

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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 (NASPAA); National Association of Independent Colleges and Universities (NAICU); Association of American Colleges and Universities (AACU); the Council of Adult and Experiential Learning (CAEL); the Commission on Independent Colleges and Universities (CICU); the Hispanic Association of Colleges and Universities (HACU); and the International Association of Emergency Managers (IAEM).

Master of Science in Education Program

Metropolitan College of New York is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation. The programs listed below have been awarded full initial accreditation by AAQEP through December 31, 2029. Accreditation acknowledges that a program prepares effective educators who continue to grow as professionals and has demonstrated the commitment and capacity to maintain quality.

- Master of Science in Education: Childhood Education 1-6 (Initial/Professional)
- Master of Science in Special Education (Student with Disabilities) (Initial/Professional)

Memberships

- The New York State Association of College for Teacher Education (NYACTE)

The School for Business

The Associate and bachelor's degree in business administration and the MBA programs in Financial Services, General Management, Health Services and Risk Management, and Media Management 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)
- The International Association of Emergency Managers (IAEM)

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. As 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.

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.

Academic Programs

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. 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 a student's 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 and 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 electronically.

Class Standing

MCNY does not use a traditional two semester system. The below indicates the equivalent grade level based on the number of credits a student has earned.

Based on 120 cr. Curriculum Cumulative Credits Earned	Grade Level
0-29	FR
30-59	SO
60-89	JR
90-120	SR
	SR (5th year senior)

Audrey Cohen School for Human Services and Education

Overview

The Audrey Cohen School for Human Services and Education (ACSHE) 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 gained in their studies to take positive action in the organization where they are employed, interning, or student teaching. Both full-time and part-time study is available for undergraduate students.

Undergraduate Degree

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.

A maximum of 32 credits, taken and passed through College-Level Examination Program (CLEP) or DANTES Subject Standardized Tests (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. Students must connect with their 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.

Organization of the Purposes

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.

- □ Purpose Seminar: Instruction relating to the Constructive Action, emphasizing process and research, and exploration and integration of theory through case studies, individual and small group work on thinking, writing, problem-solving, in relation to the Constructive Action and its documentation, and supervised field experience at the worksite or virtual including performance of the Constructive Action - a minimum of 7 hours per week for 14 weeks.

- □ 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 7 hours per week for 14 weeks.

Associate of Arts

All students enrolled in the Associate of Arts degree program must take 48 of their 60 required credits at the College. 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. As of summer 2016, candidates for the associate degree are required to complete Purposes 1-4.

CODE	COURSE TITLE	PURPOSE
PSC 122 SYS	Intro to Human Services	1
BIO CC 180	Human Biology and the Life Sciences	1
ENG CC 110	Critical Thinking and Writing	1
MIS CC 130	Computer Applications	1
SEM 110 PCA	Research & Information Gathering Skills	1
PHI 351 SEL	Theories of Learning	2
SOC 113 SYS	Intro to Social Systems	2
PSY 120 SKI	Introduction to Psychology	2
MTH 124 SKI	Introductory Math	2
PSC CC 140	Political & Economic Philsophy	2
SOC 232 SYS	Sociology of Group Behavior	3
ETH CC 120	Contemporary Values and Classical Ethics	3
PSY 362 SYS	Behavioral Health	3
PSY 232 VAL	Group Values, Norms, and Morality	3
SOC CC 100	Interpersonal Skills	3
SOC 240 SEL	Reflective Practice & Social Justice Skills	4
ART CC 170	Empowerment through the Arts	4
GOV CC 150	American Government	4
HIS CC 200	Social History: Populations at Risk	4
SPE CC 160	Public Speaking	4

Shaded rows indicate the Purpose-specific course(s) unique to this program for that semester.

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. MCNY defines competence as 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.

CODE	COURSE TITLE	PURPOSE
PSC 122 SYS	Intro to Human Services	1
BIO CC 180	Human Biology and the Life Sciences	1
ENG CC 110	Critical Thinking and Writing	1
MIS CC 130	Computer Applications	1
SEM 110 PCA	Research & Information Gathering Skills	1

CODE	COURSE TITLE	PURPOSE
PHI 351 SEL	Theories of Learning	2
SOC 113 SYS	Intro to Social Systems	2
PSY 120 SKI	Introduction to Psychology	2
MTH 124 SKI	Introductory Math	2
PSC CC 140	Political & Economic Philsophy	2
SOC 232 SYS	Sociology of Group Behavior	3
ETH CC 120	Contemporary Values and Classical Ethics	3
PSY 362 SYS	Behavioral Health	3
PSY 232 VAL	Group Values, Norms, and Morality	3
SOC CC 100	Interpersonal Skills	3
SOC 240 SEL	Reflective Practice & Social Justice Skills	4
ART CC 170	Empowerment through the Arts	4
GOV CC 150	American Government	4
HIS CC 200	Social History: Populations at Risk	4
SPE CC 160	Public Speaking	4
SEM 231 SKI	Working with Groups	5
MTH 361SYS	Statistics	5
MIS 351 SKI	Principles of Project Management	5
MKT 231 SEL	Principles of Marketing	5
CIS CC 300	Introduction to Artificial Intelligence	5
SEM 361 PCA	Counseling	6
PSY 361 SKI	Professional Skills for Counseling	6
PSY 361 SEL	Models of Counseling	6
PSY 121 SEL	Social and Devlopmental Psychology I	6
LAW 361 VAL	Legal and Ethical Issues in Counseling	6
SEM 471 PCA	Communities	7
SEM 471 SKI	Teaching and Communication	7
PSC 471 VAL	Comparative Philosophies of Communities	7
PSY 231 SEL	Social and Devlopmental Psychology II	7
MTH 471 SKI	Data Analysis for Understanding Communities	7
SEM 481 PCA	Change Management	8

CODE	COURSE TITLE	PURPOSE
SOC 482 SEL	The Individual, Organization and Social Change	8
MGT 483 SYS	Social Policy and Planned Change	8
PSC 482 VAL	Philosophies of Change	8
SOC 483 SEL	Social Justice & Advocacy	8

Shaded rows indicate the Purpose-specific course(s) unique to this program for that semester.

Human Services Administrative Policies

Grades and Credits

Because the undergraduate 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 to earn the degree.

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 4 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 4 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

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

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.

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 for more information about the process. The application must be completed and submitted to the Coordinator no later than the 9th week of the current semester. Students who are approved for 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

This 46-credit program is designed for prospective teachers who seek 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. The program is 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.

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 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

Master of Science in Education – Mathematics (Grades 7–12)

The MSED in Mathematics 7-12 degree will prepare you for a career as a mathematics teacher in a secondary school. The 1-year, 3-semester, 43-credit program is designed for the person who is committed to the education of all children in diverse urban and suburban schools and has the intellectual capacity, preparation and motivation to pursue an intensive schedule of study and practice. The program leads to initial New York State teacher certification in Mathematics 7-12 upon successfully completing all the courses and passing on the Educating All Students (201) and CST Mathematics (004) state certification tests.

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 aligned to the New York State Teaching Learning Standards and the national standards of the Association for Advancing Quality in Educator Preparation (AAQEP). The program is committed to help teachers explore, evaluate and effectively integrate instructional technologies throughout the curriculum.

Real-World Skills You'll Learn

- Engage in an intensive curriculum combining coursework and secondary-school internships.
- Develop effective teaching strategies and professional relationships within school communities.
- Gain hands-on experience through Constructive Action projects that apply research and pedagogy to authentic teaching contexts.

Purpose-Centered Education

Learning at MCNY is grounded in the belief that students achieve high standards when they apply knowledge and skills to a meaningful Purpose that makes a positive impact on their own lives and those of others. Each semester focuses on a specific Purpose,

serving as the organizing theme for all courses and field experiences.

Dimensions	Semester 1: Purpose 1	Semester 2: Purpose 2	Semester 3: Purpose 3
Purpose Title	Establishing Effective Relationships with Key Constituencies	Teaching Effectively	Meeting the Unique Needs of All Learners
Purpose	Introduction to the Purposed Centered Education	Analysis of Teaching Behavior: Grades 7-9	Analysis of Teaching Behavior: Grades 10-12
Values & Ethics		Current Issues in Mathematics Education	Cultural Diversity
Self & Others	Human Development and Learning	Classroom Management and Academic Growth	Research in Mathematics Education
Systems	Social Issues and Trends in Urban Education	Teaching the Mathematics Curriculum: Algebra, Probability, Statistics and Technology	Teaching the Mathematics Curriculum: Geometry, Discrete Math, Calculus and Technology
Skills	Introduction to Mathematics Education and Technology		Inclusion: Teaching Strategies
Communication	Teaching Literacy through the Content Areas	Literacy, Math and ELLs	Diagnostic and Remedial Techniques in Reading and Mathematics
Dimensions	Semester 1: Purpose 1	Semester 2: Purpose 2	Semester 3: Purpose 3
Constructive Action	Observation and Participation in School and Community Settings (120 hours of field experiences)	Teaching Practicum: Grades 7-9 (35 full days of student teaching)	Teaching Practicum: Grades 10-12 (35 full days of student teaching)
Total Credits	14	13	16

PURPOSE 1 – Developing Effective Relationships with Key Constituencies

In Purpose 1 you are introduced to the Purpose-Centered Education learning and teaching model. A key concept – empowerment – is explored in practice as you as a prospective teacher establishes

professional relationships designed to help children become effective learners and well-developed persons. Both the primary relationships with middle and high school students and the secondary relationships with supervisors, co-workers, parents and professionals from other organizations will be examined. The focus will be on enhancing those relationships and conditions that contribute to the creation and support of quality educational practices.

Purpose Seminar: Introduction to Purpose-Centered Education
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. This course results in the development and submission of the Pre-Student Teaching Constructive Action research document.

Constructive Action: Observation and Participation in School and Community Settings
The use of knowledge from the Dimension classes and integration into the Constructive Action of 120 hours of pre-student teaching expereinces in high-needs secondary mathematics classrooms. The focus for the first semester is the process and knowledge necessary to establish positive, appropriate professional relationships, so that optimum learning environments can be created for youth to be effectively educated. These professional relationships will be examined in relation to the students in middle and high school classrooms as “managers” of learning and the teacher as “facilitator” of learning. Readings and videos supplement the theoretical materials offered in other Dimension classes to strengthen linkages between knowledge and action.

Self and Others: Human Development and Learning
A course for acquiring a range of teaching strategies derived from an examination of pertinent psychological theories and research. A broad view of major theoretical perspectives which guide current teaching methods will be analyzed with reference to classroom applications. Topics include but are not limited to: the process of acquiring and using knowledge, perceptual recognition, attention, memory, imagery and language, student assessment and evaluation. From a developmental, life-span perspective, prospective teachers will construct their own understandings of the teaching-learning process, especially as it pertains to learning, cognition, instruction, and subsequently to establishing professional relationships. Consideration given to identification of students with special needs, with emphasis on the psychological basis of suitable curricula adaptations and methods.

Systems: Social Issues and Trends in Urban Education
Schooling studied in the context of the historical, philosophical and ideological forces that have shaped and continue to shape the character of the society of the United States vis–a–vis current and proposed economic and social policies for American success in a global economy. The current impact of laws and educational policies such as desegregation, affirmative action, bilingual

education and school choice are examined in the light of preparation for world-class citizenry. Additional topics to be discussed include: responsibility of community and its resources to effectively educate all of its young; the extent to which organizations in the community should allocate resources toward the education of the young; the kind of workforce needed for the 21st century and the role of sectors in preparing individuals for these roles. The design of the course enables prospective teachers to understand the political, economic, and social forces that influence the work of educators and their relationships with children, their families and members of the community.

Skills: Introduction to Mathematics Education with Technology
The focus of this course will be the historical, political, sociological and multicultural aspects of mathematics education. Topics include the NCTM content and process standards, the New York State Learning Standards, the cultural and psychological aspects of learning mathematics, constructivist learning theory, reformed-based mathematics curricula, cultural influences on mathematics education and current research in mathematics education. Emphasis on integrating technology to enhance instruction.

Communication Skills: Teaching Literacy through the Content Areas
Teaching the language-related processes with special emphasis on developmental reading. Emphasis on the practices of reading instruction: basic reading strategies, methods of instruction, diagnostic teaching, classroom organization for reading and assessment of reading programs for improvement of instruction. Includes the view of language and the reading processes for middle and high school student. Increasing competence in basic reading strategies, methods of instruction, diagnostic teaching and reading and writing across the mathematics curriculum. Focus on diagnostic and prescriptive teaching. Continued emphasis on the reading/writing relationship and processes.

PURPOSE 2 – Teaching Effectively

Principles, trends, techniques in curriculum instruction, learning theory standards-based assessment. The primary focus of Purpose 2 is to provide each student teacher with the opportunity to synthesize understanding of middle and secondary education and the national and state standards for students. They must apply them successfully to the teaching of elementary students. In their first student teaching practicum, prospective teachers blend theory and practice as materials, activities, standards, subject matter and assessment relate to the primary grades in the context of an actual school classroom. Classroom organization and methods of teaching are also considered.

Purpose Seminar: Analysis of Teaching Behavior
As prospective mathematics teachers proceed into their first 35-day student teaching semester, they increase their awareness of how students are genuinely different and how these differences can be addressed. They begin to create a foundation for their work that includes student variation

and uniqueness as a natural phenomenon. 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 the mathematics classroom and to try out different methods for teaching mathematics content which are tailored to the unique needs of their students. This comprehensive, integrated view of learners embraces students with special needs, including gifted adolescents, those that are intellectually or physically challenged and English New Learners. This course results in the development and submission of the Lesson Planning Constructive Action research document.

Constructive Action: Teaching Practicum – Grades 7-9
Students fuse knowledge from the Dimensions courses into the Constructive Action and its documentation to achieve the Purpose in the first 35 student teaching semester. Discussions about the challenges faced by mathematics teachers today as college students participate in the first of two student teaching fieldwork Facilitating students' academic, social and ethical development through rigorous mathematics curriculum planning; a supportive and well-managed classroom environment; effective mathematics teaching practices; addressing the needs of the community; and, gaining knowledge from community resources; all become part of the student teacher's newly acquired repertoire in pedagogy. Clinical studies of student teaching activities in the classroom are designed to enable students, supervising teacher and faculty to comment on the emerging professional abilities being developed.

Self and Others: Classroom Management and Academic Growth
This course will focus on practicing effective secondary-level classroom management strategies, positive teacher-student relationships, and engaging instruction. The course will have three components: (1) establishing an environment for learning, (2) implementing teaching strategies which are effective with respect to meeting the needs of diverse students, and (3) coping with challenges.

Systems: Teaching Algebra, Probability and Statistics with Technology
This course will focus on teaching strategies, content, and pedagogical content knowledge for teaching algebra, probability and data analysis at the secondary level through the examination of reform-based curricula meeting NCTM and state standards. Topics include relations and functions, sequences and series, displaying univariate data, regression analysis, linear programming, discrete and continuous probability functions, and experimental and theoretical probability. Problem solving and critical thinking skills will be emphasized. The class will incorporate the use of the graphing calculator, computer software and Internet resources. Emphasis on integrating technology to enhance instruction.

Communication Skills: Literacy, Math and ENLs
Includes the view of language and the reading processes for the middle and high school student.

Increasing competence in basic reading strategies, methods of instruction, diagnostic teaching and reading and writing across the mathematics curriculum. Focus on diagnostic and prescriptive teaching. Continued emphasis on the reading/writing relationship and processes.

PURPOSE 3 – Analysis of Teaching Behavior

As prospective mathematics teachers proceed into their second 35 days student teaching semester, they increase their awareness of how students are genuinely different and how these differences can be addressed. They begin to create a foundation for their work that includes student variation and uniqueness as a natural phenomenon. 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 the mathematics classroom and to try out different methods for teaching mathematics content which are tailored to the unique needs of their students. This comprehensive, integrated view of learners embraces students with special needs, including gifted adolescents, those that are intellectually or physically challenged and English New Learners

Purpose Seminar: Analysis of Teaching Behavior (EDU 530 PUR)

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 children. 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 10-12

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 students. Knowledge of the commonality of basic needs and developmental stages of high school students serve as a background for building on the strengths of children who are in need of specialized teaching. As theory from the Dimensions combines with practice in this seminar, student teachers examine the day-to-day responsibilities and concerns, including classroom management, and the interplay between student performance and mathematics curricula expectations. Presentations of student practice include reports, observations and recordings and analysis of student learning and behavior.

Self and Others: Cultural Diversity

As prospective teachers realize the importance of the arts in the cognitive, emotional, social and physical development of students, they select age-appropriate materials, activities and techniques which reflect cultural traditions in response to the unique needs of diverse students in inclusive

settings. Exploration of nonverbal, non-discursive ways of knowing and feeling, together with an understanding of the ways in which diversity enhances academic curriculum, opportunities for creative problem-solving and critical thinking.

Systems: Teaching Geometry, Discrete Math, and Calculus with Technology
This course will focus on teaching strategies, content, and pedagogical content knowledge for teaching geometry, discrete math and calculus through the examination of reform-based curricula meeting NCTM and state standards. Topics will include Euclidean and non-Euclidean geometries, analytic and transformational geometry, fractals, logic and set theory, graph theory and networking, precalculus and calculus concepts. The class will incorporate the use of graphing calculators, computer software and Internet resources. Problem solving and critical thinking skills will be emphasized. Emphasis on integrating technology to enhance instruction.

Technical Skills: Inclusion: Teaching Strategies and Classroom Management
Emphasis placed on the development of specific curriculum materials, assessment methodologies and teaching strategies for youngsters in diverse and inclusive middle and high school classrooms. Focus on the daily aspects of classroom management with particular attention given to the importance of classroom management procedures to instructional practices. Theoretical perspectives deepen understanding of the collective behavior of youth, as well as the factors that influence this behavior. Consideration of various behavior interventions that emphasize coping strategies and more acceptable alternatives to problem behavior. Attention to families and other adults in working with children who may have behavioral issues.

Self and Others: Research in Mathematics Education
This course will focus on a variety of topics related to research on the teaching/learning of mathematics at the secondary school level.

Communication Skills: Diagnostic and Remedial Techniques in Secondary Reading
Focus on effective approaches in working with youngsters with reading, writing and language problems in secondary classroom programs. Knowledge of the commonality of basic needs and developmental stages of middle and high school students as a background for building on the strengths of youth with literacy difficulties. Prospective teachers gain competence in assessment and instruction related to students' difficulties, strengths and needs. Naturalistic and standardized assessment protocols will be examined, analyzed and demonstrated, with theoretical knowledge of preventive and corrective approaches applied to practice. Emphasis will be on the formal and informal procedures that match reading instruction to the individual student's needs. Consideration of reading and writing in the mathematics content area provide opportunities to select and adapt materials and texts to meet the needs of unique learners.

Credentialed Alcohol and Substance Abuse Counseling Certificate Program (CASAC)

This is a non-degree certificate program approved by the New York State Office of Addiction Services and Supports (OASAS) to provide the 350-hour educational component required for a CASAC Credential

Please Note: In addition to the 350-hour course curriculum, students are also required to complete eight online trainings designated by OASAS. These must all be completed before receiving their certificate of completion.

The CASAC program is currently offered synchronously online on a rotating continuous basis and may be completed in two semesters. Classes are small and taught by OASAS Credentialed Instructors. A high school diploma or GED is required to enroll in the program. Information about acquiring the CASAC Credential can be found on the OASAS website.

Course Descripions

CASAC # 001: Overview of Substance Use Disorder/Including Alcohol and Nicotine Dependency and Gambling Addiction Treatment: Psychosocial and Pharmacological Counseling

CASAC #002: Overview of Substance Use Disorder and Chemical Dependency Treatment Within the Context of the Family

CASAC #003: Signs, Symptoms and Stages of Substance Use Disorder/Problem/Pathological Gambling and Co-Existing Disorders

CASAC #004: Group Counseling Skills/Techniques in Addressing Substance Use Disorder

CASAC # 005: Professional Ethics and Confidentiality in Substance Use Disorder/Chemical Dependency Counseling

CASAC #006: Diverse Populations, Cultural Competence and Multicultural Issues in the Treatment of Substance Use Disorder

CASAC #007: Theories and Principles of Substance Use Disorder/Counseling

CASAC #008: Assessment and Treatment Planning with Substance Use Disorder/Consumers

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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 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. Full and 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.

CODE	COURSE TITLE	PURPOSE
BUS 111 SYS	Principles of Business	1
BIO CC 180	Human Biology and the Life Sciences	1
ENG CC 110	Critical Thinking and Writing	1
MIS CC 130	Computer Applications	1
SEM 110 PCA	Research & Information Gathering Skills	1
BUS 121 SYS	Principles of Management	2
PSY 120 SKI	Introduction to Psychology	2
SOC 113 SYS	Intro to Social Systems	2
MTH 124 SKI	Introductory Math	2
PSC CC 140	Political & Economic Philsophy	2
ECO 241 SYS	Microeconomics	3
ETH CC 120	Contemporary Values and Classical Ethics	3
PSC 362 SYS	Behavioral Health	3
PSY 232 VAL	Group Values, Norms, and Morality	3
SOC CC 100	Interpersonal Skills	3
ACC 231 SKI	Principles of Accounting	4
ART CC 170	Empowerment through the Arts	4
GOV CC 150	American Government	4
HIS CC 200	Social History: Populations at Risk	4
SPE CC 160	Public Speaking	4

Shaded rows indicate the Purpose-specific course(s) unique to this program for that semester.

Bachelor of Business Administration

The Bachelor's degree program offered through the School for Business is performance- based. This means that every student must demonstrate competence in each of the eight Purposes 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.

CODE	COURSE TITLE	PURPOSE
BUS 111 SYS	Principles of Business	1
BIO CC 180	Human Biology and the Life Sciences	1
ENG CC 110	Critical Thinking and Writing	1
MIS CC 130	Computer Applications	1
SEM 110 PCA	Research & Information Gathering Skills	1
BUS 121 SYS	Principles of Management	2
PSY 120 SKI	Introduction to Psychology	2
SOC 113 SYS	Intro to Social Systems	2
MTH 124 SKI	Introductory Math	2
PSC CC 140	Political & Economic Philsophy	2
ECO 241 SYS	Microeconomics	3
ETH CC 120	Contemporary Values and Classical Ethics	3
PSC 362 SYS	Behavioral Health	3
PSY 232 VAL	Group Values, Norms, and Morality	3
SOC CC 100	Interpersonal Skills	3
ACC 231 SKI	Principles of Accounting	4
ART CC 170	Empowerment through the Arts	4
GOV CC 150	American Government	4
HIS CC 200	Social History: Populations at Risk	4
SPE CC 160	Public Speaking	4

CODE	COURSE TITLE	PURPOSE
ECO 231 SYS	Macroeconomics	5
MTH 361SYS	Managerial Statistics	5
MIS 351 SKI	Principles of Project Management	5
MKT 231 SEL	Principles of Marketing	5
CIS CC 300	Introduction to Artificial Intelligence	5
BUS 351 SEL	Organizational Theory and Behavior	6
BUS 471 SKI	Operations Management	6
FLD 122 PCA	Developing Team Dynamics	6
LAW 351 SYS	Business Law	6
MGT 241 SEL	Entrepreneurship	6
ACC 241 SKI	Principles of Accounting II	7
BUS 472 SEL	International Business and Economics	7
FIN 472 SYS	Principles of Finance	7
FIN 482 SKI	Financial Analysis and Modeling	7
FLD 472 PCA	Creating Financial Plans	7
BUS 481 SYS	Strategic Planning	8
ECO 481 SEL	E-commerce and Digital Economy	8
ENG 361 VAL	Managerial and Business Writing	8
FLD 482 PCA	Actualization of the Business Plan	8
MKT 361 SKI	Advertising and Public Relations	8

Shaded rows indicate the Purpose-specific course(s) unique to this program for that semester.

Bachelorof Business Administration in Healthcare Systems Management

The Bachelor 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.

CODE	COURSE TITLE	PURPOSE
BUS 111 SYS	Principles of Business	1
BIO CC 180	Human Biology and the Life Sciences	1
ENG CC 110	Critical Thinking and Writing	1
MIS CC 130	Computer Applications	1
SEM 110 PCA	Research & Information Gathering Skills	1
HSM 121 SEL	Health Services Management I	2
PSY 120 SKI	Intro to Psychology	2
MTH 124 SKI	Introductory Math	2
PSC CC 140	Political & Economic Philsophy	2
SOC 113 SYS	Intro to Social Systems	2
HSM 111 SEL	Anatomy and Physiology	3
ETH CC 120	Contemporary Values and Classical Ethics	3
PSC 362 SYS	Behavioral Health	3
PSY 232 VAL	Group Values, Norms, and Morality	3
SOC CC 100	Interpersonal Skills	3
ACC 231 SKI	Principles of Accounting	4
ART CC 170	Empowerment through the Arts	4
GOV CC 150	American Government	4
HIS CC 200	Social History: Populations at Risk	4
SPE CC 160	Public Speaking	4
HSM 361 SEL	Health Infomatics	5
MTH 361SYS	Managerial Statistics	5
MIS 351 SKI	Principles of Project Management	5

CODE	COURSE TITLE	PURPOSE
MKT 231 SEL	Principles of Marketing	5
CIS CC 300	Introduction to Artificial Intelligence	5
HSM 111 SKI	Medical Terminology	6
HSM 231 SEL	Health Services Management II	6
HSM 241 PCA	Assessing Community Healthcare Needs	6
HSM 242 VAL	Diversity in Healthcare	6
HSM 242 SEL	Community Healthcare Services	6
HSM 121 SKI	Medical Insurance	7
HSM 361 SYS	Healthcare Human Resource Management	7
HSM 471 PCA	Managing Fiscal and Economic Resources in Healthcare	7
HSM 471 SKI	Medical Coding and Billing Procedures	7
HSM 471 SYS	Healthcare Financing	7
HSM 482 VAL	Regulatory Aspect of Healthcare	8
HSM 241 SKI	Pathophysiology	8
HSM 481 SYS	Technology and Innovation in Healthcare	8
HSM 481 SEL	Introduction to Gerontology	8
HSM 481 PCA	Creating a Business Plan for Innovation	8

Shaded rows indicate the Purpose-specific course(s) unique to this program for that semester.
Shared with Business

Associate of Applied Science Information Technology

The Associate of Applied Science in Informational Technology 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. 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.

CODE	COURSE TITLE	PURPOSE
ITM 111 SEL	Computer Hardware Troubleshooting	1
BIO CC 180	Human Biology and the Life Sciences	1
ENG CC 110	Critical Thinking and Writing	1
MIS CC 130	Computer Applications	1
SEM 110 PCA	Research & Information Gathering Skills	1
ITM 121 SEL	Operating Systems	2
PSY 120 SKI	Introduction to Psychology	2
SOC 113 SYS	Intro to Social Systems	2
MTH 124 SKI	Introductory Math	2
PSC CC 140	Political & Economic Philsophy	2
ITM 111 SKI	Computer Lanugage & Quant Reasoning	3
ETH CC 120	Contemporary Values and Classical Ethics	3
PSY 362 SYS	Behavioral Health	3
PSY 232 VAL	Group Values, Norms, and Morality	3
SOC CC 100	Interpersonal Skills	3

CODE	COURSE TITLE	PURPOSE
ITM 121 SYS	Computer Network Systems	**4**
ART CC 170	Empowerment through the Arts	**4**
GOV CC 150	American Government	**4**
HIS CC 200	Social History: Populations at Risk	**4**
SPE CC 160	Public Speaking	**4**

Shaded rows indicate the Purpose-specific course(s) unique to this program for that semester.

Bachelorof Business Administration in Information Technology Management

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. This Purpose-Centered program focusing on information technology 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.

CODE	COURSE TITLE	PURPOSE
ITM 111 SEL	Computer Hardware Troubleshooting	1
BIO CC 180	Human Biology and the Life Sciences	1
ENG CC 110	Critical Thinking and Writing	1
MIS CC 130	Computer Applications	1
SEM 110 PCA	Research & Information Gathering Skills	1
ITM 121 SEL	Operating Systems	2
PSY 120 SKI	Introduction to Psychology	2
SOC 113 SYS	Intro to Social Systems	2
MTH 124 SKI	Introductory Math	2
PSC CC 140	Political & Economic Philsophy	2
ITM 111 SKI	Computer Lanugage & Quant Reasoning	3
ETH CC 120	Contemporary Values and Classical Ethics	3
PSY 362 SYS	Behavioral Health	3
PSY 232 VAL	Group Values, Norms, and Morality	3
SOC CC 100	Interpersonal Skills	3

CODE	COURSE TITLE	PURPOSE
ITM 121 SYS	Computer Network Systems	**4**
ART CC 170	Empowerment through the Arts	**4**
GOV CC 150	American Government	**4**
HIS CC 200	Social History: Populations at Risk	**4**
SPE CC 160	Public Speaking	**4**
ITM 471 SEL	Risk Management & Quality Control	**5**
MTH 361SYS	Statistics	**5**
MIS 351 SKI	Principles of Project Management	**5**
MKT 231 SEL	Principles of Marketing	**5**
CIS CC 300	Introduction to Artificial Intelligence	**5**
ACC 231 SKI	Principles of Accounting	**6**
ITM 231 SKI	Privacy Security and Compliance	**6**
ITM 351 PCA	Design an IT Tech Support System	**6**
ITM 351 SEL	Desktop Support & Client Services	**6**
ITM 351 SYS	Cloud Computing and Saas	**6**
BUS 111 SYS	Principles of Business	**7**
ITM 241 SKI	Active Directory Management	**7**
ITM 361 PCA	Managing Change in IT	**7**
ITM 361 SKI	Data Analytics	**7**
ITM 361 SYS	Mobile Applications & Web Develop	**7**
ITM 471 SYS	DBase Development and Administration	**8**
ITM 481 PCA	Implementing and Managing IT Project	**8**
ITM 481 SEL	Product Life Cycle	**8**
ITM 481 SYS	Strategic Systems Analysis	**8**
ITM 481 VAL	Cyber-Security Management	**8**

Shaded rows indicate the Purpose-specific course(s) unique to this program for that semester.
Shared with Business

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.

MBA in Business Administration

MCNY's MBA in Business Administration 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.

24 common core credits (8 classes) are fundamentals and analytical courses that lay the groundwork for understanding business principles and honing critical thinking skills.

These courses also serve as a vibrant platform for connecting and collaborating with your cohort, fostering lasting professional relationships along the way.

The program is offered online with these concentration options: Finance, General Management, Healthcare Management, Marketing & Communications, and Nonprofit Management.

Finance Concentration

CODE	COURSE TITLE	PURPOSE
GMT 615 SYS	Intra and Entrepreneurship & Business Management	1
GMT 725 VAL	Project Leadership	1
MBA 615 SKI	Managerial Accounting	1
MBA 725 SKI	Managerial Economics	1
GMT 725 SYS	Organizational Behavior, Development	2
MBA 735 INT	Global Business and International Practicum	2
MBA 735 PCA	Strategic Management and Evaluation	2
MBA 735 SKI	Managerial Finance	2
FIN 615	Banking Management	3
FIN 725	Insurance Management	3
FIN 726 SEL	Financial Services Marketing	3
FIN 726 SYS	Taxation and Compliance	3

Shaded rows indicate courses specific to the Finance Concentration; unshaded rows are Shared MBA Classes.

General Management Concentration

CODE	COURSE TITLE	PURPOSE
GMT 615 SYS	Intra and Entrepreneurship & Business Management	1
GMT 725 VAL	Project Leadership	1
MBA 615 SKI	Managerial Accounting	1
MBA 725 SKI	Managerial Economics	1
GMT 725 SYS	Organizational Behavior, Development	2
MBA 735 INT	Global Business and International Practicum	2
MBA 735 PCA	Strategic Management and Evaluation	2
MBA 735 SKI	Managerial Finance	2
GMT 615 SEL	Emerging Technologies & Business	3
GMT 615 VAL	Business Law & Ethics	3
GMT 725 SEL	Marketing in a Flat World	3
GMT 735 SEL	People, Conflict, Negotiation & Resolution	3

Shaded rows indicate courses specific to the General Management Concentration; unshaded rows are Shared MBA Classes.

Marketing & Communications Concentration

CODE	COURSE TITLE	PURPOSE
GMT 615 SYS	Intra and Entrepreneurship & Business Management	1
GMT 725 VAL	Project Leadership	1
MBA 615 SKI	Managerial Accounting	1
MBA 725 SKI	Managerial Economics	1
GMT 725 SYS	Organizational Behavior, Development	2
MBA 735 INT	Global Business and International Practicum	2
MBA 735 PCA	Strategic Management and Evaluation	2
MBA 735 SKI	Managerial Finance	2
MKT 615	Integrated Marketing Communications	3
MKT 725	Digital and Social Media Marketing	3
MKT 735	Marketing Research & Analytics	3
MKT 736	PR & Communications in Marketing	3

Shaded rows indicate courses specific to the Marketing & Communications Concentration; unshaded rows are Shared MBA Classes.

Nonprofit Management Concentration

CODE	COURSE TITLE	PURPOSE
GMT 615 SYS	Intra and Entrepreneurship & Business Management	1
GMT 725 VAL	Project Leadership	1
MBA 615 SKI	Managerial Accounting	1
MBA 725 SKI	Managerial Economics	1
GMT 725 SYS	Organizational Behavior, Development	2
MBA 735 INT	Global Business and International Practicum	2
MBA 735 PCA	Strategic Management and Evaluation	2
MBA 735 SKI	Managerial Finance	2
NPM 615	Human Resource Mgmt in Nonprofit Orgs	3
NPM 630	Social Entrepreneurship and Sustainability	3
NPM 725	Nonprofit Governance Management	3
NPM 736	Strategic Planning, Fundraising	3

Shaded rows indicate courses specific to the Nonprofit Management Concentration; unshaded rows are Shared MBA Classes.

Healthcare Management Concentration

CODE	COURSE TITLE	PURPOSE
GMT 615 SYS	Intra and Entrepreneurship & Business Management	1
GMT 725 VAL	Project Leadership	1
MBA 615 SKI	Managerial Accounting	1
MBA 725 SKI	Managerial Economics	1
GMT 725 SYS	Organizational Behavior, Development	2
MBA 735 INT	Global Business and International Practicum	2
MBA 735 PCA	Strategic Management and Evaluation	2
MBA 735 SKI	Managerial Finance	2
HSM 615 VAL	HC Policy & Legal Issues	3
HSM 616 SYS*	Healthcare Operations	3
HSM 726 SEL*	Telehealth and Digital Health Technology	3
HSM 616 SEL*	Healthcare Marketing	3

Shaded rows indicate courses specific to the Healthcare Management Concentration; unshaded rows are Shared MBA Classes.

HSM 616 SYS was recoded 2/7/25 from HSM 725. HSM 726 SEL was recoded 2/7/25 from HSM 735. HSM 616 SEL was recoded 2/7/25 from HSM 736.

MBA in Health Services and Risk Management

The fully online MBA in Health Services and Risk Management Program at Metropolitan College of New York is designed to meet the life style demands of the working professional in the healthcare services field. This program will enable sector professionals to pursue an MBA degree without interrupting their work schedule, and allowing the option to pursue the goal of advancing to executive positions.

The degree comprises three Purposes, 4 courses in each purpose, totaling 12 courses (36 credits) in the program. All courses will be taught asynchronously and online. This means that there will be no formal class time or scheduled zoom sessions, instead, the students will manage all the learning material and assignments and exams on their own time, and via the MCNY Moodle shell. They will communicate with their professors and classmate remotely and online. The online format presents the advantage of time saving and the flexibility to tailor the work/study schedules to each student's life routine. However, the privileges of online asynchronous studies are offset by a high degree of discipline on the side of the students to keep up with the study material and to submit the work in a timely manner.

Our Purpose-Centered Education (PCE) Model will help you learn by blending theory and real-world practice. As such, at the onset of the program, you will be required to identify a Healthcare entre/intrapreneurial project of your choice and progressively complete the project during the course of your education in purposes 1 – 3. On the 3rd term, guided by an instructor, you will submit a complete business plan (CA) document, encompassing various aspects of your business venture. While advancing your degree, you could also be involved with the "Start-Up Incubator Program," where you will put your acquired information to actual entrepreneurial projects and career advancement alongside your education.

CODE	COURSE TITLE	PURPOSE
HSM 615 VAL	Healthcare Policy & Legal Issues	1
HSM 616 SEL	Healthcare Marketing	1
HSM 616 SYS	Healthcare Operations	1
MBA 615 SKI	Managerial Accounting	1
HSM 725 VAL	Healthcare Risk and Quality Management	2
HSM 726 SEL	Telehealth & Digital Health Technology	2
HSM 725 SYS	Healthcare Data Analytics	2
MBA 725 SKI	Managerial Economics	2
HSM 735 PCA	Strategic Healthcare Industry Management	3
HSM 735 SEL	Healthcare Project Leadership	3
MBA 735 INT	Global Business and International Practicum	3
MBA 735 SKI	Managerial Finance	3

Shaded rows indicate Health Services and Risk Management curriculum classes; unshaded rows are Shared MBA Classes.

MS in Project Management

Master's in Project Management is a one year accelerated program awarding 36 credits. The degree consists of six core courses, three advanced courses, and three constructive action courses. The Constructive Action(CA) courses provide the experiential component to the degree where students apply the learning in other dimensions during each semester to real life project. While earning a project management degree, students cultivate the knowledge and skills necessary to complete project-based work in diverse industries. The MS in Project Management will prepare professionals with budgeting, leadership, communication, and organization skills. Students will learn resource allocation, time management, strategies and negotiation, initiation and planning, implementation and closure.

Additionally, the MS in Project Management program curriculum prepares the students for Project Management Institute (PMI) certifications.

CODE	COURSE TITLE	PURPOSE
MPM 610 PCA	CA 1: Strategic Project Research and Analysis	1
MPM 610 SEL	Communications in Project Management	1
MPM 610 SKI	Project Scope Management	1
MPM 610 SYS	Principles of Project Management	1
MPM 620 PCA	CA 2: Strategic Project Planning and Analysis	2
MPM 620 SEL	Planning and Scheduling Projects	2
MPM 620 SKI	Project Cost Management	2
MPM 620 SYS	Project Resource Management	2
MPM 630 PCA	CA 3: Strategic Project Management – Implementation & Evaluation	3
MPM 630 SKI	Project Risk and Quality Management	3
MPM 630 SYS	Procurement and Supply Chain Management and Legal Aspects	3
MPM 630 VAL	Ethics in Project Management	3

MS in Health Informatics

Master's in Health Informatics is a one-year program consisting of 12 courses (36 credits) typically taken in 3 terms. Offering of this MS degree commenced in the Fall 2024, as a result of the need to keep up with the rapid advancement of machine-learning algorithms and artificial intelligence emulating human cognition in the analysis, interpretation, and comprehension of complicated medical and healthcare data.

The field of Health Informatics facilitates improvement in several aspects of healthcare delivery including diagnosis processes, treatment protocol development, drug development, personalized medicine, and patient monitoring and care and more.

CODE	COURSE TITLE	PURPOSE
HIP 510	Introduction to Health Informatics and Health Information Systems	1
HIP 511	The Business of Health Informatics	1
HIP 512	Security and Privacy in Health Informatics	1
HIP 513	Biomedical Sciences and Healthcare IT	1
HIP 620	Clinical Informatics	2
HIP 621	Introduction to Data Mining and Visualization	2
HIP 622	Database Management Systems	2
HIP 623	Leading and Managing Clinical Information Systems Projects and Change	2
HIP 730	Healthcare Information Technology Project Management	3
HIP 731	Artificial Intelligence in Healthcare	3
HIP 732	Analysis and Reporting in Healthcare	3
HIP 733	Big Data and Information Systems	3

Faculty and Administration for the School for Business

Mahbubul Joarder
Associate Dean
LL.B, University of Dhaka LL.M, University of London LL.M, New York University
PhD, Islamic University Chittagong
PgDBA, Islamic University Chittagong
MDBA, Training and Advanced Studies in Management and Communications CMC, Institute of Management Consultants
CAPM, Project Management Institute

Dr. Setareh Sharif
Director MBA Health Services & Risk Management
MPH - Medical Entomology - Tehran University
PhD - Developmental & Cell Biology - Southern Illinois University MBA - Finance - Fordham Graduate School of Business

PROFESSOR

David Rosner
BA Vassar College MA, Brown University Ph.D. Brown University

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ASSOCIATE PROFESSORS

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BA, Yeshiva College of Yeshiva University MBA, New York University

Sarah Ceballos
BA, University of Texas at San Antonio MA, University of the Incarnate Word PhD, Our Lady of the Lake University

ASSISTANT PROFESSOR **Alexander Rodriguez** BS, Monroe College
MS, Mercy College

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 Public Affairs and Administration and the MPA in Emergency and Disaster Management.

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 120 credits. The bachelor's 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 in 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). The purpose of PAA is to encourage and recognize the outstanding accomplishment of students and faculty in the 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 is limited to those students pursuing the Master of Public Administration in either the Public Affairs and Administration or Emergency Disaster Management program at Metropolitan College of New York (MCNY). The MCNY chapter includes the following classes of membership: student, alumni, faculty, and honorary. Following induction, all 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 the PAA faculty advisor ONLY after a 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 in 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. Sophie Lee at jlee@mcny.edu.

Master of Public Administration – Emergency and Disaster Management

The Master 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. An on-site study component which consists of either a seven to 10-day excursion or a seven-day trip to the International Association of Emergency Planners Annual Conference can be included.

To accommodate working professionals, classes meet on Wednesday and Friday evenings and Saturday mornings/afternoons.

This unique program integrates the College's Purpose-Centered System of Education where student will develop actual all hazards comprehensive emergency management plans those 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 responsibilities based on their expertise and availability.

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, 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.

During the month of June in each academic year, the program can hold a five-day on-site residency. 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.

AA/BA in Emergency Management and Business Continuity

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 120 credits. The bachelor's 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 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

CODE	COURSE TITLE	PURPOSE
EMB 110 SYS	Intro to Homeland Security	1
BIO CC 180	Human Biology and the Life Sciences	1
ENG CC 110	Critical Thinking and Writing	1
MIS CC 130	Computer Applications	1
SEM 110 PCA	Research & Information Gathering Skills	1

CODE	COURSE TITLE	PURPOSE
EMB 120 SYS	Intro to Emergency Management	2
SOC 113 SYS	Intro to Social Systems	2
PSY 120 SKI	Introduction to Psychology	2
MTH 124 SKI	Introductory Math	2
PSC CC 140	Political & Economic Philsophy	2
ETH CC 120	Contemporary Values and Classical Ethics	2
EMB 230 SYS	Intro to Business Continuity	3
PSC 362 SYS	Behavioral Health	3
PSY 232 VAL	Group Values, Norms, and Morality	3
SOC CC 100	Interpersonal Skills	3
EMB 240 SKI	Cyber Security	4
ART CC 170	Empowerment through the Arts	4
GOV CC 150	American Government	4
HIS CC 200	Social History: Populations at Risk	4
SPE CC 160	Public Speaking	4
EMB 120 SEL	Psychology of Disaster	5
MTH 361SYS	Managerial Statistics	5
MIS 351 SKI	Principles of Project Management	5
MKT 231 SEL	Principles of Marketing	5
CIS CC 300	Introduction to Artificial Intelligence	5
EMB 230 PCA	Negotiating & Promoting a Risk Anaylsis	6
EMB 230 SEL	Understanding Terrorism	6
EMB 350 SKI	Computer Mapping	6
EMB 360 SYS	Disaster Response Recovery	6
EMB 470 SYS	ICS/EOC Interface	6
EMB 350 PCA	Managing Information and Communication	7
EMB 350 SYS	Disaster Mitigation and Preparedness	7
EMB 470 PCA	Initiating and Testing a Disaster Plan	7
EMB 470 SKI	Exercising and Mantaining a Plan	7
EMB 480 SEL	EM for Tourism, Hospitality, and Travel Management	7
EMB 360 SKI	Intel and Investigations in Homeland Security	8

CODE	COURSE TITLE	PURPOSE
EMB 470 SEL	Natural Disaster Planning for Communities	8
EMB 470 VAL	Homeland Security Law and Policy	8
EMB 480 PCA	Revising, Improving, and Submitting a Plan	8
EMB 480 SYS	Business and Industry Crisis Management	8

Shaded rows indicate the Purpose-specific course(s) unique to this program for that semester.

Bachelor of Science in Nonprofit Management

Students in MCNY's Nonprofit Management bachelor's program will gain a foundational understanding of how nonprofits are formed and managed. Through a combination of curriculum instruction and field experience, students will explore the nonprofit sector and develop innovative strategies to address the complex challenges faced by these organizations.

This program offers a comprehensive analysis of nonprofit organizations, covering areas such as fundraising, marketing, grants, financial management, personnel, lobbying, quality, risk management, and coalition-building. Students are prepared to strengthen fiscal sustainability, foster strategic vision and growth, and lead organizations in their efforts to provide services and resources to vulnerable populations.

Over eight semesters, students will complete program-specific courses, in addition to the liberal arts core courses required by the state of New York. Course descriptions can be found in the Course Sections.

CODE	COURSE TITLE	PURPOSE
NPM 110 PUR	Self-Assessment and Civil Service Preparedness	1
BIO CC 180	Human Biology and the Life Sciences	1
ENG CC 110	Critical Thinking and Writing	1
MIS CC 130	Computer Applications	1
SEM 110 PCA	Research & Info Gathering Skills	1
NPM 110 SEL	Introduction to Nonprofit Organizations	2
PSY 120 SKI	Introduction to Psychology	2
SOC 113 SYS	Intro to Social Systems	2
MTH 124 SKI	Introductory Math	2
PSC CC 140	Political & Economic Philosophy	2
NPM 110 SYS	Introduction to Public Administration	3
ETH CC 120	Contemporary Values and Classical Ethics	3
PSC 362 SYS	Behavioral Health	3

CODE	COURSE TITLE	PURPOSE
PSY 232 VAL	Group Values, Norms, and Morality	3
SOC CC 100	Interpersonal Skills	3
NPM 110 VAL	Public Service Values	4
ART CC 170	Empowerment through the Arts	4
GOV CC 150	American Government	4
HIS CC 200	Social History: Populations at Risk	4
SPE CC 160	Public Speaking	4
NPM 110 SKI	Law and Society	5
CIS CC 300	Introduction to Artificial Intelligence	5
MIS 351 SKI	Principles of Project Management	5
MKT 231 SEL	Principles of Marketing	5
MTH 361 SYS	Statistics	5
NPM 360 PUR	Applying Strategic Management	6
NPM 360 VAL	Fundraising and Grant Writing	6
NPM 360 SEL	Strategic Management and Planning	6
NPM 360 SYS	Nonprofit Law	6
NPM 360 SKI	Fiscal Management in Nonprofit Organizations	6
NPM 470 PUR	Practicing Leadership	7
NPM 470 VAL	Nonprofit Management and Leadership	7
NPM 470 SEL	Managing External Collaboration and Networks	7
NPM 470 SYS	Organizational Behavior and Leadership	7
NPM 470 SKI	Human Resource Management in the Public Sector	7
NPM 480 PUR	Empowering Civic Engagement	8
NPM 480 VAL	Nonprofit Careers & Responsible Citizenship	8
NPM 480 SEL	Voluntary Action and Community Leadership	8
NPM 480 SYS	Social Entrepreneurship	8
NPM 480 SKI	Service Learning for Community Development	8

Shaded rows indicate the Purpose-specific course(s) unique to this program for that semester.

Master of Public Administration

This unique, three-term Master of Public Administration – Public Affairs and Administration Program 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 and concentrates on an area essential to building leadership careers in public service and nonprofit administration.

Students can choose from one of the following three concentrations: Public Administration, Nonprofit Management, or Healthcare Management. Over the course of three semesters, students will take one, one, and two concentration-specific courses, respectively.

The three Purposes are inter-related and lead to the completion of a Constructive Action (the equivalent of a thesis in more theoretical programs). An extensive research component is integrated into each term's requirements. Graduate students are awarded the Master of Public Administration (MPA) degree upon the successful completion of 36 credits (12 credits per term) and a grade point average of 3.0.

A simplified curriculum chart is provided below

Public Administration Concentration

CODE	COURSE TITLE	PURPOSE
MPA 610 SK1	Research Methods I	1
MPA 611 PUR	Identifyiing Opportunities for Org Change	1
MPA 611 SYS	Intro to Public Administration	1
MPA 611 VAL	Public Policy	1
MPA 620 SK1	Research Methods II	2
MPA 621 PUR	Initiating and Managing Organizational Change	2
MPA 620 SK2	Budgeting and Financial Management	2
MPA 611 SEL	Organizational Behavior in Public and Nonprofit Organizations	2
MPA 630 SK2	Program Evaluation	3

CODE	COURSE TITLE	PURPOSE
MPA 631 PUR	Long Range Planning for Service Improvement	3
MPA 631 SYS	Public Economics	3
MPA 631 VAL	Politics and Policy	3

Shaded rows indicate courses specific to the Public Administration Concentration; unshaded rows are Shared MPA Classes.

Nonprofit Management Concentration

CODE	COURSE TITLE	PURPOSE
MPA 610 SK1	Research Methods I	1
MPA 611 PUR	Identifyiing Opportunities for Org Change	1
MPA 611 SYS	Intro to Public Administration	1
NPM 736	Strategic Planning, Fundraising, and Proposal Writing	1
MPA 620 SK1	Research Methods II	2
MPA 621 PUR	Initiating and Managing Organizational Change	2
MPA 620 SK2	Budgeting and Financial Management	2
NPM 725	Nonprofit Governance and Management	2
MPA 630 SK2	Program Evaluation	3
MPA 631 PUR	Long Range Planning for Service Improvement	3
NPM 615	Human Resource Management in NonProfit Organizations	3
NPM 630	Social Entrepreneurship and Sustainability	3

Shaded rows indicate courses specific to the Nonprofit Management Concentration; unshaded rows are Shared MPA Classes.

Healthcare Management Concentration

CODE	COURSE TITLE	PURPOSE
MPA 610 SK1	Research Methods I	1
MPA 611 PUR	Identifyiing Opportunities for Org Change	1
MPA 611 SYS	Intro to Public Administration	1
HSM 615 VAL	Healthcare Policy and Legal Issues	1
MPA 620 SK1	Research Methods II	2
MPA 621 PUR	Initiating and Managing Organizational Change	2

CODE	COURSE TITLE	PURPOSE
MPA 620 SK2	Budgeting and Financial Management	2
CHE 630 SEL	Social Epidemiology	2
MPA 630 SK2	Program Evaluation	3
MPA 631 PUR	Long Range Planning for Service Improvement	3
HSM 730	Healthcare Management: Trends and Challenges	3
HSM 726 SEL	Telehealth and Digital Health Technology	3

Shaded rows indicate courses specific to the Healthcare Management Concentration; unshaded rows are Shared MPA Classes.

HSM 726 SEL was recoded 2/7/25 from HSM 735.

Faculty of the School for Public Affairs

Humphrey Crookendale Professor
BA, Queens College JD, Howard University

Pamela Ransom Associate Professor BA, Harvard University
Ph.D., Massachusetts Institute of Technology

Sophie Jiseon Lee Associate Dean, School for Public Affairs & Administration
BA, Ewha Women's University MS, Duke University
Ph.D., Duke

Zachary Curinga Assistant Professor
BA, Syracuse University MPA, Rutgers University
Ph.D., Rutgers University

PROGRAM DIRECTORS

Sophie Lee, Associate Dean, School for Public Affairs & Administration

Ali Gheith, Director,
Emergency and Disaster Management

Office of Admissions

Bronx Campus
463 East 149th Street
Phone: 212-343-1234, ext. 4004
Fax: 212-665-7788
Email: admissions@mcny.edu

Application Deadlines

Applications can be completed and submitted at any time. MCNY accepts students on a rolling admission basis for three semesters per year. Semesters include fall, spring, and summer. International students must adhere to the application deadline due to VISA requirements.

Undergraduate Admissions

Metropolitan College of New York requires the following to be considered for admissions:

Undergraduate first-year students:

- A completed online application for admission https://apply.mcny.edu/apply/
- An official high school transcript or GED/TASC Score Report. You may submit your unofficial copy of your high school transcript or GED while MCNY waits to receive your official transcript from your high school or NYS GED. Official transcripts are required before classes begin.
- Based on your High School GPA or GED score, applicants may be asked to take the MCNY admission exam
- An applicant may be required to have an admissions interview.

Undergraduate transfer students:

- A completed online application for admission https://apply.mcny.edu/apply
- Official transcripts from all colleges/universities attended You may submit a student copy/unofficial transcript while MCNY waits for your college to send your official transcript. Official transcripts are required before classes begin.
- NYS Financial Aid requires students to submit Official High School or Official GED transcript or diploma in order to receive NYS Tuition Assistance

  Program Grants.
- Transfer applicants with less than 24 earned college credits must also submit a copy of their high school diploma or official HS transcript or copy of GED transcript.
- Applicants may request a review of previous college credit for transfer to MCNY degree. MCNY accepts up to 90 credits for Bachelor's degree. And between 12 – 24 credits towards an associates degree.
- An applicant may be required to have an admissions interview.

International Undergraduate applicants:

- A completed online application for admission, https://apply.mcny.edu/apply
- Official transcripts from your high school.
- International transcripts must must have a course-by-course evaluation by a NACES accredited evaluation Agency that may be found here: https://www/naces.org/members

  (The CEEB code for MCNY is 2157)

Graduate Admissions

Metropolitan College of New York requires graduate applicants to possess a bachelor's degree from an accredited college/university. To be considered for admission, the applicant must submit:

- □ A completed online application for admission https://apply.mcny.edu/apply/
- □ Official transcripts sent from the undergraduate institution(s) attended

  (and graduate institutions if applicable) * Applicants may submit unofficial transcripts for admission review while MCNY waits for the official transcripts. Official transcripts must be received before classes begin.
- □ Resume
- □ Some Applicants may be required to have an interview with the Program Director

For MSEd applicants only:

- □ Personal Statement/Essay
- □ A proctored writing sample will be conducted, writing prompt to be provided by the admissions counselor.
- □ An interview with the Program Director
- □ Two professional letters of recommendation

For MA Community Health Education applicants only:

- □ One course in Human Biology.
- □ 15 credits in undergraduate psychology, sociology, and/or government.
- □ One course in Statistics.

Transfer Students

Transfer Students seeking a bachelor's degree may transfer up to 90 credits, depending on program requirements and individual transcripts. Transfer students are also required to submit anofficial transcript from each institution previously attended, before the start of the semester MCNY offers semester exemption or credits towards certain degrees for life and professional experience, military service as well as College-

Level Examination Program® (CLEP) examinations.

MCNY Articulation Agreements

MCNY has transfer articulation agreements with several community colleges and private colleges to ensure that students receive credit for eligible courses they have already completed. Transfer students who meet the admissions criteria are also eligible for the Transfer Articulation grant. If the student has completed an associate degree from an articulation school, they may be eligible to begin MCNY as a junior. A list of participating schools can be found on our website under the Transfer Students tab.

International Students

MCNY requires the following for all international applicants in addition to the Undergraduate and Graduate requirements:

- Academic transcripts with a GPA of 2.5 or higher for undergraduate admission consideration. Original or certified copies of transcripts translated into English and listing individual courses including types, numbers, and grades received are required. Highschool diplomas will not be accepted without an accompanying high school transcript.
- Transcript Evaluations: International academic transcripts must be evaluated by any one of our NACES approved/affiliated transcript evaluators: Education Credential Evaluators (ECE);World Education Services (WES); or a NACES approved/affiliated transcript evaluator. Academic Transcripts from secondary schools or high schools outside the US require a general evaluation. Academic Transcripts from colleges or universities outside the US require a course- by-course evaluation. Completed official transcript evaluations should be forwarded to the MCNY Admissions Office.
- English Language Proficiency Requirements: Submit one of the following:
  - TOEFL Scores – IbT (75 or above) or PbT (537 or above)

- □ IELTS – Academic band score of 5.5 or higher
- □ Pearson – PTE score of 50 or better
- □ 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 International – Completion of an Advance Level English course (recommendation from language instructor required)
- □ Manhattan Language – Completion of an Advance Level English course (recommendation from language instructor required)
- □ Rennert Language – 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.
- □ MCNY Accuplacer: For students already in New York City, the Accuplacer examination to meet the English Language Proficiency Requirements is available.
  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

- □ Transcript Evaluation: International applicants with official transcripts from an accredited high school, secondary school, college, or university within the United States, Canada, United Kingdom, or Australia that verify high school diploma, secondary school diploma, bachelor's degree,

master's degree or doctoral degree completion are exempt from English Language Proficiency Requirements.

Please Note:

- Only one of the above-mentioned tests (that meets the minimum requirements for admission) is necessary. Official scores of the TOEFL, IELTS, Pearson, ACT, SAT, and LSI, Kaplan or ELS course 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 academic advisor. CEEB: 4802/TOEFL School Code: 2509

Enrollment Requirements for International Students (post-admission)

Admitted international applicants must complete and submit the downloadable MCNY I-20 Application for International Students with supporting documents dated three months before the intended semester of enrollment. * To demonstrate sufficient funds (converted in US dollars) to cover the costs of tuition and living expenses to complete the desired program of study, recent documents of supporting evidence may include any of the following:

- Personal bank statements (checking/savings accounts)
- Bank or investment statements
- Income tax returns as proof of annual income
- Pay stubs from your recent employer as proof of regular income
- Affidavit(s)ofsupport from oneormoresponsors
- Business registration, ownership documents, and profit and loss statements from a company owner as a sponsor
- Property deed, lease, or rent receipts from housing sponsors

Application Deadlines for International Students

- August 1st for Fall admission – Fall classes start in early September
- December 1st for Spring admission – Spring classes start in early January

- April 1st for Summer admission – Summer classes begin in mid-May

Readmission

Readmission is the process for previously enrolled MCNY students who have not been enrolled for at minimum three consecutive semesters. Students must be readmitted into the college to continue their education at MCNY.

Readmit students must reapply for admission through our online application. If you have attended classes at another college or university in the interim, official transcripts must be sent from each institution attended.

If you have previously attended MCNY, you must clear all Stops/Holds before being registered for classes.

Enrollment Requirements for All Students(post admissions)

- All Veteran applicants are required to submit a Certificate of Release or Discharge from Active Duty (DD214)
- All Veteran applicants wishing to utilize Military benefits are required to submit a Certificate of Eligibility (COE)
- All Applicants are required to submit proof of immunity to Measles Mumps and Rubella. NYS Public Health Law Section 2165 and NYCRR Title 10, Subpart 66-2 require students attending post-secondary institutions, who were born on or after January 1, 1957, and registered for 6 or more credit hours, to demonstrate proof of immunity against measles, mumps, and rubella. Public Health Law Section 2165 provides for medical and religious exemptions to immunization.

Office of Financial Aid

Phone: 212.343.1234 Ext. 5004
Fax: 212.625.2072
Email: fa@mcny.edu
Website: https://www.mcny.edu/admissions-aid/financial-aid/

The Office of Financial Aid provides comprehensive information and services regarding opportunities to finance the cost of education at Metropolitan College of New York (MCNY). We recognize that financial assistance is an important key to helping reach the student's educational and career goals. The financial aid staff are dedicated to making the financial aid process as efficient as possible. MCNY participates in Federal Student Aid Programs (Federal Pell Grants, Federal Supplemental Educational Opportunity Grant (FSEOG), Teacher Education Assistance for College and Education Grant (TEACH), Federal Work Study, and Federal Direct loans. MCNY participates in the New York State Tuition Assistance Program (TAP) and offers merit-based scholarships and need based grants on a first come, first served basis.

Federal and institutional grants are based on demonstrated financial need calculated through the Free Application for Federal Student Aid (FAFSA). Financial need is determined using the Student Aid Index (SAI), which is a formula-based number calculated using the information provided on the FAFSA.

Financial aid is awarded to meet the needs of the recipient within the framework of the funds available and may include:

- Scholarships and grants such as Federal Pell Grant and TAP (New York State Tuition Assistance Program). Scholarships and Grants do not have to be repaid
- Loans through the William D. Ford Federal Direct Loan Program must be repaid to the U.S. Department of Education.

- Federal Work-Study requires that the student work for funds awarded.

Aid Eligibility

To be considered for Federal Student Aid, students must:

- Be accepted and admitted into an eligible degree program at MCNY;
- Be enrolled in degree applicable coursework;
- Be a U.S. citizen or permanent resident of the United States;
- Have completed the FAFSA application;
- Have completed the annual TAP application (for Undergraduate New York Residents);
- Not be in default on a federal student loan; If you are in default of a federal student loan meet with the financial aid office to assistance for the FRESH START, a loan default rehabilitation program.
- Not be in overpayment or owe a refund on a federal grant
- Be in good standing with all Federal Student Aid programs;
- Students must re-apply for Federal Student Aid each year, the FAFSA opens annually October 1;
- 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 the FAFSA through the U.S. Department of Education's electronic application (MCNY's school code is 009769). Filing the FAFSA also

initiates the TAP application process for undergraduate New York residents. The TAP application may also be completed through the New York Higher Education Services Corportation/ (school code 1099).

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.

The Office of Financial Aid has a dedicated computer lab for students to complete their financial aid applications. Our staff is also available to answer questions via phone or scheduled appointment.

All Financial Aid communications are sent to students' official MCNY email account and/or MCNY Self-Service account. Students must monitor MCNY email and self-service for important updates and information related to financial aid.

Office of the Registrar

Phone: 212-343-1234, ext. 5008
Email: registrar@mcny.edu
Website: https://www.mcny.edu/current-students/registrars-office/

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 Services to help register students for classes each semester.

MCNY Correspondence

Please see section on "Policies Pertaining to Students" for MCNY's correspondence policy

Registration for Classes

All newly admitted students must meet with an Academic Advisor, who assists the student in selecting a schedule of classes.

Continuing 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.

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

Changes to Course Schedule

If a student wishes to process a change in his or her schedule of registered classes, the student must submit the program Drop/Add Form by the end of the first week of the semester. During the registration period, students may drop/add via self-service.

Student Registration Holds

Prior to advisement for classes, students should check Self-Service 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 end of the first week of class in a semester, as no student will be allowed to register for class after this time. The College reserves the right to make exceptions regarding registration after the drop/add period ends.

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.

Transcript Requests

The Office of the Registrar provides transcripts of students' academic record as requested.

Students may request an official transcript through:

https://www.studentclearinghouse.org/

There is a charge of $8.75 for each transcript. A free transcript is issued upon graduation. Students should allow three to five business days for processing of transcripts. Students can access and print unofficial copies of their transcript by logging on to their Self-Service account.

Grades and Academic Assessment

Students may view and print their grade report from Self-Service. Grades will not be given out over the telephone.

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 Office of the Registrar. For name changes, please use the Change of

Name Form located in the download center of the website. 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). It is the student's responsibility to provide complete, accurate, and up to date information to the Office of the Registrar.

Requests for Enrollment Verification

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 will be mailed to the student or specified addressee (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.

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. Students who wish to change academic programs on the same degree level must first notify their advisor and then follow the procedure to change registration records.

Changing Status

Changing from a part-time program to a full-time program or vice-versa 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.

Course Offerings

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. A student may not 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. Courses and faculty are subject to change each semester.

Transfer Student and Transfer Credits

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. 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.

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. 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.

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.

Information on CLEP can be found at www.collegeboard.org/clep.

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”. 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 complete an Application for Semester Withdrawal from the Registrar Forms section of the Student Resources https://www.mcny.edu/student-resources/

Students who wish to drop a class or switch class times - move from a day to an evening schedule - can drop/add courses via self-service up through the first week of the semester.

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 Office of the Registrar. 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 refund policy may be found in the Bursar section of the Catalog. It is possible that a student's future eligibility for Federal and State financial aid may be affected by a withdrawal. Speak to a financial aid counselor for information before withdrawing.

Leave of Absence

Please see section on "Policies Pertaining to Students" for the Leave of Absence policy.

International Students Tracking and Registration Requirements

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 Department of Homeland Security via SEVIS. All international students are required by law to be in attendance every spring and fall semester during their matriculation at MCNY. 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.

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 may 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.

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, 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.

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.

To be considered as a candidate for graduation, a student must meet all degree requirements 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.

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

- Undergraduate students: 2.000 GPA, GED or official high school transcript, and official transcripts from any colleges from which you are requesting transfer of credit, immunization records;
- Graduate students: 3.000 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 Office of 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: 3.65-3.749
- magna cum laude: 3.75-3.949
- summa cum laude: 3.95-4.0

Graduate students are not eligible for Latin honors. Graduate students who complete their program with a cumulative GPA of 3.85 or higher graduate with the distinction of Graduated with Distinction.

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 Education Records

Metropolitan College of New York (MCNY) complies with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g and its implementing regulations (34 CFR Part 99). FERPA affords eligible students certain rights with respect to their education records.

Education records include records maintained by the College in any medium, including paper, electronic, digital, audio, video, or other formats.

Personally identifiable information contained in a student's education records will not be disclosed without the student's written consent, except as permitted by FERPA.

MCNY may disclose education records without consent to school officials who have a legitimate educational interest, or as otherwise authorized by FERPA.

A school official is:

- an employee of MCNY in an administrative, supervisory, academic, research, student support, public safety, or health services position
- a member of the Board of Trustees
- a student serving on an official committee, such as a disciplinary or grievance committee
- a contractor, consultant, volunteer, attorney, auditor, collection agent, technology vendor, or other third party performing an institutional service or function on behalf of the College, provided the individual or organization is under the direct control of MCNY with respect to the use and maintenance of education records and is subject to FERPA requirements

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill assigned professional responsibilities.

MCNY also discloses education records without consent to officials of another institution in which a student seeks or intends to enroll, or is already enrolled when the disclosure is for purposes related to the student's enrollment or transfer.

MCNY may also disclose education records without consent in other circumstances permitted under FERPA, including but not limited to disclosures related to financial aid, accrediting organizations, authorized federal or state officials, judicial orders or lawfully issued subpoenas, and health or safety emergencies.

Directory Information

MCNY designates the following as Directory Information, which may be disclosed without prior written consent unless the student has submitted a written request to withhold such information.

- □ Name
- □ Address
- □ Telephone number
- □ Institutional email address
- □ Photograph
- □ Enrollment status (full-time or part-time)
- □ Major field of study
- □ Class level
- □ Dates of attendance
- □ Degrees, certificates, and awards received
- □ Honors received
- □ Most recent educational institution attended

A currently enrolled student may request that directory information not be released by submitting a written request to the Office of the Registrar.

Requests to withhold directory information will remain in effect until revoked in writing by the student.

Students should understand that withholding directory information may prevent MCNY from verifying enrollment, attendance, degrees, honors, or other directory information to employers, licensing agencies, scholarship organizations, or other third parties.

Restricting directory information does not prevent MCNY from:

- □ disclosing information as otherwise permitted under FERPA
- □ using a student's name or institutional email address in classrooms, learning management systems, or other educational activities
- □ identifying students to College officials with legitimate educational interests

Student Rights Under FERPA

Eligible students have the right to:

- □ inspect and review their education records
- □ request amendment of education records believed to be inaccurate or misleading
- □ provide written consent before personally identifiable information is disclosed, except where FERPA authorizes disclosure without consent
- □ file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with FERPA

Right to Inspect and Review Education Records

Students may inspect and review their education records, except as limited by FERPA, including financial records submitted by parents and confidential letters of recommendation for which the student has waived the right of access.

Students wishing to inspect their records should submit a written request to the Office of the Registrar.

MCNY will make education records available for inspection within 30 days of receiving the request.

Request to Amend Education Records

Students who believe their education records contain inaccurate or misleading information may submit a written request to the Office of the Registrar identifying the record to be amended and explaining why the information is believed to be inaccurate.

If the College declines to amend the record, the student will be notified of the decision and informed of any right to a hearing under FERPA. If, after a hearing, the College continues to deny the request, the student may place a written statement in the education record commenting on the contested information.

Annual Notification

MCNY annually notifies students of their rights under FERPA through the College Catalog and other official institutional communications.

Complaints

Students who believe the College has failed to comply with FERPA may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Office of Student Services

Phone: 212-343-5009
Email: studentservices@mcny.edu
Website: https://www.mcny.edu/current-students/

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, while planning strategies to improve retention and student success. Staff members are available to discuss any personal concerns or problems students may have at home, school, or work that impact academic performance. The Office also coordinates programs to enrich student life and encourage an environment of respect and inclusion.

The Office of Student Services has the responsibility for planning, implementing, and evaluating student support systems for all students. Workshops on various topics such as time management and stress relief are periodically offered by Student Services. 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 MCNY and the broader complexities of college life. Students receive information about the administrative offices and support services of the College, including Office of Career and Professional Development, Registrar, Bursar, Financial Aid, Library, E-Learning, Student Success Coach 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 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/Experience

The Office of Student Services develops and implements programs and initiatives that will promote success and assist first year students in making a smooth transition to MCNY. Some examples are New Student Orientation, Welcome Week, Transfer Student Welcome, and strategies for assisting academically at-risk students.

Advisement

Student Services takes a holistic approach to advisement. 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 in 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 degree requirements are met in an efficient manner so that they can obtain their degree.

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.

Accessibility 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 due to a physical, learning, or other disability must formally apply to the Office of Accommodation and Accessibility, located in Student Services. 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 website or through the Office of Accommodation and Accessibility. This information must be presented to the Manager of Accessibility Services during advisement and no later than the first week of the semester in which the student is seeking accommodations.

If the requests for accommodations are approved, the Manager generates a Letter of Accommodation which documents what accommodations have been granted and forwards the letter to the professors via email. The letter contains no medical information. In addition to the email, the student is responsible for communicating with their professors about the accommodations.

Please note that the process of providing accommodations can take up to 10 business days, therefore students seeking accommodations are encouraged to start this process as soon as they are aware that they need an accommodation.

Policies Regarding Accommodations

- Accommodations are NOT retroactive (students cannot seek accommodations for class work prior to registering with the Office of Accommodation and Accessibility).
- Accommodations are not guaranteed from semester to semester. Students

must meet with Coordinator of Accessibility 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.

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

You can contact the Office of Accommodation and Accessibility by email at access@mcny.edu

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. The Admissions Counselor, David Wang serves as the PDSO for international students. All international students must check in with a PDSO/DSO upon arrival into the country within 15 days (about 2 weeks) from the program start date. Students are responsible for following all federal regulations while in the United States.

Both PDSO/ DSO can provide support and guidance to help international students become oriented to life at MCNY and life in the United States.

Federal regulations allow 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 PDSO/DSO. 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 must seek advice 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 (about 3 months) 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 and Professional Development are available to all students. The staff can advise you on preparing your resume, how to search for employment, preparing for an interview, and your professional plan 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.

Publications

The Office of Student Services produces a variety of documents to enhance student learning and disseminate important information. Useful publications include a Student's Guide to Mid-Semester Assessments and MCNY Student Survival Guide. The office also coordinates the distribution of information about 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 their initial I.D. card, students must present another valid photo I.D. (passport, driver's license, etc.) their identity.

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.

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.

Code of Conduct for Students

All members of the MCNY community are expected to treat one another with dignity and respect. Together we seek to create a safe and comfortable learning environment for everyone. As such, students are expected to comport themselves in a professional, respectful manner and in ways that facilitate the College's mission.

Jurisdiction over student conduct and behavior of a non-academic nature resides with the Dean of Students.

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.

Students must refrain from Disruptive Behavior, such as:

- □ 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

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.

Infractions may lead to disciplinary action, up to and including expulsion, depending on the gravity or frequency of the offense. Below are the procedures for handling infractions, including conduct complaints.

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. The institution's policy and procedures for handling matters regarding sex discrimination, including sexual harassment and sexual assault, can be found in the document entitled 1) Nondiscrimination Policy and Grievance Procedures for Sex Based Discrimination Complaints for Students and Employees; 2)Grievance Procedures for Sex-Based Harassment Complaints Involving Students; 3) Policy for Responding to and Accommodating Pregnancy and Related Conditions.

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 if there is a credible allegation of a threat of physical harm, or where there has been a verbal and/or physical altercation. Such suspension shall last no longer than three business days. If after the investigation there is sufficient evidence to indicate that allowing the subject(s) on campus presents a risk, the suspension will be extended.

In some 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 and may present any relevant evidence.

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 and sexual assault claims shall not be subject to mediation directly between the parties, and the handling of sexual harassment claims is explained separately in the document entitled Policy and Procedures for Sexual Assault Prevention and Reporting Sexual Misconduct found on the MCNY website.

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
- Behavioral contract
- 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.

Disciplinary Appeals

Decisions made by the Dean of Students or designee may be appealed, in writing, to the VP of Enrollment Management and Student Affairs 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. In cases where the student wishes to appeal the sanction, the VP may convene a Conduct Appeals Committee.

The Conduct Appeals Committee is comprised of two students, two faculty members, and one administrative staff member, all of whom are impartial. The Director of Student Services will chair the committee but will not be a voting member.

The student will be requested to attend. The hearing will be open only to individuals and witnesses who are invited by the Committee. The accused or complainant can request assistance for the meeting, subject to approval by the Conduct Appeals Committee. Individuals may not be accompanied by attorneys.

The Appeals Committee members may hear all testimony relevant to the complaint and will be allowed to ask questions of all parties and witnesses, if any. The student can offer evidence prior to or during the hearing. The Committee may choose to record the meeting at its discretion. Upon completion of the meeting, the Committee will meet in private to deliberate and determine if the sanction will be upheld. The recommendation and findings shall be based on a preponderance of the evidence standard. The final decision will be made and given in writing to the student. The decision of the Conduct Appeals Committee is final.

General Grievance Procedure

A student who has an issue or complaint against the College 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 VP of Enrollment Management and Student Affairs or the VP of Academic Affairs. He or she will delegate the review on appeal to an appropriate College administrator or faculty member for a final determination. Their decision is final.

Policy for Responding to and Accommodating Pregnancy and Related Conditions

Non-Discrimination Statement

Metropolitan College of New York (the "College") is committed to maintaining an accessible and supportive environment for all students and employees who experience pregnancy or related conditions and ensuring that individuals experiencing pregnancy or related conditions receive the necessary modifications to participate fully and equally in all programs and activities. This policy applies to all pregnant persons regardless of gender identity or expression. The College does not discriminate against any student, applicant for admission, applicant for employment, or employee on the basis of current, potential, or past pregnancy or related conditions as mandated by Title IX of the Education Amendments of 1972 and the New York State Human Rights Law, and the New York City Human Rights Law.

Definitions

- Familial Status: The configuration of one's family or one's role in a family.
- Marital Status: The state of being married or unmarried.
- Parental Status: The status of a person who is a parent, legal custodian, guardian, or in loco parentis of a person under 18 or over 18 if incapable of self-care due to disability.
- Pregnancy and Related Conditions: Includes pregnancy, childbirth, termination of pregnancy, lactation, related medical conditions, and recovery.
- Reasonable Modifications: Modifications to policies, practices, or procedures that do not fundamentally alter the College's education programs or activities.

Information Sharing Requirements

Any College employee aware of a student's pregnancy or related condition must provide the student with the Title IX Coordinator's contact information and inform them

that the Coordinator can help prevent discrimination and ensure equal access. If the employee believes the Coordinator is already aware, they are not required to provide this information.

Upon notification of a student's pregnancy or related condition, the Title IX Coordinator will contact the student to inform them of their rights and the process for filing complaints related to discrimination, harassment, or retaliation.

Reasonable Modifications for Students

Students experiencing pregnancy and related conditions are entitled to Reasonable Modifications to ensure equal access to education programs and activities. These may include changes to schedules, assignments, and course requirements.

Students seeking Reasonable Modifications must contact the Title IX Coordinator to discuss their needs. Retroactive modifications may be available in some circumstances.

Modifications will be determined based on individual needs and may include alternative paths to completion for clinical rotations, performances, labs, and group work. In progressive curricular and cohort-model programs, medically necessary leaves may allow students to shift course order or join subsequent cohorts.

Supporting documentation may be required when necessary to determine appropriate modifications. Information about modifications will be shared with faculty and staff only as necessary.

Certification to Participate

Health and safety risks related to participation in activities will be communicated to all students. A student cannot be required to provide health certification unless the same certification is required of all students and it is necessary for participation.

Rights of Employees and Student-Employees to Express Breast Milk

Employees, including student-employees, have the right to express breast milk in the

workplace. The College will provide 30 minutes of paid break time as needed for up to three years following childbirth. Employees must provide written notice of their need for breast milk expression to Elaine Robles, Director of Human Resources (erobles@mcny.edu). Additional unpaid time beyond the 30 minutes may be taken using existing paid break or meal time.

The College will not deduct an employee's paid break time for breast milk expression from their regular paid break or meal time. Employees can choose to take breast milk expression breaks before or after their regularly scheduled paid break or meal periods.

Lactation Space Access

The College provides students and employees with access to functional, appropriate, and safe lactation spaces. These spaces are regularly cleaned, shielded from view, and free from intrusion. Employees wishing to request a lactation room must provide reasonable advance notice and submit a written request to the Director of Human Resources, Elaine Robles (erobles@mcny.edu).

If an employee's request for a lactation room poses an undue hardship, the College will engage in a cooperative dialogue with the employee. A student or employee can go to Security, request access and the individual would be promptly provided access to use the room.

Lactation spaces are located in room 227 in the Bronx. The rooms have been prepared with privacy treatments on the side windows, chair, table, and access to an electrical outlet.

Leaves of Absence

- Students: Students may take a voluntary leave of absence for a reasonable time deemed medically necessary due to pregnancy, childbirth, adoption, or foster care placement. The leave term may be extended for extenuating circumstances or medical necessity.

- The College will ensure students return to the same academic progress position,

including access to the same or equivalent course catalog. Scholarship and funding continuation will depend on the student's registration status and funding program policies. The College will advocate for students with financial aid agencies and external scholarship providers if a leave affects eligibility.

- To initiate a leave of absence, students must contact the Title IX Coordinator at least 30 days prior or as soon as practicable. The Coordinator will assist with necessary paperwork.
- Employees: Information on employment leave is available in the Employee Handbook. Employees, including student-employees, not eligible for leave under other policies may qualify for leave under Title IX. Pregnancy and related conditions will justify leave without pay for a reasonable period. Employees taking Title IX leave must be reinstated to their original or comparable position without negative effects on employment privileges or rights.

Student Parents

Students with child caretaking responsibilities may request academic modifications for the academic term the child enters the home and the following term. Extensions may be granted for medical necessity or extraordinary caretaking responsibilities.

During the modification period, academic requirements may be adjusted, and deadlines postponed as appropriate, in collaboration with academic affairs (including relevant academic advisors and faculty). Students may reschedule assignments, lab hours, examinations, or reduce their course load once authorized.

If caretaking students cannot obtain appropriate modifications, they should alert the Title IX Coordinator, who will facilitate needed accommodations and modifications. Students will remain registered and retain benefits during academic modifications.

Policy Dissemination and Training

This policy will be provided to all faculty and employees during annual training and

posted on the College's website. New students will be educated about this policy during orientation.

The Title IX Coordinator will provide educational materials to promote compliance with this policy and familiarity with its procedures.

Compliance and Monitoring

The College will monitor compliance with this policy and address any violations.

The policy will be reviewed annually to ensure that it meets legal requirements and effectively serves the community.

Sex Discrimination and Sex-Based Harassment

Sex-based discrimination and harassment violates Federal, State and City laws, and creates an unpleasant and unproductive working and learning environment. The College condemns and strictly prohibits sex discrimination and sex-based 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. Failure to advise the offender will not invalidate the claim.
- Students should then immediately report the complaint, via email, call, or in writing to the Title IX Coordinator.

If the complaint is against an employee of the College or third party, the Title IX Coordinator will work with the Director of Human Resources or College Counsel for investigation. The institution's policy and procedures for handling matters regarding sex discrimination and sex- based harassment (including sexual misconduct and sexual assault), can be found in the documents: 1) Grievance Procedures for Sex-Based Harassment Complaints Involving Students; 2)Non-discrimination Policy and Grievance Procedures for Sex-Based Discrimination Complaints for Students and Employees; 3) Policy for Responding

to and Accommodating Pregnancy and Related Conditions (all found on the MCNY website).

Other Types of Harassment and Discrimination

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 is strictly prohibited. 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 procedures below.

Procedure for Reporting Harassment/Claims of Discrimination

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

- Advise the offender that his or her behavior is unwelcome and request that it be discontinued. Failure to advise the offender will not invalidate the claim.
- Report the complaint in writing to the Title IX Coordinator
- If the complaint is against a student, the investigation will be undertaken by the Title IX Coordinator 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 Title IX Coordinator will work with the Director of Human Resources or College Counsel for investigation.

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, but may be limited in completing the investigation Complaints

will be shared only with necessary parties to the investigation, discipline process, or supervisory process. The College will accept complaints from third parties who are not themselves the victims of harassment, but the College's ability to investigate such complaints may be limited without the cooperation of the alleged victim.

In response to complaints against employees, the College will promptly conduct a thorough and impartial investigation to determine if 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/evidence 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 harassment cases will be notified of any sanctions that relate directly to the complainant if harassment is found to have occurred, for instance, sanctions that the harasser avoid contact with the complainant or leave the College.

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 Placement

If any type of harassment occurs in a field placement, the College will address the issue with the field placement supervisor, and work with the student to transfer to a new field placement if necessary.

Off-Campus Behavior

Students may be subject to College discipline and sanctions for violations of the above policies that take place off-campus. At 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.

False Claims

Deliberately false and/or malicious accusations under this policy are a serious offense and will be subject to appropriate disciplinary action. This does not include allegations that are made in good faith but are ultimately shown to be erroneous or do not result in a policy violation determination.

Policies on Bias Crimes

A hate crime, also known as a bias-related crime, is a criminal offense committed against a person or 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.

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 behavior. 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.

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.

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 co-workers or classmates should report their concerns to the appropriate College official.

Workplace Violence Prevention 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 MCNY Alert 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 Campus Safety Committee reviews current campus security policies and procedures and makes recommendations for their improvement. Students and employees are advised and updated regarding campus security procedures via email and/or website updates.

Public Safety/Annual Security Report

MCNY's annual security report (The Clery 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. 2101), or by accessing our website at mcny.edu. 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. 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.

Office of the Bursar

Phone: 212-343-1234 x5002
Email: boffice@mcny.edu
Website: https://www.mcny.edu/current-students/bursars-office/

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.

Master of Science in Education: Dual Childhood1-6/Special: students who are enrolled in the Master of Science in Education: Dual Childhood1-6/Special Session E are liable for the full tuition & fee by the first day of classes.

* 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 463 East 149th Street
Bronx, NY 10455

For Wire Transfers:

Payee Name:	Metropolitan College of New York
Payee Address:	463 East 149th Street
	Bronx, NY 10455
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:	53050374

3 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 Nelnet

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 Nelnet.

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

Continuing students who register on the day of or after the first day of class will be charged the late registration fee of $50.00.

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%
- 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

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.bankmobilevibe.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 an email from BankMobile in your MCNY Outlook email, please stop by the Bursar office in order to request 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 student's 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 https://www.vibeaccount.com/main/printablefeeschedules.do

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.

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 are 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 file with the Financial Aid Department.

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).

Modules:

Regulatory change effective July 1, 2021: A program is offered in modules if the program uses a standard-term academic calendar, and a course or courses in the program do not span the entire length of the payment period or period of enrollment.

MCNY will calculate the percentage and amount of awarded Federal Student Aid that the student earned within the payment period. If the student has completed more than 49 percent of the payment period, or has completed all of the degree requirements from his/her program before completing the days in the payment period that he/she was scheduled to complete, or if the student completes coursework equal to or greater than the coursework required for the institution's definition of a half-time student for the payment period, or the school receives written notification that the student will attend a module that begins in the same payment period or period of enrollment, the student is not considered to have withdrawn, and a Return of Title IV Funds (R2T4) is not required and will not be calculated.

Book Advance

Per federal policy, Pell eligible students can be granted a refund advancement of up to

$500.00 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 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.
- □ 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 BankMobile weekly. 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.

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

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, can apply for a Book Advance. This book advance 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. Students can receive a credit line of 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 require re-calculation due to a change in their course schedule, they 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 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 Form

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: If you would like to receive your 1098-T form electronically, please give your consent to do business electronically by following the link provided below. If electronic consent is not received by January 1st, your 1098-T form will be mailed to your current address on file.

Electronic Consent

- □ Visit https://selfservice.mcny.edu/Finances/Form1098T
- □ Review the terms and conditions.
- □ Check the box and save.

Please see the Nelnet Frequently Asked Questions at the below URL:

https://www.mcny.edu/current-students/bursars-office/ Please see BankMobile's Refund Choice selection at the below URL: https://bankmobiledisbursements.com/refundchoices/

The Learning Commons: Library and Office of Academic Support

Phone: 212-343-1234, Ext. 2002
Email: library@mcny.edu
Website: https://www.mcny.edu/library/

The Library

The library is a comfortable community space for students to relax, study, read, and to work on their own or in groups, and with librarians. Our librarians are available to meet one-on-one, either in person or online; assist with research, introduce students to library resources, and help in any other way. There are computers and scanners available for student use.

The library hosts community events and regularly purchases new material. Our goal is to be a hub of intellectual and community culture at the College.

The Collection

Through the Library page on the MCNY website, students can 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 collection which has books that 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, which consists 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, DVDs, and online reference materials. These resources can be accessed from any computer with an internet connection by a student using their MCNY username (firstname.lastname, not full email address) and password. For more

detailed information on the library's rules and regulations, loan periods, fines, etc. refer to 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 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 devices and personal belongings with them whenever they leave the Library. Library Staff are not responsible for lost or stolen articles.

Downloading and Saving

Library staff 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. Students are encouraged to make use of their FREE Microsoft OneDrive accounts for the storage and recall of coursework and class assignments.

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. 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

When using Library resources and equipment 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 a 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.

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 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 not be used as a substitute for purchasing required materials. Instructors at the College are encouraged to use course packs 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.

Office of Academic Support

Phone: 212-343-1234, ext. 2438
Email: academicsupport@mcny.edu

The Office of Academic Support coordinates support services designed to help all MCNY students develop their deep learning and critical academic skills. It focuses on building relationships with students through intensive, personalized support, so that students can thrive in academic and professional settings, and be empowered to become independent, lifelong learners.

Learning Enhancement Center (LEC) Email: LEC@mcny.edu

The LEC offers all students professional writing and math tutoring in one-on-one and group settings. The writing and math skill areas encompass almost all coursework, as well as all underlying processes (e.g., the writing process, the accounting process, etc.) and technologies (e.g., Microsoft Word and Excel, Moodle, etc.) necessary for academic success at MCNY. The LEC also maintains a Moodle shell of learning resources, including narrated video presentations and instructions for accessing the premium version of Grammarly, a computerized writing assistant. Tutoring sessions are available on both campuses and remote via Zoom. LEC specialists are available Monday-Saturday, though specific hours may vary from term-to-term. For current hours, as well as information about requesting sessions, students may visit the LEC Moodle shell or the LEC page on the MCNY website.

Mentor Program

Email: mentoring@mcny.edu

The Mentor Program provides personal support through peer mentoring. Peer mentors are exemplary students who volunteer to help their classmates and fellow members of the MCNY community succeed. Peer mentors are trained in providing a wide range of skill support, such as study skills, time management, prioritization, and computer literacy. Peer mentors also have valuable experience with Purpose-Centered Education and the Constructive Action. Students interested in connecting with a peer mentor—or learning

more about how to become a peer mentor—should email the program. The Mentor Program is jointly overseen by the Office of Academic Support and the library.

Office of Career and Professional Development

Phone: 212-343-1234
Email: careerservices@mcny.edu

The Office of Career and Professional Development (OCPD) provides a vital link for students and alumni in professional development and searching for career opportunities. Starting in the first semester and continuing beyond graduation, OCPD is here to help individuals maximize career search skills. The OCPD model is a hands-on customized approach to career development. Understanding the community to be served and its needs helps OCPD provide the tools and resources necessary for each individual's success.

Our highly skilled staff are professional and committed to helping students and alumni reach their career goals. OCPD builds relationships with employers and organizational partners to create bridges for students and alumni to achieve career development objectives.

Services Offered

We offer a wide array of services that include:

- Professional Development Workshop Series
- Job Fairs/On-Campus Recruiting
- Individual Career Coaching and Advisement
- Resume and Cover Letter Preparation Guidance
- Interview and Salary Negotiation Strategies
- LinkedIn Account Development Advice
- Networking and Job Search Strategies
- Access to Handshake the MCNY job and internship posting platform

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 Vice President of Academic Affairs, while the Dean of Students oversees issues relating to student discipline and unacceptable behavior of a non-academic nature.

Acceptable Use of College Technology Resource Policy

Metropolitan College of New York's (MCNY) computer and network resources are used to further MCNY's educational purposes and college business in support of MCNY's mission. Users of these resources have a responsibility to follow the guidelines of acceptable use, as well as all other related policies and procedures, not to abuse the privileges granted to them, and to respect the rights of others. Please see full policy at https://www.mcny.edu/disclosures/acceptable-use-policy/ for details.

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 one's 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
- Failing grade for the course.
- Recording the incident in the student's academic record, 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, they 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.

To appeal an academic misconduct allegation and sanction a student 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 for 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 for 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, they may submit a written request to the Vice President of Academic Affairs

to review the appeals

process. The request must be sent within 10 calendar days of the Dean's notification.

6. If the Vice President 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 review. The result of the second review is final.

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

MCNY General Grievance Procedure

A student who has an issue or complaint against the College 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 Success area, and/or the appropriate Associate Dean or Program Director 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 Director of Student Success. 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 Director of Student Success, it may be appealed in writing to the VP of Enrollment Management and Student Affairs or the EVP and Provost. As necessary, the matter will then be directed to an

appeals committee, whose decision will be final.

If an issue cannot be resolved internally, a student can file a complaint with the New York State Education Department (NYSED). Here is a link to NYSED's complaint procedures (https://www.nysed.gov/college-university-evaluation/complaints).

The National Council for State Authorization Reciprocity Agreements (NC-SARA) Student Complaint Process

Metropolitan College of New York has provisional approval to participate in SARA and may continue to enroll out-of-state students in online programs. Visit the NC-SARA website for more information.



SARA – the State Authorization Reciprocity Agreement – provides a streamlined, reciprocity-based process for participating postsecondary institutions to gain approval to offer interstate distance education in SARA member state without individually applying to each state for such approval, subject to certain limitations.*

Online Students Enrolled in New York Programs

Students taking distance education courses at Metropolitan College of New York (MCNY) should resolve any issues or complaints with the College first, in accordance with the Grievance Procedure. If an issue cannot be resolved internally, a student can file a complaint with the New York State Education Department (NYSED) and can follow the National Council for State Authorization Reciprocity Agreement (NC-SARA) complaint process. Below are more details.

Students must first direct their complaint to Metropolitan College of New York (MCNY) for investigation and resolution. If the complaint remains unresolved after all institutional procedures have been exhausted, complaints may be directed to the SARA

State Portal Entity through the New York State Education Department (NYSED) website (https://www.nysed.gov/college-university-evaluation/sara-student-complaint-process). Students have two years from the date of the incident about which the complaint is made to appeal to the SARA State Portal Entity. Student complaints about grades or student conduct may not be filed to the SARA State Portal Entity. Complaints about fraud or criminal activity under SARA may be sent to the State Attorney General or the State Education Department. Here is the link to the NC-SARA complaint process (https://www.nc-sara.org/sara-student-complaints-0).

*SARA Policy Manual, July 1, 2026; Version 26.1

Student Location Policy for Professional Licensure Disclosures

Purpose

In compliance with the United States Department of Education (USDOE) regulations (34 CFR § 668.43) and the State Authorization Reciprocity Agreements (NC-SARA) Manual, Metropolitan College of New York (MCNY) must determine the state in which a prospective or currently enrolled student is located for the purpose of issuing required professional licensure and certification disclosures. This policy outlines the procedures by which Metropolitan College of New York establishes and tracks a student's location to ensure transparency and institutional integrity. Metropolitan College of New York has provisional approval to participate in SARA and may continue to enroll out-of-state students in online programs. Visit the NC-SARA website for more information.

Scope

This policy applies to all prospective and current students applying to or enrolled in credit-bearing programs at Metropolitan College of New York, particularly those in the School of Education, which are designed to lead to professional licensure or certification. Please note that "student location" for the purposes of these disclosures is distinct from a student's legal residency classification.

Determination of Location at the Time of Initial Enrollment

For prospective students, location is determined at the time of initial application.

Metropolitan College of New York utilizes the permanent address provided by the student on their official application for admission to MCNY. This address is recorded within the Student Information System and serves as the official student location for the issuance of required pre-enrollment professional licensure disclosures.

Determination of a Change in Student Location

For currently enrolled students, location is determined by the active permanent address on file in the student information system.

Student Responsibility: It is the official responsibility of the student to maintain an accurate and up-to-date permanent address on record with the College and to notify their respective Program Director of any change.

Updating Location: Students must report a change of permanent address or relocation to a different state to the Office of the Registrar by formally updating their address in the profile section of their self-service account, or by emailing a Change of Address Form to the MCNY Office of the Registrar.

Date of Determination: A change of location is recognized by the College on the date the address update is officially processed and recorded in the student information system.

Application of Policy to Professional Licensure Disclosures

If a student enrolled in a program leading to professional licensure (such as the MSED – Dual Childhood Education Grades 1-6/Students with Disabilities Grades 1-6 or MSED – Mathematics Grades 7-12) officially updates their location in the MCNY student system to a state where the MCNY program does not meet the educational requirements for licensure, Metropolitan College of New York will issue a direct, written disclosure to the student regarding this status within 30 days of the location change being recorded.

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

Grade	Definition	Grade Weight
A	Outstanding	4.000
A-	Excellent	3.667
B+	Very Good	3.333
B	Good	3.000
B-	Competent	2.667
C+	Fair	2.333
C	Satisfactory (Lowest passing grade for graduate students)	2.000
C-	Below Satisfactory	1.667
D+	Poor	1.333
D	(Lowest passing grade forundergraduate students)	1.000
F	Failure	0.000
	The following are not computed in the GPA but are counted in pace for graduation.	
I	Incomplete *	
EI	Extended incomplete*	
WP	Withdrawn with Penalty**	

Grade	Definition	Grade Weight
FWD	Unofficially Withdrawn**	
FNS	No Show failure for the Course**	
AW	Administratively Withdrawn Effective Spring 2020FNS will be replaced by the AW.	
WA	Waived Credits	
TR	Transfer Credits	
PL	Prior Learning	
	*As of Summer 2019 **With Tuition Penalty	

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 calculated to three decimal places.

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.

An Incomplete grade (I) is not counted toward the GPA. When the Incomplete has been replaced with a final letter grade (A through F), the grade point average will be recalculated.

A student must retake any course they have failed (unless they have changed academic programs and the failed course is not included in the new curriculum). When a student repeats a failed course, or a previously passed course for the purpose of improving their GPA, the higher grade will be used to calculate the GPA, and the lower of the two grades will not be included in the GPA calculation. Both grades will remain on the transcript and will count toward attempted credits for financial aid eligibility. Repeated grades will only be forgiven in the GPA once: in cases where a student takes a course three or more times, only one filing or low grade will not count toward the GPA. For example, when a student fails a course on the first attempt and passes on the second, only the passing grade will be calculated into the GPA; if a student fails a course twice and passes it on the third attempt, one F will not count toward the GPA while the second F and the passing grade will both be included.

TAP aid will not be available for the repeated course. Repeating a course may impact future financial aid eligibility as it will affect the pace of completion.

Minimum Cumulative Grade Point Average: The minimum cumulative GPA required for graduation is 2.000 for Undergraduate students and 3.000 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

There are times when unanticipated events occur to a student that prevent them 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 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.

Please note that:

- A grade of Incomplete is granted or denied solely at the discretion of the

instructor. When necessary, the VPAA may intervene.

- 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 will eliminate a student's eligibility for the dean's list and may affect the student's financial aid.
- 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 Program Director/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 Satisfactory Academic Progress review, an incomplete grade is not calculated towards GPA, but it is factored into pace.
- Students should refer to the academic calendar for due dates. Students who receive an Incomplete during the semester in which they intend to graduate must adhere to deadlines, otherwise the degree may not be conferred until all graduation requirements are met.

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 undergraduate 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, matriculated students must be making satisfactory progress toward a degree/certificate. Each MCNY student is responsible for learning the degree requirements for their program of study, for seeking out needed academic and career advice, and for ensuring that they make sufficient academic progress toward graduation.

Academic Standing and Financial Aid

MCNY Standards of Satisfactory Academic Progress (SAP) for Financial Aid Eligibility To remain eligible for federal and state aid programs, students must meet all of MCNY's Satisfactory Academic Progress (SAP) standards, regardless of whether a student has received federal student aid funds. These standards apply to a student's academic records at MCNY, including accepted transfer credit hours.

I. Definitions and Terminology

A. Attempted Credit: Any credit for which a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, F, I, EI, WP, FWD, FNS, AW, WA, and courses not yet graded.

B. Cumulative Grade Point Average (CGPA): The MCNY grading policy is published in the MCNY Student Handbook.

C. Transfer Student: Transfer students are those who enter MCNY with transferrable credits from another college or colleges that may be applied towards their eligible MCNY degree program. The MCNY CGPA does not include transfer credits in the CGPA calculation. Transfer students not meeting SAP CGPA or pace of progression requirements will be recalculated to include transfer credits. The re- evaluation with transfer credits will determine SAP status to ensure students are able to complete program requirements within 150%.

D. New Student: New to college students (students without prior college credits)

are considered to be meeting SAP standards upon entry and will be evaluated after their first payment period (semester).

E. Readmitted Student: A student who has ceased attendance with MCNY for three (3) consecutive semesters (or more) must apply and be readmitted into an eligible program. Readmitted students are considered to be meeting SAP standards upon entry and will be evaluated after their first payment period (semester).

F. Financial Aid Warning: Status assigned to an eligible payment period for the next enrolled semester after failing SAP standards. Students not meeting Maximum Timeframe requirements are not eligible for a financial aid warning period.

G. Appeal: A process by which a student not meeting MCNY's SAP standards is eligible to appeal for reconsideration of the student's eligibility for Title IV Federal Student Aid programs based on extenuating circumstances that led them to fail SAP standards.

H. Extenuating Circumstance: A one-time (not on-going) circumstance that is beyond the reasonable control of the student.

I. Financial Aid Probation: A status assigned to a student who fails to meet SAP GPA and / or pace of progression, with an approved appeal. An appeal that has been approved may not exceed one payment period (semester) without an academic plan. Students must be able to meet maximum timeframe requirements to qualify for financial aid probation.

J. Academic Plan: A plan developed with academic advising through the SAP appeal process for students who will not meet SAP standards within one probationary period (semester) on an approved appeal. Students must be progressing towards meeting SAP standards based on the terms outlined in the academic plan.

K. Financial Aid Suspension: Status assigned upon failing to meet the minimum

SAP standards or the terms of probationary status. Students in this status are not eligible to receive Title IV Federal Student Aid funds.

L. Maximum Timeframe: Maximum timeframe for completing receiving aid towards completing program of study, specifically 150% of the program's published length, as measured in credit hours.

II. MCNY evaluates SAP using qualitative (GPA) and quantitative (pace of progression) standards, as is required under the law (34 CFR 668.16(e); 668.32(f); 668.34.

III. Qualitative and quantitative measures of SAP are required to ensure students receiving Federal Student Aid are progressing towards the completion of a degree or certificate in a Title IV-eligible program.

IV. Specific requirements for academic progress for Federal Student Aid recipients are applied differently than scholastic standards. Federal regulations state that SAP standards must include a review of all periods of enrollment, regardless of whether students received Federal Student Aid funding or not. Standards are applicable for all enrolled payment periods, including all levels of enrollment (full-time or part-time enrollment). Students will be evaluated using the standards described below.

V. Failure to meet any of the minimum standards outlined below will result in a student's loss of HEA, Title IV Federal Student Aid.

PROGRAM	CREDITS REQUIRED	MINIMUM GPA	MINIMUM PACE OF PROGRESSION	MAXIMUM CREDITS ATTEMPTED
Pathways	**27**			**42**
1-9		1.5	33%	
10-18		1.8	58%	
19-27		2	67%	
Associate's Degree	**60**			**90**
1-30		1.5	33%	

PROGRAM	CREDITS REQUIRED	MINIMUM GPA	MINIMUM PACE OF PROGRESSION	MAXIMUM CREDITS ATTEMPTED
31-46		1.8	58%	
47-60+		2	67%	
Bachelor's Degree	**120**			**180**
1-30		1	25%	
31-59		1.5	33%	
60-89		1.7	54%	
90-120		2	67%	
Graduate Degree	**45-46**			**67**
1-30		2	50%	
31-45		3	67%	
Graduate Degree	**36**			**54**
1-24		2	50%	
25-36		3	67%	

Evaluation Period

1. SAP standards will be evaluated at the end of each payment period. For credit hour programs, a payment period is a semester (Fall, Spring, and Summer).
2. SAP standards are evaluated based on qualitative (CGPA), quantitative (pace of progression), and maximum timeframe. Failure to meet any of these standards may result in the loss of eligibility for financial aid. Grades of F, I, EI, WP, FWD, FNS, AW, WA, and courses not yet graded are considered attempted but not completed in evaluating SAP. Late grades will be recalculated and may change eligibility.

    a. Grade Point Average Qualitative Measurement:

    b. Maximum Time Frame Measurement: Students must be able to complete their program within 150% of the published program length. Once students have attempted 150% of the published program length, they are no longer eligible for Federal Student Aid. For example, a 120 credit

certificate program will allow up to 180 credit hours to complete the program.

3. Courses included in SAP evaluation:

a. All attempted coursework, regardless of enrollment status
b. Courses funded through a Consortium Agreement
c. All attempted remedial credits, including English as a Second Langua (ESL) courses.
d. Repeated course work
e. All transferred coursework[1]
f. Grades attempted, but not completed (F, I, EI, WP, FWD, FNS, AW, WA, AW)

4. Course work included in the Maximum Time Frame evaluation:

a. All of those included in the Pace of Progression evaluation
b. Any Bachelor's degree (or higher) earned will be considered to have exhausted maximum timeframe eligibility
c. All coursework forgiven through the Academic Renewal Process

5. Course work not included in SAP evaluation:

a. Audited courses
b. Foundation Courses
c. Non-credit courses
d. Credit by examination
e. Credit for prior learning option (as outlined in the college general catalog)

Notification

Students who have applied for Federal Student Aid, but are not meeting SAP requirements, will be notified via email of their FA Warning Period or suspension for financial aid. The notification will direct students to information regarding available college resources during the warning period and the appeal process, in the case of extenuating circumstances.

Financial Aid Warning

Students are allowed a warning period upon failing Qualitative and/or Quantitative SAP standards. The warning period allows one (1) payment period (semester) of Federal Student Aid eligibility upon failing SAP. The warning period will follow the semester for which SAP was not met, meaning the next semester for which the student registers for classes. In order to receive the warning period, students must be meeting Maximum Timeframe requirements.

SAP Appeal

Any student who has lost federal student aid eligibility due to a resolved, one-time extenuating circumstance may appeal to have their financial aid reinstated by completing a Satisfactory Academic Progress Appeal Form. The form must address:

1. What caused the student's work to fall below acceptable standards-- specific explanations must be provided, including any supporting documentation,
2. Each incomplete/failed/ WD, attempted course,
3. How the extenuating circumstance has been resolved, and
4. How the student will maintain good academic standards and progress toward the degree if the appeal is granted.

The outcome of the appeal will depend upon:

1. The nature of the extenuating circumstances (if the stated circumstance qualifies as such),
2. The quality of the documentation provided, and
3. How well the student has demonstrated the ability to progress towards degree completion within a reasonable time period.

All documentation submitted is confidential. All decisions are final and cannot be

appealed. For assistance in completing the SAP appeal paperwork, including examples of supporting documentation, visit the MCNY Financial Aid Office.

Students will be notified of the results of their appeal within five (5) business days of filing the appeal. Notification will include any restrictions or conditions pertaining to the appeal. The outcome of an appeal may include a probationary period. Appeals granted longer than one (1)

payment period (semester) must include an academic plan, which must be followed. Failure to follow an approved Academic Plan will result in immediate suspension of Federal Student Aid. Students are responsible for any and all debt incurred as a result of adjustments to financial aid.

Failure to successfully complete all conditions during the probationary period (as defined in the academic plan) will result in loss of future financial aid eligibility.

Regaining Eligibility

A student who has lost financial aid eligibility may only regain eligibility by meeting the minimum SAP standards. Transfer coursework taken at other colleges will be considered for reinstatement purposes.

TAP

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.

Undergraduate Standing, Academic Warning, Probation, and Dismissal

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 must earn a Cumulative Grade Point Average (GPA) of 2.000 or above in order to be awarded a Bachelor or Associate degree. Students are expected to earn the same GPA requirements as stipulated under the Financial Aid Satisfactory Academic Progress (SAP) chart in the previous Financial Aid section of this catalog (i.e., SAP requirements). While the SAP standards allow for an undergraduate to have less than a 2.000 cumulative GPA during their 46 credits for an associate degree and first 89 credits (see SAP Chart for specific GPAs required for first, second and third semesters) when a student falls below a 2.000 GPA in any given semester, they will be notified by the Registrar's Office that their academic standing is at risk and recommending that they meet with their Academic Advisors to develop a plan for improvement.

Students who fall below the Satisfactory Academic Progress standards will receive an academic warning, and are advised to meet with their Academic Advisor. If students do not meet the next semester's minimum GPA requirements the students are placed on Academic Probation. Students placed on Academic Probation must follow a specific plan designed to return them to good standing. This plan may include a reduced course load. The plan is developed with their Academic Advisor. Failure to follow the plan and specified conditions could lead to dismissal. Students who do not meet the minimum GPA requirement after their probationary semester will be dismissed. Students may appeal the dismissal for an extension due to extenuating circumstances.

Graduate Standing, Academic Warning, Probation, and Dismissal

Graduate students must earn a Cumulative Grade Point Average (GPA) of 3.000 or above to be awarded a degree. Graduate Students are expected to earn the same GPA requirements as stipulated under the financial aid Student Academic Progress (SAP) charts

in the financial aid SAP requirements. The Satisfactory Academic Progress (SAP) Chart for a graduate student allows a graduate student to have a GPA less than 3.000 for their first 30 credits for a 45 credit Masters and the first 24 credits for a 36 credit master's program; however, the student will receive a letter from the Registrar's Office alerting them to an at risk GPA and advising the student to meet with their academic advisor for an academic improvement plan when their GPA falls below a 3.000.

A student who falls below a 2.000 GPA in their first semester may be dismissed from the program.

When a graduate student falls below a 3.000 GPA in semester required to be a 3.000 or higher, but the cumulative GPA is 3.0 or better, the student will be given an academic warning. Students failing to maintain a cumulative 3.0 are placed on Academic Probation and must achieve a 3.000 average in the following semester. Students who are placed on Academic Probation will be permitted to register early 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 of their school.

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 they have 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 they 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 syllabus 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 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 original appeal
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 ground 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 consideration of 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. MCNY Correspondence

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.

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.

Immunization Policies

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.

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. 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.

Any student who fails to comply with this law may be administratively withdrawn and will not be allowed to register for a subsequent semester until they are in compliance.

Leave of Absence

A leave of absence may be granted to a matriculated student for a period of one term/semester upon presentation of a Leave of Absence Application and supporting documentation. A leave of absence may be granted for the following reasons:

- Medical
- Military
- Personal

Taking a leave may affect academic progress, financial aid, loan repayment timeline, and the degree completion date. While on leave:

1) Tuition is frozen for the term of the leave
2) Degree requirements, as per the catalog of admission, stay the same
3) No tuition or fees are charged for semesters for which a leave of absence has been approved provided that the request is received and approved prior to the start of the semester of the leave. A student who begins a leave after paying tuition or fees is responsible for tuition and fees in accordance with the withdrawal refund policy.

A leave of absence cannot be used to avoid the consequences of poor academic performance or to circumvent a disciplinary procedure. A student who has engaged in behavior that may violate rules, regulations, or policies of the College may be required to participate in the disciplinary process prior to the consideration of a leave request. If a leave is granted prior to the conclusion of any disciplinary procedure, the process will be continued upon the student's return.

Note that taking a leave of absence can impact the student loan repayment timeline.

Students who have an outstanding federal student loan or loan deferral for their

undergraduate and/or graduate studies should contact the Office of Financial Aid before requesting a leave of absence to ensure that they understand the full financial impact.

Military

A military leave is governed by federal regulations. A student called to active duty may file for a military leave by submitting official military documentation. In accordance with federal law, the term of the leave will depend on the anticipated period of active-duty service. A student taking a military leave should contact the Assistant Registrar, Veterans SCO.

A medical or personal leave must be requested and granted prior to or during the term for which it is requested; it cannot be granted retroactively. When it is determined to be required under the circumstances, to protect the safety, health and well-being of the student or others, a compulsory medical leave may be granted on behalf of the student.

A leave may be approved at any time during a student's period of study, except during the add/drop period of a student's first term of study at MCNY, when a deferment of admission is more appropriate.

A student seeking a leave during a term may be withdrawn from all courses or may be granted an Incomplete by the instructors, depending on the timing of the request for leave.

If the student is granted an incomplete in any course, tuition and fees associated with that course will not be refunded. Under the grading policy, students have until the 7th week of the following semester to complete the course requirements. The decision to take an incomplete may not be reversed or changed to a drop at a later time.

Medical Leave

To apply for medical leave a student must apply for a Leave of Absence form and submit it with the required documentation, to the Dean of Students.

A student who must interrupt study temporarily because of physical or psychological illness or condition or due to pregnancy may request a medical leave. To apply for such a leave, the student must submit a certification from the medical or mental health professional who has been providing treatment to the student (the "Student's HCP") that a medical leave is

warranted due to the student's health issues. Supporting medical documentation must be dated within 30 days of the request for a medical leave. In certain unusual cases, a compulsory medical leave may be required by the College, if needed to protect the safety, health and well-being of the student or others. Students will be given notice and an opportunity to be heard prior to being placed on a leave.

A medical leave will be granted for no longer than one academic term. However, it may be extended for an additional term if supported by medical documentation (not to exceed 180 days).

To be reinstated after a medical leave, the student must provide the College with written documentation from the student's healthcare provider, confirming that the student can safely return to college. The request for reinstatement must be submitted at least two weeks prior to the first day of classes of the desired semester of reinstatement, to permit sufficient time for the College to evaluate the request based upon the particular situation of the student and to assure that the safety, health and well-being of the student and others are preserved. Reasonable conditions may be placed on the reinstatement to protect the safety, health and well-being of the student or others.

If the student will need reasonable accommodations to return to his or her studies, the student or the student's health care provider should propose any reasonable accommodations they believe necessary for the student's successful return. Documentation of the need for and nature of proposed accommodations should be provided to the Office of Accessibility, who will work with the student to arrange reasonable accommodations as necessary.

Personal

To apply for a personal leave a student must apply for a Leave of Absence form and submit it with the required documentation, to the Dean of Students. A student who finds it necessary to interrupt study temporarily but is not eligible for a medical or military leave may seek a personal leave. A personal leave will be granted only for significant professional, personal and family events that effectively preclude continued participation in a degree

program. This leave can only be granted for one term.

A request for a personal leave must be submitted on or before the last day of the (add/drop) period for the term for which the leave is effective, however extenuating circumstances (such as death in the family) after this period may be considered.

Academic Policies for all Leaves of Absence

Leaves are entered on the student's official transcript and are noted in the student's permanent educational records maintained at the College.

A student on leave is "enrolled" but not a "registered" student.

- A student on leave may not work with faculty or formally submit work to the College during the period of leave. However, they may work on courses in which the instructor had issued an approved grade of "incomplete, for the prior term. The period to satisfy the requirements for the removal of an Incomplete is not changed by a leave of absence.
- A student on leave may not apply to graduate during the time period he or she is on leave.
- A student on leave may not take courses in fulfillment of degree requirements at another institution.
- A student on leave should continue to check their MCNY email periodically for important College updates and announcements.

Impact on Financial Aid

- Current Aid. If a student has received any form of federal financial aid (Direct Unsubsidized Stafford Loan, Direct Graduate PLUS Loan, Perkins Loan, Federal Work Study, or Federal TEACH Grant), he or she should contact the Office of Financial Aid immediately. The Office of Financial Aid will determine whether the student may be allowed to retain or be required to return any federal aid paid directly to the student. Awarded institutional and endowed scholarships may also be forfeited

and/or revoked.

- Loan Repayment. Most loan programs do not provide for deferment while a student is on leave. A student going on leave must contact his or her loan service provider for information about possible eligibility for a deferment or forbearance of federal student loans. A student on a military leave may be eligible for a deferment based on qualifying active-duty service in the U.S. Armed Forces or National Guard. (See Studentaid.ed.gov/repay-loans/deferment- forbearance).
- Future Aid. A student wishing to be considered for financial aid for the academic year following the leave should contact the Office of Financial Aid prior to their return. The reinstatement of financial aid including any loan and scholarships will be based on satisfactory academic progress and the approval of the Office of Financial Aid. All domestic students must also complete the FAFSA application by the applicable FAFSA deadline in order to be considered.

International Students

Students on a J-1 or F-1 Visas are subject to special rules and regulations for their enrollment status. Failure to comply with these regulations may lead to termination of status and more long- lasting problems. Before seeking a leave of absence, international students must consult with MCNY's Principal Designated Student Official (PDSO).

Use of Campus Facilities

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

Maintenance of Public Order

Article 129-A of the New York State Education Law (as amended) requires all colleges and universities to adopt rules for the maintenance of public order governing the conduct of students, faculty, staff, or other persons on college property. They prohibit, among other things, actions recklessly or intentionally endangering mental or physical health. The law further requires that a copy of such rules and regulations be given to all students in compliance with that statute.

Metropolitan College of New York (MCNY) is committed to ensuring that all members of the MCNY community can pursue their educational goals and carry out their assigned duties and responsibilities without interference, harassment or fear of retaliation. In support of this, MCNY has adopted the following regulations.

Visitors, including invitees and licensees, shall at all times conduct themselves in a manner that is consistent with the maintenance of order on College premises, and their privilege to remain on College property shall automatically terminate upon breach of this regulation.

The College, in addition, reserves the right to withdraw at any time the privilege of an invitee or licensee to be on College premises. A trespasser has no privilege of any kind to be on College property but is nevertheless subject to these regulations governing the maintenance of order.

The following activities shall be considered violations of College rules:

- Use or threat of force or violence against any person, or the damaging of property.
- Prevention of the normal use or occupancy of any building owned or rented by the College or disruption of any normal College function through use of force or threat of force, physical obstruction, or noise.
- Physical obstruction of or the use of threat of force or violence to interfere with the passage of any person about the College campus or through the entrance or exits of any College building or facility or the corridors thereof.
- Entering of any private office or private room without the consent of the rightful occupant.
- Engaging in the practice of hazing, including, but not limited to any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization, whether occurring on or off

MCNY's campuses, regardless of an individual's willingness to participate.

- Presence in or use of any College building or facility during the hours when such building or facility is officially closed, unless permission is secured from the President or a designee prior to such presence or use.

The use of grounds, facilities, and buildings rented or owned by the College is restricted to members of the MCNY community and visitors by invitation. The College reserves the right to require evidence of any individual's qualification to use or be in or on any grounds, facility, or building rented or owned by the College and to deny use thereof to anyone who is not a member of the MCNY community, or to eject anyone therefrom who is not complying with these rules.

These rules shall apply to any student, employee of the college, or visitor (including, but not limited to, invitees and licensees) in or on property owned or rented by the College.

Enforcement shall be consistent with approved College procedures and binding contractual agreements of the College. Any student, faculty member, officer of administration, or nonfaculty member may report a violation of these rules by filing a report with the Security staff, or by submitting a report under our Misconduct policy and procedures.

- Alleged violations of these rules by students shall be referred to the Dean of Students
- Alleged violations of these rules by faculty shall be referred to the VP of Academic Affairs
- Alleged violations of these rules by officers of administration or other non-faculty employees shall be referred to the Director of Human Resources.
- The President of the College shall have the right to restrict the campus activities of any such member of the student body or staff if they

determine that it is necessary to prevent further violations of these rules.

- In case of a violation of these rules by a person who is not an employee or student of the college, Security, in coordination with local authorities as needed, will be responsible for taking appropriate action including possible ejection from the campus and/or prosecution under appropriate state and local laws, or both.
- In case the President of the College determines that the College procedures are inadequate for maintaining order on the campus, they may request the local authorities to deal with the situation. The President may obtain court action, where appropriate.

With due regard for civil liberties and professional rights, any individual who is found to have violated these rules may be subject to immediate ejection from college property. In addition, anyone who is found to have violated these rules may be subject to suspension, expulsion, or such other appropriate disciplinary action. Any organization which is found to have authorized any violation of these rules may be subject to the rescission of said organization's permission to operate. The penalties described herein shall be in addition to any criminal or civil penalty pursuant to any penal or other law to which the violator or organization may be subject.

Anti-Hazing Policy

Metropolitan College of New York is dedicated to promoting a safe and healthy campus environment for its students, faculty, staff and visitors. As such, MCNY will not tolerate hazing activities by any individuals, groups, faculty and other staff, student organizations, visitors, or other licensees and invitees on campus. *

Hazing is any activity that recklessly or intentionally humiliates, degrades, or endangers the mental or physical health of someone for the purpose of initiation into or affiliation with any group or organization. The express or implied consent of participants or

victims will not be a defense. An organization includes, but is not limited to, a club, fraternity, sorority, student government, in which two or more of the members are students enrolled at the institution, whether or not the organization is established or recognized by the institution

Examples of hazing include, but are not limited to: forced consumption of alcohol or other substances for the purpose of initiation into or affiliation with any group or organization, sleep deprivation, threats of harm, actual physical harm (e.g., paddling, beating, branding), performing any service or action under coercion or duress.

This policy will be enforced through internal disciplinary procedures, as part of MCNY's Code of Conduct policy. Under the Code of Conduct, the sanctions may include suspension, expulsion, or other appropriate disciplinary action from the Institution. In the case where a group or organization authorizes such conduct, rescission of permission for that organization to operate on campus property may occur. Alleged offenders may also face external prosecution, depending on the severity of the actions.

Definitions: Hazing is punishable under New York State Law as follows:

1. New York Penal Law 120.16; Hazing in the First Degree: A person is guilty of hazing in the first degree when, in the course of another person's initiation into or affiliation with any organization, [they] intentionally or recklessly engage in conduct, including, but not limited to, making physical contact with or requiring physical activity of such other person, which creates a substantial risk of physical injury to such other person or a third person and thereby causes injury. Hazing in the First Degree is a class A misdemeanor.
2. New York Penal Law 120.17; Hazing in the Second Degree: A person is guilty of hazing in the second degree when, in the course of another person's initiation or affiliation with any organization, [they] intentionally or recklessly engage in conduct, including, but not limited to, making physical contact with or requiring physical activity of such other person, which creates a substantial risk of physical injury to such other person or a third person. Hazing in the second degree is a violation.

Any retaliation or threats to retaliate against any person who reports, is a witness to, is involved with, or cooperates with the investigation of hazing is strictly prohibited

To further inform students, staff, and faculty regarding the Institution's policies, reporting and investigation mechanisms, and applicable law, the following prevention strategies intended to stop hazing before it occurs will be used:

1) Email to all students regarding the policy – each term

2) Inclusion of the policy into the Orientation presentation on maintaining an environment free from harassment and discrimination

3) Inclusion of the policy into the documents that have to be completed by any club or student government proposals

To make a report of hazing, or to determine whether a proposed activity constitutes or will constitute hazing, contact the Dean of Students or the Director of Student Services via email at studentservices@mcny.edu or contact them directly via email.

Once a report is filed, the Dean of Students and/or designee will:

1) Interview all individuals named as part of the complaint
2) Interview all individuals who have any knowledge or were witness to the incident
3) A written report will be compiled and the final determination/sanctions will be made by the Dean of Students, Director of Student Services, and Dean of Academic Affairs.
4) MCNY will follow the Appeals process outlined as part of any conduct disciplinary incidents.

*Note, MCNY has no sports teams.

Security Procedures

The College is proactive in maintaining a safe learning environment. Security staff is on duty during all hours that the College is open. Any incidents of illegal behavior, including sexual assault, should be reported immediately to the security guard on duty. Students must leave the campuses when Security makes the final evening check.

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.

Student cooperation in this is expected and appreciated.

Listed below are items to help ensure 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 College has a security guard on duty in the building from 6:00 p.m.-7:00 a.m. as well as during evening hour and 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. 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

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.

Social Media Policy

Social media is media designed to be disseminated through social interaction on the Internet, created using highly accessible and scalable publishing techniques, and published in blogs, social networking sites, online chat rooms, forums, video sites, and other platforms and venues. MCNY values the use of social media, such as Facebook, LinkedIn, Twitter, YouTube, texting, blogs, and online discussion groups (among many other forms), to promote positive social interaction.

However, MCNY also recognizes the potential danger for misuse, inappropriate behavior, and abuse. Therefore, students presently enrolled must know that they are liable and responsible for anything they post to social media sites. Students are prohibited from posting confidential or proprietary information about the school, its students, faculty or staff members on a social media site. Students are prohibited from sharing, disseminating or transmitting electronic information that reveals any private or confidential information they may have learned about others during their tenure at the school or externship sites. Applicable federal and state requirements, such as FERPA and HIPAA, are to be followed at all times. When participating in any form of social media, students are encouraged not to misrepresent themselves, and to make postings that are both meaningful and respectful without any kind of slanderous or offensive language that may be aimed at any member or group of the college community. The use of any social media sites to harass, intimidate or bully a fellow student, faculty, member of the college and/or affiliate is strictly prohibited and will not be tolerated. When posting on social media sites, students must be mindful of all copyright and intellectual property rights, especially those reserved by the school. The use of the school logo, image, or iconography on personal social media sites to endorse a particular political party or candidate or to promote a product, cause, or event is strictly

prohibited.

Students are encouraged to present themselves in a professional manner when using social media. Students are expected to obey the Terms of Service of any social media site. Students who violate this policy may face disciplinary actions, up to and including dismissal from school.

Prohibition on Marketing of Credit Cards on Campus

Pursuant to New York State Education Law Section 6437, the advertising, marketing, or merchandising of credit cards to students is prohibited on the MCNY campuses.

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 please refer to the Policy and Procedures for Sexual Assault Prevention and Reporting Sexual Misconduct.

As stated above, and consistent with the Americans with Disabilities Act Amendments Act (ADAAA) and 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 the ADAA and/or Section 504 and its implementing regulation may be referred to the Title IX Coordinator named below or to the U.S. Department of Education, Office for Civil Rights. The College’s Title IX Coordinator is responsible for the coordination of compliance with all aspects of Section 504.

Inquiries or complaints regarding any form of discrimination or harassment may be directed to:

Tony Davis Director of Student Services
Title IX Coordinator/504 Coordinator Metropolitan College of New York 463 East 149th Street
Bronx, NY 10455
(212) 343-1234; tdavis@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

Campus Locations and Access

Metropolitan College of New York offers classes and programs at 463 East 149th Street, Bronx, NY 10455. Hours of operation are posted and updated on the College website and are subject to change.

Students can attend classes and use the facilities at the College's Bronx location. Students are advised to review the College's website and current course schedule for information regarding specific program and course offerings.

All students are required to swipe their I.D. card at the Security desk every time they enter the building. If a student does not have a student I.D. card, they must present a valid photo I.D. and sign in at the Security desk. Students may also be required to swipe or present their I.D. cards at various service points within the College.

Academic Calendar 2026-2027

Academic Calendar is subject to change

Fall Semester 2026 (September 14 through December 21)

Fall orientation	Saturday, August 29
Labor Day (College closed)	Monday, September 7
First day of classes	Monday, September 14
Last day to add/drop	Monday, September 21
Last day to submit grade changes for Summer 2026 degree applicants	Wednesday, September 23
Summer 2026 degrees conferred	Wednesday, September 30
Indigenous People's Day/Columbus Day (College closed)	Monday, October 12
Mid-semester assessment starts	Monday, October 19
Mid-semester assessment ends	Sunday, October 25
Spring early registration begins for continuing/returning students	Monday, November 9
Last day for instructor to submit grade for Summer 2026 incomplete	Monday, November 9
Last day to withdraw for Fall 2026 semester	Monday, November 9
Spring registration begins for all	Monday, November 16
Thursday and Saturday synchronous classes will be held asynchronously	Monday-Saturday, November 23-28
Thanksgiving (College closed)	Thursday-Saturday, November 26-28
Last day of classes	Monday, December 21
Winter Break (Classes not in session)	Thursday, December 24-Friday, January 1

Spring Semester 2027 (January 11 through April 20)

First day of classes	Monday, January 11
Martin Luther King Birthday (College closed)	Monday, January 18
Last day to register or add/drop classes	Tuesday, January 19
Last day to submit grade changes for Fall 2026 degree applicants	Monday, January 25
Fall 2026 degrees conferred	Sunday, January 31
President's Day (College closed)	Monday, February 15
Classes run on a Monday schedule	Tuesday, February 16
Mid-semester assessment starts	Monday, February 22
Mid-semester assessment ends	Sunday, February 28
Early summer registration for continuing/returning students only	Monday, March 8
Last day for instructor to submit grade change for Fall 2026 incomplete	Monday, March 8
Last day to withdraw for Spring 2027 semester	Monday, March 8
Summer registration open for all	Monday, March 15
Last day of classes	Tuesday, April 20

Summer Semester 2027 (May 3 through August 24)

First day of classes for MSEd students	Monday, May 3
Last day to add/drop for MSEd students	Monday, May 10
First day of classes for all other students	Monday, May 10
Last day to add/drop for all other students	Monday, May 17

Last day to submit grade changes for Spring 2027 degree applicants	Thursday, May 27
Spring 2027 degrees conferred	Sunday, May 30
Memorial Day (College closed)	Monday, May 31
Classes run on a Monday schedule	Tuesday, June 1
Commencement	Saturday, June 12
Juneteenth (College closed)	Saturday, June 19
Mid-semester assessment starts	Monday, June 21
Mid-semester assessment ends	Sunday, June 27
Independence Day (College closed)	Monday, July 5
Last day to withdraw from Session E	Tuesday, July 6
Early Fall registration for continuing/returning students	Tuesday, July 6
Fall registration open for all students	Monday, July 12
Last day for instructor to submit grade change for Spring 2027 incomplete	Tuesday, July 20
Last day to withdraw for Summer 2027 semester	Tuesday, July 20
Last day of classes for MSEd program	Sunday, August 15
Last day of classes for all other programs	Tuesday, August 24

Course Sections

ACC 231 SKI Principles of Accounting I (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. 70 Financial accounting is the field of accounting that provides economics and financial information for external users, such as investors and creditors.

ACC 241 SKI Principles of Accounting II (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

ART CC 170 Empowerment through the Arts (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.

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.

BUS 111 SYS Principles of Business (3 credits)
The Systems Dimension of Purpose I 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).

BUS 121 SYS Principles of Management (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,

BUS 351 SEL Organizational Theory and Behavior (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.

BUS 471 SEL International Business and Economics (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

BUS 471 SKI Operations Management (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.

BUS 481 SYS Strategic Planning (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 78 spectrum of business and management which focuses on the corporation as a whole and its interactions with its environment.

CHE 630 SEL Purpose 3 Self & Others: 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.

CIS CC 300 Introduction to Artificial Intelligence (3 credits)
This course serves as your gateway to unraveling the mysteries of AI, providing a solid foundation in its principles and components through hands-on examples and real-world applications. From mastering machine learning and diving into deep learning, robotics, and natural language processing to unlocking the secrets of computer vision, you will explore the diverse landscape that AI encompasses. By the end of the course, you'll possess a breadth of knowledge in AI and a nuanced understanding of the infrastructure essentials crucial for AI development and deployment.

CMGT 001 Foundations of Case Management (3 credits)

This course introduces students to the foundational principles, values, and practices of case management within human services and related professional settings. Emphasizing ethical decision-making, professional responsibility, and client empowerment, students examine the role of the case manager across diverse service systems, including health, social services, education, and community-based organizations. Students explore core competencies such as assessment, documentation, goal planning, referral, advocacy, coordination of services, and professional communication. Attention is given to ethical frameworks, cultural humility, boundaries, confidentiality, and the use of technology in case management practice. The course also examines how individuals interact within complex systems and how social, economic, political, and institutional factors shape service delivery and client outcomes.

Grounded in MCNY's Purpose-Centered Education model, CMGT 001 promotes self-assessment, reflective practice, and professional identity development while strengthening interpersonal, organizational, and problem-solving skills. Through applied assignments and collaborative learning, students build competencies aligned with entry-level career readiness, preparing them for roles such as case aide, case management assistant, intake coordinator, client services associate, or community support worker, and for continued academic and professional advancement in human services fields.

CMGT 002 Case Management for Human Service Professionals (3 credits)

This course builds upon foundational case management knowledge by examining advanced applications of case management practice within human services settings. Emphasizing professional competence, ethical judgment, and systems-based intervention, students analyze the responsibilities of human service professionals working with individuals, families, groups, and communities across diverse service environments. In alignment with NYSED expectations for occupational preparation and Middle States standards for applied learning and program coherence, the course integrates theory, policy, and practice.

Students develop proficiency in comprehensive client assessment, service planning, documentation, interdisciplinary collaboration, advocacy, and monitoring of outcomes. The course emphasizes empowerment-based practice, cultural responsiveness, trauma-informed approaches, and effective communication within organizational and interagency systems. Students also examine supervision, change management, and community liaison roles as they relate to case management practice and service coordination.

Consistent with MCNY's Purpose-Centered Education model, CMGT 002 strengthens self-awareness, ethical reasoning, and professional skill development while fostering an understanding of complex systems and institutional structures that influence service delivery. Through applied assignments, case studies, and collaborative projects, students enhance career-ready competencies preparing them for entry-level and intermediate roles such as case management assistant, human services coordinator, client advocacy specialist, intake and referral specialist, or community-based program support staff, and for continued academic and professional growth in human services and related fields.

ECO 231 SYS Macroeconomics (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

ECO 241 SYS Microeconomics (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.

ECO 481 SEL E-commerce and Digital Economy (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

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.

EDM 710 SEL Research and Analysis Methods in Disaster Management (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.

EDM 710 SKI Foundations of Business Continuity Management (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.

EDM 710 SYS Preparing and Planning for Disasters (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 counterweighting 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.

EDM 710 VAL Values and Ethics for Administrative Decision Making (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.

EDM 720 PCA Implementation of an Emergency Management Plan (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.

EDM 720 SEL Economics and Social Trends and Implementing Social Services (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.

EDM 720 SKI Foundations of Continuity of Operations Planning (COOP) (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.

EDM 720 SYS Enterprise Risk Management (3 credits)
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.

EDM 720 VAL Public Health Systems Preparedness and Response Implementation (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.

EDM 730 PCA Evaluation and Improvement of an Emergency Management Plan (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.

EDM 730 SEL Evaluating Cultural Competencies and Community Resilience (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.

EDM 730 SKI Advanced Business Continuity Practicum (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 you 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.

EDM 730 SYS Homeland Security Policy and Procedures (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 counterterrorism and homeland security while offering explanations to assist students understand the role of law enforcement agencies in emergency and disaster management.

EDM 730 VAL Information Technologies and Cybersecurity in Disaster Planning (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.

EDU 510 COM Communication Skills: Reading Instruction for Primary Grades (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.

EDU 510 CON Constructive Action: Observation and Participation in School and Community Settings (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.

EDU 510 PUR Purpose Seminar: Introduction to Purpose Centered Education (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.

EDU 510 SEL Self and Others: Child/Adolescent Development and Learning (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.

EDU 511 SYS Values and Ethics: Foundations of Special Education (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.

EDU 512 SKI Technical Skills: Teaching and Learning Mathematics with Technology in Grades 1-3 (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.

EDU 512 VAL Systems: Social Issues and Trends In Urban Education (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.

EDU 520 COM Communication Skills: Reading Instruction for Upper Grades (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.

EDU 520 CON Constructive Action: Teaching Practicum Grades 1-3 (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.

EDU 520 PUR Purpose Seminar: Analysis of Teaching Behavior (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.

EDU 520 SYS Systems: Teaching Social Studies in the Elementary School (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.

EDU 521 VAL Values and Ethics: Classroom Management for Academic and Social Growth (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.

EDU 522 SKI Technical Skills: Teaching and Learning Mathematics with Technology in Grades 4-6 (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, percent, 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.

EDU 523 SKI Technical Skills: Inclusion: Teaching Strategies and Classroom Management (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.

EDU 530 COM Communication Skills: Diagnostic and Remedial Techniques In Reading (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.

EDU 530 CON Constructive Action: Teaching Practicum Grades 4-6 (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.

EDU 530 PUR Purpose Seminar: Analysis of Teaching Behavior (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.

EDU 530 SEL Self and Others: Exploring Cultural Diversity Through the Arts (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.

EDU 530 SYS Systems: Science Methods and Curriculum (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.

EDU 531 SEL Self and Others: Curriculum Development and Assessment in Special Education (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.

EMB 110 SYS Introduction to Homeland Security (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 139 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.

EMB 120 SEL Psychology of Disaster (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.

EMB 120 SYS Introduction to Emergency Management (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- 140 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.

EMB 230 PCA Negotiating & Promoting a Risk Anaylsis (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

EMB 230 SEL Understanding Terrorism (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.

EMB 230 SYS Introduction to Business Continuity (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.

EMB 240 SKI Cyber Security (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 nontechnical skills that are foundational to understanding information technologies security and its key aspects to our nation’s homeland security.

EMB 350 PCA Managing Information and Communication (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.

EMB 350 SKI Computer Mapping (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.

EMB 350 SYS Disaster Mitigation and Preparedness (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.

EMB 360 SKI Intel and Investigations in Homeland Security (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.

EMB 360 SYS Disaster Response Recovery (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.

EMB 470 PCA Initiating and Testing a Disaster Plan (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.

EMB 470 SEL Natural Disaster Planning for Communities (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.

EMB 470 SKI Exercising and Mantaining a Plan (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).

EMB 470 SYS ICS/EOC Interface (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.

EMB 470 VAL Homeland Security Law and Policy (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.

EMB 480 PCA Revising, Improving, and Submitting a Plan (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 to 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.

EMB 480 SEL EM for Tourism, Hospitality, and Travel Management (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

EMB 480 SYS Business and Industry Crisis Management (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.

ENG 361 VAL Managerial and Business Writing (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.

ENG CC 110 Critical Thinking and Writing (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.

FIN 472 SYS Principles of Finance
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.

FIN 482 SKI Financial Analysis and Modeling (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.

FIN 615 Finance Concentration Banking Management (3 credits)

FIN 725 Insurance Management (3 credits)

FIN 726 SEL Financial Services Marketing (3 credits)
The course offers both conceptual and practical guideline to marketing financial services. The course provides numerous international references, examples and case studies featuring companies such as American Express, Direct Line, Barclays, NatWest RBS, Aviva and HSBC. There is a focus on regulation which has international reach and addresses the post-Brexit world, with coverage of digital marketing at both the strategic and tactical levels. The course elaborates on how to improve a company's trustworthiness and develop a customer-focused culture, with best practice from around the world in B2B and B2C marketing. The events associated with the financial crisis have highlighted that there is a need for banks and other financial institutions to understand how to rebuild trust and confidence, improve relationships, and derive value from the marketing process. This course will provide the latest thinking on how to manage such challenges.

FIN 726 SYS Taxation and Compliance (3 credits)
The course focuses on the role taxes play in business and investment decision and its implications. Students learn the fundamental principles for taxation rules, the framework of the tax system, the maximization of long-term wealth through cash flow enhancement, and how to manage taxes decisions. This course is the second of three courses towards developing competencies for the CFP Certification.
General Management Concentration

FLD 122 PCA Developing Team Dynamics (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 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

FLD 472 PCA Creating Financial plans (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. Purpose 8

FLD 482 PCA Actualization of the Business Plan (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.

GMT 615 SEL Emerging Technologies & Business Empowerment (3 credits)
Theoretical, managerial, and hands-on approaches to the study of computers and information technologies for problem solving and decision making. 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.

GMT 615 SYS Intra and Entrepreneurship & Business Management (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

GMT 615 VAL Business Law & Ethics (3 credits)
Overview of the inter-relationship between the law, ethics and business industries focusing on the scope of rights that attach 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.

GMT 725 SEL Marketing in a Flat World (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 where 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.

GMT 725 SYS Organizational Behavior, Development & Transformation (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 workplace. 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. MBA 735 INT Global Business & International Practicum (3 credits) 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.

GMT 725 VAL Project Leadership (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.

GMT 735 SEL People, Conflict, Negotiation & Resolution (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.
Healthcare Management Concentration

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.

HIP 510 Introduction to Health Informatics and Health Information Systems
This course provides a comprehensive introduction to health informatics and health information systems. Students will gain an understanding of the theory, processes, and applications of health information systems and how they relate to health practices, policy, and management. Students learn how the application of informatic skills can advance individual health, healthcare, and health- related research.

HIP 511 The Business of Health Informatics
This course is structured to equip students with the information knowledge they will need to apply health informatics for successful outcome in different allied business healthcare environments. The course provides a comprehensive look at how data-driven insights can be applied in health IT spaces to increase quality of healthcare and improve business outcomes. Students will gain knowledge about proactive planning, effective communication, digital strategies for improving education, data flow in healthcare business systems, evidence-based practice, clinical decision support, digital health, evolution of e-Patient, and how to improve patient engagement using health informatics. This course will also on the implications of interoperability, innovation, and data governance and the critical role health informatics supports in those initiatives.

HIP 512 Security and Privacy in Health Informatics
In the rapidly evolving landscape of healthcare information technology, safeguarding patient privacy and maintaining robust, proactive information security programs are critical. This course will equip students with the knowledge and skills necessary to address these challenges in healthcare. This course expores the fundamental principles, regulatory standards, and practical techniques required to ensure the secure transmission of health information while preserving patient confidentiality, with special focus on navigating HIPAA implications on both security and privacy. Ethical considerations will be explored in health informatics. The course concludes with a look at future trends and cybersecurity threats in healthcare.

HIP 513 Biomedical Sciences and Healthcare IT
This course provides students with a basic and practical understanding of biomedical concepts and health informatics. Students will learn how to measure common disease processes, diagnostic modalities, and treatments. This course is intended to help students critically evaluate how IT tools to assist medical researchers and professionals as they integrate multiple sources of information to make diagnostic and therapeutic decisions.

HIP 620 Clinical Informatics
Although our healthcare system is complex and fragmented, only 0.2%–0.3% of US healthcare expenditures support health services research; in contrast, the automobile industry spends 2000% more on research. This course introduces students to the principles fueling the science of healthcare delivery and the role of clinical informatics within that framework. Students will learn how to use various tools for healthcare improvement and how to use analytics to improve the quality and safety of healthcare. The first half of the course will focus on the healthcare environment, the defects in care, and the tools needed for healthcare improvement. The second half of the course will focus on how we can use clinical informatics—the data, analytics, and interpretation—to discover issues to improve care.

HIP 621 Introduction to Data Mining and Visualization
This course is intended to provide students with a general overview of data mining and data visualization concepts to generate, evaluate, and present statistics in healthcare. Students will visualize healthcare statistics using Microsoft Excel and R-Project (open-source statistical software) and utilize hands-on examples using real-world data. Students will develop data gathering, analysis, and presentation skills.

HIP 622 Database Management Systems
This course offers a comprehensive introduction to the use of database management systems and the benefits they provide within healthcare settings. Students will explore the intersection of healthcare, information technology, and data management techniques, including an introduction to SQL, PHP, and other database query tools.

HIP 623 Leading and Managing Clinical Information Systems Projects and Change
This 14-week graduate course serves as a comprehensive capstone experience, immersing students in the intricacies of leadership, change management, and the successful adoption of clinical information systems. In an era where healthcare organizations increasingly rely on technology to enhance patient care, streamline operations, and improve decision-making, skilled professionals capable of navigating the complex landscape of clinical information systems are in high demand.

HIP 730 Healthcare Information Technology Project Management
In this course, students will explore core project management areas, including initiation, planning, execution, quality improvement, training, and transformation. Through the analysis of real-world healthcare projects, students will apply project management principles and optimization techniques to assess project success. The course culminates in a research project that integrates skills and insights, empowering students to drive innovation in healthcare delivery and enhance patient care.

HIP 731 Artificial Intelligence in Healthcare
This course delves into the transformative role of artificial intelligence (AI) in the healthcare industry. Students will explore how AI technologies are reshaping healthcare delivery, from predictive diagnostics to personalized treatment plans. Through a combination of theoretical knowledge and practical applications, students will gain a deep understanding of the potential, challenges, and ethical considerations associated with AI in healthcare. By the end of the course, participants will be equipped to harness AI to drive innovation, efficiency, and improved patient outcomes within healthcare organizations.

HIP 732 Analysis and Reporting in Healthcare
The Institute of Medicine (www.nam.edu) identified the ability to utilize informatics as one of the needed changes in our healthcare system to improve medication safety and patient outcomes. This course is intended to provide students with an overview of analysis and reporting in healthcare using the data contained in available administrative and other pertinent databases. We will spend most of our time learning how to understand and transform these data into information and knowledge. The course is intended to be hands-on with real-life examples. The goal is not to produce professional coders but to introduce healthcare professionals to the capabilities of available reporting packages so that they may, at the very least, understand what to ask developers for and, ideally, use these products efficiently and effectively in their careers.

HIP 733 Big Data and Information Systems
In the realm of healthcare administration, understanding Big Data and its impact is crucial. This course delves into the features, applications, analysis approaches, and challenges of Big Data in healthcare administration. Big Data in healthcare possesses distinctive characteristics, including heterogeneity, incompleteness, timeliness, longevity, privacy, and ownership. These unique features introduce a set of challenges related to data storage, mining, and sharing, all of which play a pivotal role in advancing health-related research.

Healthcare Management: Trends and Challenges (3 credits)
In this course, you will be introduced to the current trends and challenges in healthcare management. You will explore the evolving landscape of healthcare delivery, including policy reforms, organizational strategies, and the impact of emerging technologies. This course will provide you with insights into the critical issues healthcare managers face today and equip you with the knowledge to navigate this dynamic field.

HIS CC 200 Social History: Populations at Risk (3 credits)
This course explores factors that contribute to populations being at risk and strategies to address risk factors. The impact of group membership on access to resources is examined. Students are introduced to the concepts of distributive justice, human rights and global oppression and its relationship to social and economic justice. Strategies to address discrimination, oppression, and economic deprivation and to promote social and economic justice are discussed.

HSM 111 SEL Human Anatomy and Physiology (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.

HSM 111 SKI Medical Terminology (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

HSM 121 SEL Health Services Management I (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.

HSM 121 SKI Medical Insurance (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.

HSM 231 SEL Health Services Management II (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.

HSM 241 PCA Assessing Community Healthcare Needs (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

HSM 241 SKI Pathophysiology (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.

HSM 242 SEL Community Healthcare Services (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

HSM 242 VAL Diversity in Healthcare (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 84 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.

HSM 361 SEL Health Informatics (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.

HSM 361 SYS Healthcare Human Resource Management (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.

HSM 471 PCA Managing Fiscal and Economic Resources in Healthcare (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

HSM 471 SKI Medical Coding and Billing Procedures (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.

HSM 471 SYS Healthcare Financing (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 87 decisions related to financial statement analysis, cash budgeting, and cost of capital determination, capital budgeting, and capital structure choices.

HSM 481 PCA Creating a Business Plan for Innovation (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

HSM 481 SEL Introduction to Gerontology (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.

HSM 481 SYS Technology and Innovation in Healthcare (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. 88 Students will also examine the innovative products that are utilized by physicians, hospitals and Healthcare providers/organizations that are in high demand.

HSM 482 VAL Regulatory Aspect of Healthcare (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.

HSM 615 SEL Healthcare Services Management (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.

HSM 615 SYS Healthcare Human Resources Management and Collective Bargaining (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.

HSM 615 VAL HC Policy & Legal (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

HSM 725 Healthcare Operations (3 credits)
Healthcare organizations face a seemingly endless challenge of increasing costs, declining reimbursements, and significant pressure to deliver high-quality service. Many of the current challenges in healthcare today, such as increasing costs, decreasing profitability, inadequate access, and poor quality, can be solved with better organization operations. Emerging models such as accountable care organizations, value-based performance, and pay-for-performance are examined in this course, with emphasis on performance improvement using tools such as Lean, Six Sigma, and rapid cycle improvement. The goal of this course is to provide the student with the knowledge and skills that are needed to improve the management and delivery of healthcare to increase both effectiveness and efficiency.

HSM 725 SEL Healthcare Technology Management (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.

HSM 725 SYS Healthcare Data Analytics and Decision Support (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.

HSM 725 VAL Healthcare Risk and Quality Management (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.

HSM 735 Telehealth and Digital Health Technology (3 credits)
This online graduate course provides a comprehensive overview of telehealth and digital112 health technologies, exploring their applications in healthcare and public health settings to enhance health outcomes and optimize healthcare business operations. Students will delve into current technologies, innovative interventions, and best practices for deploying these tools effectively in the ever-evolving landscape of healthcare.

HSM 735 PCA Strategic Healthcare Industry Management (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.

HSM 735 SEL Healthcare Project Leadership (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.

HSM 736 Healthcare Marketing (3 credits)
In this course, students will develop a strong understanding of the role of marketing in the healthcare sector with a focus on the environmental factors and the managerial effects of these factors for marketing analysis, tactics, and strategy. This course will provide students with a foundation of marketing principles, tools, and techniques to develop a marketing plan. Major marketing concepts to be addressed include marketing research, target marketing, market segmentation, promotion and adverting, marketing management, and control of marketing mix variables. The interconnected components of marketing plans, strategic plans, and business plans will also be discussed.

ITM 111 SEL Computer Hardware Troubleshooting (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.

ITM 111 SKI Computing Languages and Quantitative Reasoning (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.

ITM 121 SEL Operating Systems (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. PSY 120 SKI Introduction to Psychology (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.

ITM 121 SYS Computer Network Operations

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.

ITM 231 SKI Privacy Security and Compliance (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

ITM 241 SKI (semesters). This background will aid students in making Active Directory Management (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

ITM 351 PCA Designing an IT Tech Support System (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 common network issues

ITM 351 SEL Desktop Support & Client Services (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

ITM 351 SYS Cloud Computing and Saas (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

ITM 361 PCA Managing Change in IT (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.

ITM 361 SKI Data Analytics (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.

ITM 361 SYS Mobile Applications & Web Develop (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. Purpose 8

ITM 471 SEL Risk Management and Quality Assurance (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.

ITM 471 SYS DBase Development and Administration (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.

ITM 481 PCA Implementing and Managing IT Project (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

ITM 481 SEL Product Life Cycle (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 99 software product management, a process of managing software (including mobile apps) that is built and implemented as a product, considering the life-cycle considerations.

ITM 481 SYS Strategic Systems Analysis (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.

ITM 481 VAL Cyber-Security Management (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 plan in case of natural and manmade disasters. The course provides the students with hands-on exercises to test security threats and implement their mitigation.

LAW 351 SYS Business Law (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.

LAW 361 VAL Legal and Ethical Issues in Counseling (3 credits)
Legal and ethical issues involved in counseling; i.e. confidentiality, malpractice, etc.; professional codes of ethics.

MBA 615 SKI Managerial Accounting (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.

MBA 725 SKI Managerial Economics (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.

MBA 735 INT Global Business/International Practicum (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

MBA 735 PCA Strategic Management & Evaluation (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.

MBA 735 SKI Managerial Finance (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

MGT 241 SEL Entrepreneurship (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.

MGT 483 SYS Social Policy and Planned Change (3 credits)
Political views of change and their relation to class and power; links between political, economic, and social change at macro and micro levels

MIS 351 SKI Principles of Project Management (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.

MIS CC 130 Computer Applications (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.

MKT 231 SEL Principles of Marketing (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.

MKT 361 SKI Advertising and Public Relations (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

MKT 615 Marketing & Communications Concentration Integrated Marketing Communications (3 credits)

MKT 725 Digital and Social Media Marketing (3 credits)

The course will focus on how strategic marketing policies are made covering marketing strategies for various social media platforms, including Facebook, Instagram, Pinterest, and YouTube, advertising on LinkedIn and TikTok, marketing and copywriting for social media.
The course provides understanding of the landscape of traditional, digital and social media marketing; how decisions are made and how entertainment and media marketers develop and employ sophisticated marketing tactics to engage audiences and consumers of experiences; create SMART goals, identify KPIs, and define your target audience and their customer journey; provide understanding of the major social media platforms, how they function, and what role they play in marketing and how to choose the right social media platforms, choose the messaging and learn how to create social media policies for making personal connections with performance audiences and media consumers.

MKT 735 Marketing Research & Analytics (3 credits)

Market research analyst courses teach students how to analyze and interpret data to solve business problems. This course will cover topics such as research methods, statistics, and marketing.
This course focuses on different aspects of market research, where data uncovers stories and trends reveal opportunities. This course is designed for professionals who aspire to master the craft of market research, enabling them to make informed business decisions. This course equips marketing professionals with a foundational understanding of market research methodologies and their practical applications for marketing professional, business owner, product manager, student, data analyst, sales specialist, or someone in the realm of advertising and PR.
You can dive into the art of identifying market trends and measuring customer preferences, all while honing your analytical skills. With a basic understanding of basic communication, computer skills, and an analytical mindset, this course is perfect for people seeking to enhance their market insight swiftly and efficiently and to transform data into strategy and elevate your business acumen in this course.

MKT 736 PR & Communications in Marketing (3 credits)

The course will focus on how strategic marketing decisions are made for public relations and communications to the stakeholders, and how entertainment and media marketers use sophisticated marketing tactics to engage audiences. Particular attention will be paid to how branding has become the most important component of marketing because of its importance for making personal connections with performance audiences and media consumers.

Marketing involves decisions crucial to the success of every organization, whether large or small, profit or nonprofit, manufacturer, retailer, or service firm. CEO and managers as well as marketers must decide what technologies to pursue, what goods or services to sell, to whom, with what features and benefits, at what price, and so on. Changes in technology and convergence have dramatically changed how traditional marketing decisions are viewed and managers must understand how to operate in an increasing virtual environment of sales and services. We must remember though that today, since we live in a society dominated by entertainment and the media, our experiences are now as important as our possessions. Not a typical product or service, real-time entertainment is an involved experience and entertainment marketing communications tell audiences not just how to access entertainment products, but also how to experience them. Our challenge therefore in managing and marketing media and entertainment is how to make sound strategic marketing decisions while promoting entertainment experiences to audiences whose options and tastes vary widely.

MPA 610 SEL Organizational Behavior in Public Administration (3 credits)
This course is designed to improve your ability to work effectively with others in public and nonprofit organizations. An interdisciplinary field of study known as organizational behavior is the basis of the couurse's investigation into some of the issues that are fundamental to the successful management of people in these organizations. This course involves four levels of analysis and their influence on each other in the public sector: individual, group, organization, and the public interest. Organizational behavior in the public sector is distinct in that public administrators must understand the public service motive of individuals who work in the public sector, the political environment of public administration, the unique characteristics of public sector organizations, which function with a different incentive structure than organizations in the private sector, and the way in which democratic participation and public values are integral to work in public organizations.

MPA 610 SYS Introduction to Public Administration (3 credits)
This course introduces you to the world of the public administrator and the administrative environment where public goods and/or services are delivered. Because public administrators are responsible for serving the public interest, which is defined differently by different interests, the task of the public administrator is often more difficult than that of the private administrator who merely seeks to increase profit. As the public administrator operates within the context of organizations and bureaucracy, the overall purpose is to look at organizational structure, culture, and decision-making processes, and how they both enhance and hinder the administrator's ability to deliver services in an efficient and effective manner.

MPA 610 VAL Public Policy (3 credits)
This course explores a variety of topics in public policy ranging from policy formulation and implementation to measurement and evaluation. Policies are limited by the politics of political communities which are affected by competing ideologies or world views. It is important to understand not only the process by which policies are formulated but also the consequences inherent in each policy choice.

MPA 611 PUR Constructive Action I: Identifying Opportunities for Organizational Change (3 credits)
This seminar is a forum in which you explore opportunities for change in your organization. You are expected to contribute actively, sharing ideas, research findings, suspected problems, and plans concerning your specific Constructive Action with a particular constituency. You will develop a formal needs assessment or research proposal to identify and support the existence of a problem, need, or opportunity for Constructive Action and provide background information about your organization that clarifies the setting in which the research takes place.

MPA 611 SK1 Research Methods I (3 credits)
This is an introductory graduate course in research methods that are employed in the social sciences. It assumes that public administration practitioners can perform program design and evaluation tasks more effectively if they have knowledge and skills in the quantitative and qualitative principles of research.
The emphasis of the course will be on the theoretical and practical aspects of the research process. The course will introduce you to a variety of tools and techniques for analyzing data and making management and policy decisions based on the data. The course is designed to provide conceptual and methodological tools for managers, evaluators and analysts charged with formally evaluating program implementation and performance. These tools will also aid you in performing the Constructive Action needs assessment and in developing the Constructive Action Purpose 1 and 2 documents.

MPA 620 SEL Human Resource Management (3 credits)
The purpose of this Dimension is to introduce you to the management functions and activities that relate to the acquisition, development, and maintenance of people resources in public and non-profit organizations. The class will discuss the history and policy rationale for rules, laws, procedures, and techniques that govern personnel management as well as the issues and challenges of balancing organizational and employee needs in the workplace setting. The management of human resources is the same regardless of entity: how to obtain, train, utilize, and retain the best employees while meeting legal requirements. Human resource management is a fluid operation that must be monitored and managed as the needs of the organization or administration requires.

MPA 620 SYS Nonprofit Governance and Management (3 credits)
This course introduces you 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 and its application in nonprofit organizations.

MPA 621 PUR Constructive Action II: Initiating and Managing Organizational Change (3 credits)
This seminar provides the opportunity for you to collaborate on the organizational challenges that must be met to design and implement a successful program. You will implement the needs assessment or research proposal that you planned in the first term and analyze, present, and interpret the data collected to support the existence of a problem in need of Constructive Action. Based on the research findings, you will design a pilot program to address the problem that you initially identified or alternative problem uncovered in the research.

MPA 621 SK1 Research Methods II (3 credits)
This course is a continuation of Research Methods I, which assumes that public administration practitioners can perform program design and evaluation tasks more effectively if they have knowledge and skills in the principles of qualitative and quantitative research. You will deepen your understanding of the variety of tools and techniques for analyzing data and making managerial and policy decisions based on the data. The course is designed to provide qualitative and quantitative tools for managers, evaluators and analysts charged with making program planning, design, and implementation decisions. These tools will also assist you in completing the Constructive Action program plans.

MPA 622 SK2 Budgeting and Financial Management (3 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. Take the Government Performance Act of 1993. In the last thirty years, beginning in 1990 with the Chief Fiscal Officers Act which led to formation of the Federal Accounting Standards Advisory Board, there have been at least fifteen pieces of legislation aimed at making government more accountable. Accountability is the new buzz word.

This course will engage you in a discussion of how budgeting and financial management are used to shape policy and measure performance in governmental entities. You will apply the computer skills learned in PAA 612 to develop budget and financial documents. There will also be some discussion and analysis of how budgets shape the ongoing operations of not-for- profit organizations. Further, you 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 programs or entity's success or failure.

MPA 630 SYS Public Economics (3 credits)

In this Dimension, you will develop the ability to use knowledge of public economics in your Constructive Action or organization. Public economics is the study of the role of government in the economy, which includes justified intervention. One justification for government intervention is market failures. These failures produce outcomes that do not maximize efficiency. Another justification for intervention is the distributional inequalities created by markets that are inconsistent with social justice. The course will consider various ways that government might address these deficiencies and the direct and indirect effects of government intervention on economic outcomes.

MPA 630 VAL Politics and Policy (3 credits)

This Dimension explores the intersection between public policy and politics and how that intersection impacts 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 can accomplish is not a function of managerial talent or unlimited resources, but what is politically possible. Similarly, what is politically possible affects whatpublic policy in the end looks like.

MPA 631 PUR Constructive Action III: Long Range Planning for Organizational Improvement (3 credits)

This course is to help you understand the impact of the external environment on your organization's programmatic activity and plans. You begin the term of study by designing and implementing a plan of evaluation. The results of the implementation will inform the conversion of your pilot program into a long-range plan for organizational improvement, using a typical proposal for funding as the format. In planning your proposal, you will consider the probable impact of external political, economic, social, and technological trends.

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. You will integrate your work for three semesters into one comprehensive and coherent document.

MPA 632 SK2 Program Evaluation (3 credits)

The purpose of the course is to introduce you to the methods of program evaluation used in public policy and administration. The course assumes that all program and agency stakeholders, for example, 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 that define program and organizational effectiveness. Data collection and interpretation will ultimately improve organizational program service delivery.

MPA 710 PCA Identification of Organizational Disaster Needs, Initiating an Emergency Management Plan (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.

MPA 710 SEL Research and Analysis Methods in Disaster Management (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.

MPA 710 SKI Foundations of Business Continuity Management (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.

MPA 710 SYS Preparing and Planning for Disasters (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.

MPA 710 VAL Values and Ethics for Administrative Decision Making (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.

MPA 720 PCA Implementation of an Emergency Management Plan (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.

MPA 720 SEL Economics and Social Trends and Implementing Social Services (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.

MPA 720 SKI Foundations of Continuity of Operations Planning (COOP) (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.

MPA 720 SYS Enterprise Risk Management (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.

MPA 720 VAL Public Health Systems Preparedness and Response Implementation (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.

MPA 730 PCA Evaluation and Improvement of an Emergency Management Plan (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.

MPA 730 SEL Evaluating Cultural Competencies and Community Resilience (3 credits)
This online course provides an overview of the different types of international disaster events, and their impact on individuals, groups, and vulnerable communities. The course seeks to support the students at developing a better understanding of the international emergency management field and designing resilient strategies that reflect the cultural needs of the different vulnerable populations impacted by global disasters. Moreover, the course will shed light on prominent examples of global outbreaks such as the coronavirus and equip the students to assess the degree of effectiveness of the current emergency management policies that are in place to respond to such global crisis. Throughout the semester, we will use a mix of theoretical and practical approaches, to study various arenas of the emergency management field, which range from analyzing mitigation and preparedness strategies, to researching scholarly and credible articles, deploying effective risk communication strategies, and developing tactics to empower vulnerable communities in different socio-political contexts. In this online course, students are expected to engage with the course materials by joining virtual lectures, participating in online discussions, and writing short papers.

MPA 730 SKI Advanced Business Continuity Practicum (3 credits)
This course is designed to prepare students to pursue the ISO 22301 Lead Auditor certification. Students will be taught the principles of the operation of the Business Continuity Management System, understand the operation of the BCMS in accordance with the ISO22301 standard, and practice of becoming an independent auditor (i.e. how to plan, conduct, and report internal and certification audits). Students will analyze and interpret the content within the ISO22301 standard and discuss how the relationships and interdependencies between a Business Continuity Management System (e.g. risk management, compliance)

MPA 730 SYS Homeland Security Policy and Procedures (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.

MPA 730 VAL Information Technologies and Cybersecurity in Disaster Planning (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.

MPM 610 PCA CA 1: Strategic Project Research and Analysis (3 credits)
The Constructive Action 1 course familiarizes the students with the research techniques and methodologies by which to explore and analyze the trends and needs in one of the different industries using project management. The CA 1 focuses on the project research and need analysis. From their assessment, they compile a report of their findings, identifying needs, trends, or areas for further research, and present their conclusions for the particular field using project management techniques. The first CA gives the students an opportunity to determine the feasibility or viability of a project management plan by researching and analyzing the project environment and need assessment. A need assessment and analysis is crucial to building a project management plan from the ground up. The need analysis in field of project management takes into account the research related to project environment, constraints, and risks.

MPM 610 SEL Communications in Project Management (3 credits)
This course emphasizes on the need of effective communication and planning from the initiation through the closing of the project. Communication includes internal and external activities and information in a written or oral form and can be formal or informal. And effective communication is critical to keep a good relationship with all the stakeholders in a project. Management of a successful project requires strong interpersonal and communication skills. This course enables the students to learn such skills and techniques so as to develop, execute, and monitor an effective communication plan about how critical information is delivered throughout the project.

MPM 610 SKI Project Scope Management (3 credits)
Defining the scope of a project is an important parameter in determining the success of a project. The course on project scope management provides the students with the knowledge of the set of processes that ensure a project's scope is defined and mapped accurately. The knowledge modules in this course provides students with an understanding of the various scope management techniques to ensure that the project focusses on all the important components in the project life cycle. It enables the project managers to allocate the right amount of work and time within the scope of the project. The scope of a project as defined by PMBOK, Project

MPM 610 SYS Principles of Project Management (3 credits)
This course familiarizes the students with the foundations of concepts and proven techniques of project management involved in the design, planning, implementation and evaluation stages of a project. The field of project management is integral to all the industries and the course material would be relevant to all the practitioners. The course will provide learning content which is aligned with the 'Guide to the Project Management Body of Knowledge (PMBOK) from Project Management Institute. The course details a structured approach to understand the 10 knowledge areas and the processes needed to understand the complete project life cycle. The topics include knowledge of the processes to initiate, plan, execute, supervise, and control and close a project. Students learn project management skills through hands –on exercises using the project management tools and techniques to understand the real-world scenario of managing a project

MPM 620 PCA CA 2: Strategic Project Planning and Analysis (3 credits)
The students apply knowledge obtained and the strategic research and analysis conducted for their Constructive Action in the prior semester, to develop a comprehensive project planning in the CA 2. This CA would involve mapping out the logistics for the project and the students start building their plan, providing details of the scope, plan, time, and cost management plan. One important aspect to this Planning CA is getting students to think in terms of "first things first" – one cannot do C unless B is in place first but cannot do B unless A is in place first. Though some actions/parts of the project could be done simultaneously. These things would have to be rigorously conceptualized in this CA with the student determining the specific order of priorities and exactly how to arrange them so that the entire project is mapped out in a coherent and doable manner.

MPM 620 SEL Planning and Scheduling Projects (3 credits)
In project management, planning and scheduling are two distinctive yet inseparable facets of successfully managing a project. A schedule is a listing of a project's milestones, activities, and deliverables within a certain timeline. Project planning involves selecting the appropriated procedures and policies with an aim to achieve the goals of the project. A well-planned and well- scheduled project is critical to successful project management. A proper planning and scheduling of the project is required to minimize the bottlenecks and maximize the results. The course on planning and scheduling projects will equip students with the skills and knowledge to build a schedule management Plan. It will focus on the use of organizational procedures and processes needed for planning and scheduling the project. The course will also delve into the duration of each component of the schedule management plan and the importance of flexibility in a project schedule.

MPM 620 SKI Project Cost Management (3 credits)
The management of the project related costs is crucial to the successful completion of a project. The project cost management course focusses on the identification, planning and management of the project budget. The main topics covered in this course will be cost estimating, budgeting, and cost control. The course will discuss the techniques and the best practices in cost estimation and budgeting. In addition, the course will discuss the need of controlling the costs and to monitor the cash flows in a project. Using real life case scenarios, this course gives students a very comprehensive understanding and skill set for developing and monitoring the project budget baseline.

MPM 620 SYS Project Resource Management (3 credits)
Project Resource Management includes the processes to identify, acquire, and manage the resources needed for the successful completion of the project. These processes help ensure that the right resources will be available to the project manager and project team at the right time and place.

MPM 630 PCA CA 3: Strategic Project Management – Implementation & Evaluation (3 credits)
In this Constructive Action, the students learn the skills to effectively implement a project and put it into action. The focus of this CA will be to evaluate the project work breakdown structure created in the previous two CAs. Additionally, this CA will identify the risks involved in implementing the project and define the responses for those risks. Risk and quality planning will be an integral part of this CA. Critical Logs would monitor and document the key steps involved in this implementation and the challenges faced along the way, suggesting modifications for improvement. Outcomes and final assessments would be presented.

MPM 630 SKI Project Risk and Quality Management (3 credits)
Project risk management includes the processes of conducting risk management planning, identification, analysis, response planning, response implementation and monitoring risk on a project. Project quality management includes the processes for incorporating the organization's quality policy regarding planning, managing, and controlling project and product quality management in order to meet stakeholders' objectives.

MPM 630 SYS Procurement and Supply Chain Management and Legal Aspects (3 credits)
Procurement and Supply Chain Management is the key for success of many projects as the procured goods and services in a project are a major part of the expenses of the project and requires proper appraisal and management. This course provides an insight into the procurement strategy and skills required to get the best value for expenditure incurred on the project. The course provides an understanding of the effective procurement strategy and the benefits of strategic procurement management to the business/ organization. The course also covers the legal aspects involved in contract management by introducing the law of contract and legal principles which underlie the contracts.

MPM 630 VAL Ethics in Project Management (3 credits)
In the business world, ethics plays a significant role in fair decision making and improving business relationships. The course 'Ethics in Project Management' familiarizes the students with different ethical issues that project managers face, and which have a key role in determining the success of the project. The course examines the ethical principles in managing the projects which are aligned with the Code of Ethics and Professional Conduct identified by the Project Management Institute (PMI). This course explores the various tools used for decision making based on the ethical standards set by PMI. The course describes the ethical dilemmas in project management and demonstrates the methodology to apply ethical standards in project management. The course also covers the legal enforcements and accountability Acts by U.S. federal and State governments.

MTH 124 SKI Introductory Math (3 credits)
Application of Mathematics to life; the Human Service workplace; emphasizes cooperative learning in collaborative exercises; inclusion of real data; graphing technology.

MTH 361 SYS Statistics (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

MTH 471 SKI Data Analysis for Understanding Communities (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.

NPM 110 PUR Self-Assessment and Civil Service Preparedness (3 credits)
This course introduces students to self-assessment techniques and prepares them for careers in civil service. It focuses on evaluating personal skills and aligning them with public service roles.

NPM 110 SEL Introduction to Nonprofit Organizations (3 credits)
Students will be introduced to the structure, function, and management of nonprofit organizations. The course covers the roles these organizations play in society and the unique challenges they face.

NPM 110 SKI Law and Society (3 credits)
Students will be introduced to the relationship between law and society, focusing on how legal frameworks shape and are shaped by social, political, and economic forces.

NPM 110 SYS Introduction to Public Administration (3 credits)
This course provides an overview of public administration, including the principles, practices, and challenges involved in managing public sector organizations.

NPM 110 VAL Public Service Values (3 credits)
This course explores the values that underpin public service, such as ethics, civic responsibility, and the role of government in society. Students will examine how these values influence decision-making in public service.

NPM 360 PUR Applying Strategic Management (3 credits)
This course introduces students to the principles and practices of strategic management in nonprofit and public sector organizations. Students will learn to develop, implement, and evaluate strategic plans to achieve organizational goals.

NPM 360 SEL Strategic Management and Planning (3 credits)
This course focuses on the development of long-term strategies for nonprofit organizations. Students will explore the processes of strategic planning, including setting goals, assessing resources, and evaluating outcomes.

NPM 360 SYS Nonprofit Law (3 credits)
Students will be introduced to the legal issues that affect nonprofit organizations, including governance, compliance, and liability. The course provides a foundation in the legal responsibilities and rights of nonprofit entities.

NPM 360 VAL Fundraising and Grant Writing (3 credits)
Students will learn the essential skills for effective fundraising and grant writing in the nonprofit sector. The course covers strategies for identifying funding sources, writing successful grant proposals, and managing donor relationships.

NPM 360 SKI Fiscal Management in Nonprofit Organizations (3 credits)
This course covers the financial management practices essential for nonprofit organizations. Topics include budgeting, financial reporting, and strategies for ensuring financial sustainability.

NPM 470 PUR Practicing Leadership (3 credits)
In this course, students will explore the theories and practices of effective leadership within nonprofit and public sector organizations. Emphasis is placed on developing leadership skills that foster organizational growth and innovation.

NPM 470 SEL Managing External Collaboration and Networks (3 credits)
This course focuses on strategies for building and managing external collaborations and networks that are crucial for nonprofit success. Students will learn how to foster partnerships, manage inter- organizational relationships, and leverage networks for organizational growth.

NPM 470 SKI Human Resource Management in the Public Sector (3 credits)
This course provides an overview of human resource management practices within public sector organizations. Students will learn about recruitment, performance management, labor relations, and the legal framework governing public employment.

NPM 470 SYS Organizational Behavior and Leadership (3 credits)
Students will explore the concepts of organizational behavior with an emphasis on leadership in nonprofit settings. The course covers topics such as motivation, team dynamics, and organizational change.

NPM 470 VAL Nonprofit Management and Leadership (3 credits)
Students will be introduced to the unique challenges and opportunities of managing and leading nonprofit organizations. The course covers topics such as governance, staff management, and organizational culture.

NPM 480 PUR Empowering Civic Engagement (3 credits)
Students will be introduced to the principles and practices of civic engagement, focusing on how nonprofit organizations can empower communities and foster active citizenship.

NPM 480 SEL Voluntary Action and Community Leadership (3 credits)
Students will examine the role of voluntary action in community leadership, focusing on how individuals and organizations can drive social change through volunteerism and community initiatives.

NPM 480 SKI Service Learning for Community Development (3 credits)
Students will engage in service learning projects that address real-world community development challenges. The course emphasizes experiential learning, allowing students to apply their academic knowledge to benefit local communities.

NPM 480 SYS Social Entrepreneurship (3 credits)
This course introduces students to the concept of social entrepreneurship, where business principles are applied to create and manage ventures that achieve social change. Students will explore innovative approaches to solving social problems through entrepreneurship.

NPM 480 VAL Nonprofit Careers & Responsible Citizenship (3 credits)
This course explores career opportunities within the nonprofit sector and the role of responsible citizenship in professional life. Students will learn about pathways to careers in nonprofits and how to integrate civic responsibility into their work.

NPM 615 Human Resource Management in Nonprofit Orgs (3 credits)
The purpose of this course is to introduce you to the management functions and activities that relate to the acquisition, development, and maintenance of people resources in public and non-profit organizations. The class will discuss the history and policy rationale for rules, laws, procedures, and techniques that govern personnel management as well as the issues and challenges of balancing organizational and employee needs in the workplace setting. The management of human resources is the same regardless of entity: how to obtain, train, utilize, and retain the best employees while meeting legal requirements. Human resource management is a fluid operation that must be monitored and managed as the needs of the organization or administration require.

NPM 630 Social Entrepreneurship and Sustainability (3 credits)
This course will provide students with a comprehensive analysis of social entrepreneurship and sustainability. Students will start with a foundation in the basics of social entrepreneurship and social opportunities. Then they will review how to model and plan strategically for a social venture. They will explore organizational structures, social impact, scaling, and social intrapreneurship. This course will also address sustainability and the entrepreneurship support ecosystem. Students will gain an understanding of social entrepreneurship in developing countries and explore the future of social entrepreneurship.

NPM 725 Nonprofit Governance Management (3 credits)
This course will provide students with a comprehensive analysis of nonprofit management, beginning with the history of philanthropy and the emergence of the nonprofit sector. Students will start with a foundation in classical organizational theory and principles. Then they will review current management and supervision practices as they apply to the structure, resources, and mission of the nonprofit organization. This course will also address collaborative strategic planning and its application in nonprofit organizations. Students will gain an understanding of nonprofit governance and management and explore real-world applications of course content.

NPM 736 Strategic Planning, Fundraising
This 14-week, graduate-level course is for students and professionals interested in learning strategic planning for fundraising and proposal writing. We will explore the foundational theories and practices of planning for fund development and the significant aspects of a fundraising strategic plan, including major gifts, capital campaigns, annual funds, planned giving, grants, and special events. This course is constructed to be a hands-on experiential course in which you will use real-world nonprofit organizations and, week by week, construct the strategic fundraising plan. By the end of the course students will have developed a unique nonprofit strategic fundraising plan. This course will give students tools and strategies for effective fundraising.

PAA 631 SK1 Strategic Development, Fundraising, and Proposal Writing (3 credits)
This course is designed to complement some of the activities in the Purpose seminar. First, you will be introduced to the basic steps in strategic planning. You will define organizational opportunities and challenges after an investigation of the political, economic, social, and technological trends in the external environment. You will also define the strengths and weaknesses of your organization and strategize about how to respond to the external opportunities and challenges and internal strengths and weaknesses.

Next, you will study the various types of proposals for funding, the funding environment, the identification of funding opportunities, the components of a proposal, the process of submitting a proposal, and the organization and writing of a proposal. Based on your study of proposal writing, you will convert your Constructive Action pilot into a long-range program and present it in the form of a proposal for funding. You will also prepare a strategic plan that addresses the external and internal environmental factors that might impact the implementation of your long-range program.

PHI 351 SEL Theories of Learning (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.

PSC 122 SYS Intro to Human Services (3 credits)
Social, Political and Economic Aspects of Service Delivery Systems. Emphasis on the characteristics of bureaucracies in Human Services.

PSC 471 VAL Comparative Philosophies of Community (3 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.

PSC 482 VAL Philosophies of Change (3 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.

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.

PSY 120 SKI Introduction to Psychology (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.

PSY 121 SEL Social and Developmental Psychology I (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.

PSY 231 SEL Social and Developmental Psychology II (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;.

PSY 232 VAL Group Values, Norms, and Morality (3 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.

PSY 361 SEL Models of Counseling (3 credits)
An overview of major theories of counseling, including psychoanalytic, cognitive-behavioral, and existential models. Illustrations from the humanities and literature.

PSY 361 SKI Professional Skills for Counseling (3 credits)
Interviewing styles; assessment methods; interpretation of data; stages of the counseling relationship.

PSY 362 SYS Behavioral Health (3 credits)
"Behavioral health" encompasses mental health, lifestyle and health behaviors, addictions, substance misuse, stress, crises, and more. It focuses on how people react to everyday life based on their thought patterns and learned emotional responses.
This course introduces the principles and practices of behavioral health, exploring the intersection of psychological, social, and biological factors that influence mental well-being. Students will comprehensively understand various behavioral health issues and strategies for self-care, prevention and intervention.
Students must participate in weekly discussion forums with an original post and relevant responses to two classmates. Each week, students will have learning activities and assignments, which have to be submitted in Moodle.

SEM 110 PCA Research & Info Gathering Skills (3 credits)
This course introduces the concept of Purpose-Centered Education (PCE) and its practical application in research information gathering. PCE emphasizes aligning education with a specific Purpose that addresses the dimensions of Values, Ethics, Self, Others, Systems, and Skills. Through this framework, you'll develop critical research skills, while exploring how knowledge can be applied to real-world issues in your community—putting them to action.

SEM 231 SKI Working with Groups (3 credits)

SEM 361 FCA Counseling Constructive Action (3 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.

SEM 471 FCA (3 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.

SEM 471 SKI Teaching and Communication (3 credits)

SEM 481 FCA Change Management (3 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.

SEM 521 VAL Values and Ethics: Project SAVE Education Seminar (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).

SEM 522 VAL Values and Ethics: DASA Training Seminar (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.

SOC 113 SYS Intro to Social Systems (3 credits)
Major social systems which impact on lives, including family, religion, community, education, and work.

SOC 232 SYS Sociology of Group Behavior (3 credits)
Ethnic and racial relations from an American and global perspective; intergroup conflict; racism and discrimination.

SOC 240 SEL Reflective Practice & Social Justice Skills (3 credits)
This course is focused on exposing students to the concept of critical reflective practice through a social justice lens. It is designed to engage students to further develop their self-awareness in the context of oppression, power, racism, and privilege. It encourages students to process their understanding of racism, intersectionality, and undoing systems of oppression. In this class, students will learn frameworks and skills that contribute to anti-oppressive social work practice.

SOC 482 SEL The Individual, Organization, and Social Change (3 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.

SOC 483 SEL Social Justice & Advocacy (3 credits)

SOC CC 100 Interpersonal Skills (3 credits)
This course is designed to help you develop the interpersonal skills you need to be successful in your personal and professional life. We will cover a variety of topics, including communication, conflict resolution, teamwork, and leadership. Through a combination of lectures, discussions, activities, and role-playing, you will gain the knowledge and skills you need to build strong relationships and achieve your goals.

Social Entrepreneurship (3 credits)
In this course, you will be introduced to the principles and practices of creating and leading mission-driven ventures within the nonprofit sector. This course will explore innovative approaches to addressing social issues, including how to develop sustainable business models, secure funding, and measure the impact of social enterprises. You will learn how to apply entrepreneurial thinking to create lasting social change.

SPE CC 160 Public Speaking (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.

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. The MCNY 2026-2027 catalog was published on August 26, 2026.