



FOUNDED BY AUDREY COHEN IN 1964

2013
Course Catalogue

Letter from the Dean of Students

Dear Student:

Welcome! We have prepared this catalogue as your academic guide to Metropolitan College of New York (MCNY). As you begin your studies, it is important that you have resources at your disposal to assist in navigating the exciting and challenging college experience. The information in this catalogue is principally concerned with explaining the College's academic offerings and requirements. Additional information, including current descriptions of the academic programs and courses, financial aid, registration, library and computing facilities, the Campus Crime Report and student retention and graduation rates can be found on the MCNY website and the Student Handbook. These together will give you a better perspective on the unique educational opportunities that await you here. The information contained in this catalogue was current as of the date of publication. Please contact the registrar for the most current information regarding College programs.

Our Purpose-Centered Education puts you on the fast track by closely integrating classroom learning and skill development with work-related constructive action and assessment. This experiential approach allows MCNY students to earn a degree in about half the time of most colleges. This catalogue is written to help you take advantage of MCNY's accelerated educational approach. The Student Handbook, our website, and various other College publications are important reference materials for MCNY students, faculty, administrators, and staff. Should you have any questions regarding the information in the Handbook, please feel free to seek out a member of the Student Services staff or other college official. My colleagues and I will be happy to assist you.

Again, welcome to MCNY, and best wishes for a successful academic and professional experience.

Dona Sosa

Dean of Students

Our History

Our institution was founded back in 1964 by educational pioneer Audrey Cohen.

Driven by a holistic vision of a better world, she created a succession of organizations to address the dual issues of economic development and social improvement. Through her lifelong commitment to the interconnected ideals of social justice, educational excellence, and economic opportunity, Audrey Cohen continues to be esteemed as one of the most innovative and respected educational reformers in the world.

Ms. Cohen's enduring commitment to create employment and educational opportunities for all stemmed from her activism during the civil rights and women's movements in the 1950s and 60s. It was also rooted in her conviction that education must empower individuals to take charge of their own lives and to make positive change in organizations and communities.

In 1958, Ms. Cohen, recognizing college-educated women's need for productive and flexible work that could be accomplished while they cared for their families, co-founded Part-time Research Associates, the first corporation employing only women.

In addition, Ms. Cohen also turned her efforts to helping economically disadvantaged women who depended on public assistance for their income and she founded the Women's Talent Corps in 1964. Through the Talent Corps, ten, new, above-entry-level paraprofessional positions, were developed. Ultimately, the Talent Corps created employment for hundreds of thousands of people. It was this organization that inspired the development of Metropolitan College of New York. The Women's Talent Corps was renamed the Talent Corps, to reflect its inclusion of men, and then became The College for Human Services.

During this time, Ms. Cohen began the process of rethinking education so that it would prepare people for work in the growing field of human service, an idea that was revolutionary then, but is now accepted. She led research to develop a unique model of higher education that focuses rigorous academic study around achieving a complex and meaningful Purpose each semester. The trans-disciplinary curriculum that resulted incorporates knowledge from all disciplines. From the moment they enter the College, students take charge of their learning and concentrate on achieving each semester's Purpose.

Ms. Cohen was an eloquent spokesperson for educational reform and was frequently consulted on the issue. She appeared on the McNeil Lehrer News Hour, Good Day New York, CNBC's Money Wheel and The Today Show, as well as numerous radio programs.

Ms. Cohen also received numerous awards in recognition of her many contributions including the Outstanding Leadership in Higher Education Award from the Commission on Independent Colleges and Universities, the Certificate of Achievement Award from the Academy for Educational Development, and the George Champion Award from Chase Manhattan Bank. She remained dedicated to the challenges of education, social invention, and the advancement of Purpose-Centered Education until her passing in 1996.

The College has contributed to service improvement in hundreds of organizations. In the for-profit sector, it has influenced such fields as financial services, insurance, retailing, banking, and the media and entertainment industry. In the not-for-profit arena, the College's students and graduates have made a significant impact on fields such as mental health, developmental disabilities, teaching, daycare, substance abuse, HIV/AIDS, criminal justice, and work with the elderly. The Master in Public Administration (MPA) program provides trained administrative staff for not-for-profit and public agencies throughout the country, the new Emergency and Disaster Management Program is at the forefront of its field, and the developing Master of Science in Childhood Education (MSED) program trains teachers for urban, public-school systems. The nature of the educational programs and the contributions that MCNY graduates have made in the public and non-profit sector clearly demonstrate the college's mission as an institution that fosters personal and professional development, promotes social justice, and encourages positive change in workplaces and communities.

Since its inception, the College has demonstrated its commitment to helping nontraditional students achieve educational and professional goals through unique, progressive methods. In 1984, the College was granted full regional accreditation by the Middle States Association of Schools and Colleges. That designation was reaffirmed in 1989 and again in 1999.

To honor its founder and president, and to recognize the growing number of academic program offerings, the College was renamed Audrey Cohen College in May 1992. Stephen R Greenwald was appointed Third President in May 1998. In 2002 in order to more accurately reflect the growth, vitality, diversity, and motivation to achieve that it shares with the New York Metropolitan Region, the College was renamed Metropolitan College of New York (MCNY). In 2002, the College re-registered its Master of Science in Administration as a Master of Public Administration to better reflect program objectives. In early 2004, the New York State Board of Education registered two new MCNY graduate degrees: a Master of Public Administration in Emergency and Disaster Management, the first of its kind in the state, and a Master of Science in Education (Childhood Education). Later that year, the College's first liberal arts degree program – the Bachelor of Arts in American Urban Studies – was approved. In 2008, the Master of Science in Education – Mathematics 7-12 was registered by the New York State Education Department. In 2009 under the leadership of Dr. Vinton Thompson, fourth President of MCNY (appointed 2008) the College's Middle States Accreditation was reaffirmed. The College has since added three new degree programs - - the MBA in Financial Services, the Bachelor of Business Administration in Healthcare Systems Management, and The Master of Science in Education: Dual Childhood 1–6/Special Education. A description of all of the College's academic programs can be found below.

MCNY Vision, Mission and Values

Vision

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

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.

Values

Integrity: Establishing and maintaining the highest educational and professional standards.

Innovation: Identifying and implementing creative opportunities to provide quality programs and services.

Empowerment: Assisting ourselves and others to become effective and productive.

Diversity: Actively promoting and supporting a community of different people and ideas.

Commitment to Students and Diversity

It is the policy of MCNY that equitable consideration shall be given to all persons. In compliance with Title VII of the 1964 Civil Rights Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title IX of the Educational Amendments of 1972 and other federal, state and local laws, the College does not discriminate on the basis of race, color, religion, sex, sexual orientation, national origin, age or disability in the administration of its admission, employment and educational policies or scholarship, loan, athletic and other school-administered programs. MCNY affirms that it admits students and selects employees regardless of their race, color, creed or religion, sex, sexual orientation, national origin, age, disability and it accords them all the rights and privileges generally available to students and employees of the school.

Questions about or complaints under Title IX of other prohibited discrimination should be directed to:

Dean of Students
Metropolitan College of New York
431 Canal Street
New York, NY 10013
(212) 343-1234
dsosa@mcny.edu

THE AUDREY COHEN SCHOOL OF HUMAN SERVICES AND EDUCATION

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

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

Organization of the Purpose

Every Purpose in each of the degree programs of the Audrey Cohen School for Human Services is organized into the following components:

Dimension Classes: Values and Ethics, Self and Others, Systems, and Skills.

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

Constructive Action: Individual and small group work on thinking, writing, problem-solving, in relation to the Constructive Action and its documentation. **Field Practice:** Supervised experience at the worksite including performance of the Constructive Action - a minimum of 14 hours per week for 14 weeks.

Associate of Arts

All students enrolled in the Associate of Arts degree program must take 54 of their 60 required credits at the College. The transfer credits from other colleges must be applied to the four Purposes they are completing in order to receive the Associate degree. The student must complete the first two Purposes - Self Assessment and Preparation for Practice, and Developing Professional Relationships - and then two out of the following: Working in Groups, Teaching and Communication, Counseling, and Working as a Community Liaison. Students enrolled in the Associate of Arts degree program are not eligible for participation in the Advanced Standing Option while they are pursuing their Associate of Arts degree.

Bachelor of Arts in American Urban Studies The Bachelor of Liberal Arts in American Urban Studies is an interdisciplinary program designed to give students a broad foundation in the liberal

arts as well as specialized knowledge in the area of American urban studies. It is composed of a core of 90 credits in liberal arts and 30 credits in the major.

Bachelor of Professional Studies

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

Master of Science in Education - Childhood 1-6

The 43 credit Master of Science in Education – Childhood 1-6 program can be completed in one year. It is designed for prospective teachers who want to work with elementary school students in general education settings. The intensive full-time schedule of coursework, fieldwork and student teaching leads to New York State teacher certification in childhood education. Each semester the Constructive Action research project unites theory with real practice so that the elementary school classroom becomes the ultimate teaching and learning laboratory. In the first semester, teacher candidates directly teach and learn how to develop positive relationships with students, colleagues, parents and others in the school community. In the second semester, the coursework, student teaching residency, and Constructive Action project focuses on using best practices to teach effectively. In the final third semester, the student teaching residency, coursework and Constructive Action are aligned to develop teaching skills necessary to meet the unique needs of all learners.

Master of Science in Education - Dual Childhood 1-6/Special Education

This 1-year, 3-semester, 46-credit program is designed for prospective teachers who want the additional teaching certification to be eligible to work with all elementary school students in either general, inclusion, or special education classroom settings. Thus, graduates are eligible for both initial New York State certification in Childhood 1-6 to teach in general education and certification in Special Education to also teach students with disabilities. MCNY's education degree programs are nationally accredited by NCATE (National Council for Accreditation of Teacher Education) and are especially designed for recent college graduates or career changers who want to enter the teaching profession.

Continuing Education: CASAC

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

alcoholism, individual and group counseling skills, the ethics of confidentiality, family treatment and multicultural issues. The program is offered on a continuous basis and may be completed in two semesters. Classes are small and taught by OASAS certified instructors.

General Education:

The *General Education Plan* is part of the foundation of undergraduate education at MCNY. It aims to foster the intellectual, personal, and professional growth of all students. It prepares them to advocate for social justice as they encourage positive changes in their workplaces and communities. To this end, the *Common Curriculum*, in conjunction with program-specific general education courses, will comprise MCNY’s *General Education Plan*. This plan provides a rigorous, coherent, and integrated cluster of courses that develops knowledge in history, aesthetics, politics, oral and written communication, values and ethics and mathematical and scientific reasoning.

The *Common Curriculum* contains 8 existing courses (24 credits) that are centralized in the Business, Human Services, and American Urban Studies curricula. The course names are as follows:

1. American Government	5. Contemporary Values and Classical Ethics
2. Political and Economic Philosophy	6. Public Speaking and the Arts of Persuasion
3. Computer Applications for Profit and Non-Profit Management	7. Human Biology & the Life Sciences
4. College Writing: Critical Thinking and Writing	8. Empowerment through the Arts

The following *Common Curriculum* course descriptions are consistent for all undergraduate programs:

(ENG CC 110) Critical Thinking and Writing Through the Study of Literature (3 credits)
 This course uses the framework of Purpose-Centered Education to help you develop critical thinking and writing skills. You will develop these skills by learning to critically analyze sentences, to construct effective paragraphs, to use narrative (story telling) and argumentation as styles of writing and by learning to apply the MCNY Dimensional Analysis to works of literature.

(ETH CC 120) Contemporary Values and Classical Ethics (3 credits)

Introduction to values including definition, sources, relation to social rules, clarification, conflicts and their resolution; empowerment and its roots in history; illustrations from literature and the other humanities.

(MIS CC 130) Computer Applications: For-Profit and Non-Profit Organizations (3 credits)

In this course students will learn the most important aspects of Microsoft Office. The course will begin with a quick overview of the Office Suite, as well as the Windows OS and Internet Explorer. After which student will then move on to the essential features for Word, Excel, Access and PowerPoint. Hands-on labs will include the use of Object Linking and Embedding (OLE) to create integrated Office documents. The last section of the course provides an overview of Outlook.

(PSC CC 140) Political & Economic Philosophy (3 credits)

The ideas and values that serve as the foundation of our political system; how our system differs from others; the inter-relationship between business and government; major political theories regarding the nature of authority, standards of justice, the ideal of liberty and its limitations, conceptions of a just and good society, and the best form of government

(GOV CC 150) American Government (3 credits)

An analysis of current political systems with emphasis on the United States, including decision making under different ideologies, and how individual interests become positive or negative forces for group decisions, at local, national, and international levels. This course explores the structure and dynamics of American national government, providing a broad-based introduction to the ideas and institutions that shape politics in the contemporary United States. 3 credits.

(SPE CC 160) Public Speaking and the Art of Persuasion (3 credits)

Public speaking is an essential skill of leadership. Students are introduced to the tradition of public speaking and persuasion techniques. Through readings and other activities, students improve public speaking and critical thinking skills. This course emphasizes analysis, reasoning, organization, and presentation of evidence.

(ART CC 170) Empowerment through the Arts (3 credits)

Art is a form of human communication that often transcends the literal. Art has been used to empower individuals and groups to share their voices, creative visions, and beliefs to a larger social order. Urban environments in particular have been the breeding ground to many influential art forms and artists. For this course, art will be broadly defined as activities that engage the imagination, creative spirit, and intellectual curiosity in the service of aesthetic production. Some specific examples of art that have been used to empower urban subjects include creative writing, such as novels, short stories, and poetry; visual art, such as painting, murals, photography, and sculpture; all aspects of music production, including composing, playing an instrument, and singing; and all forms of kinesthetic art such as dancing, acting, and performance art.

(BIO CC 180) Human Biology and the Life Sciences (3 credits)

This course presents human biology as a life science and covers health issues. Students learn

how systems fail and what kinds of medical interventions can be successful. Current issues in the life sciences, including common human diseases, genetic engineering, stem cell research and the impact of humans on the planet's ecosystems are explored.

American Urban Studies

The American Urban Studies Program in the Audrey Cohen School for Human Services and Education is designed to educate students to:

1. Assess and direct one's own life-long learning.
2. Think independently, critically, and creatively about the use of self, knowledge, and the world within the context of a liberal arts program.
3. Communicate effectively with constituents in urban populations, colleagues, and members of the community through reading, writing, listening, speaking, and other modes of expression.
4. Develop aesthetic awareness through appreciation of art, music, and drama.
5. Describe and connect without discrimination to individual and diverse group values in the past and the present and to use ethical principles to make mature and responsible choices.
6. Research and describe social, natural and technological systems, using methods specific to the disciplines of the humanities, natural and social sciences, mathematics and arts and to use those methods, when appropriate, to foster civic engagement from the local to global levels.
7. Integrate theory with practice to make positive change in workplaces and communities.

Program Structure

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.

The Constructive Action makes the liberal arts practical.

The cornerstone of this unique 120 credits (within 8 semesters) purpose-centered educational approach is the Constructive Action. More than a thesis, it is an act of service that empowers students to better manage their lives, meet community needs and work within the greater urban environment to improve the world. Students learn to integrate knowledge with work. They learn to plan, carry out and assess their ideas for change. As students progress through the semesters, they develop as people, professionals and as community activists.

Each semester, the coursework provides the foundation for the Constructive Action. The themes or purposes of each semester are:

1. Self-Assessment through Writing and Technology
2. Becoming an Independent Learner
3. Communicating with Others: Interpersonal Communication and Conflict Resolution

4. Living and Learning in Groups
5. Communicating across Cultures
6. Promoting Empowerment through the Arts
7. Empowering Urban Communities through Civic Engagement I
8. Empowering Urban Communities through Civic Engagement II (continued from seventh semester)

Purpose Dimension

Students identify, examine, plan, implement and evaluate the achievement of their Purpose. In this process, they use mathematics, geography, history, the language arts, science and other knowledge, as well as the complex skills of planning, synthesizing, problem-solving and creativity to achieve their Purpose through a Constructive Action.

Values and Ethics Dimension

Students examine perspectives from history, literature, philosophy and government to help bring ethical considerations into the decisions they make to achieve their Purpose through Constructive Action.

Self and Others Dimension

Reading and writing skills, literature and the creative arts help students increase their understanding of themselves, communicate effectively and develop productive relationships with people of all ages and cultures as they achieve their Purpose.

Systems Dimension

Students develop a theoretical and practical understanding of the systems of which they are a part, including the family, community and the world at large. In Natural Systems ~~Dimension~~ classes, students examine the natural sciences and technology. In Social Systems classes, students examine history, civics, geography and other aspects of the social sciences, to work more effectively with these systems in achieving their Purpose through Constructive Action.

Skills Dimension

Students develop critical skills for higher education, adulthood, citizenship, leadership and the workforce. These include mathematics, computer and technological applications, physical skills and statistics.

Course Descriptions

Semester 1

PURPOSE 1

Constructive Action Practicum: Self –Assessment through Writing and Technology (PCA 111) (3 credits)

In this course, students learn to use writing and technology for assessing their own strengths and weaknesses as students and citizens of the world. The first part of the course is devoted to developing critical thinking and writing skills and assessing one's own preparedness for

academia. Students develop strategies for note taking, reading comprehension, avoiding plagiarism, and other skills for successful college performance and civic engagement. The second part of the course is dedicated to identifying and implementing a plan of action. The plan of action asks students to identify an issue in one's own neighborhood and through writing, research, and analysis, to devise a plan to address that issue. Students learn and model how to develop skills in writing, critical thinking, and self assessment in order to become more effective thinkers and leaders.

Contemporary Values and Classical Ethics (ETH CC 120) (3 credits)

Latin for Writers I (LAT 111) (3 credits)

Through careful reading, translation, and analysis of Latin sentences, students acquire the knowledge and ability to analyze and describe a sentence as a structure of logical relationships and to effectively gauge their own use of the written word. Other areas include: the influence of Latin on the development of English vocabulary and its use today (in law, science, and education), Roman history and the influence of Roman culture on the development of Western literacy and civilization.

Computer Applications for Profit and Non-Profit Management (MIS CC 130) (3 Credits)

Math I: Mathematical Reasoning (MTH 111) (3 credits)

Topics are drawn from a wide range of applied mathematics, with particular emphasis on applications that bridge multiple disciplines and everyday life. The course enriches the usefulness of mathematics, and provides opportunities for students to increase their confidence and facility in using quantitative reasoning.

Semester 2

PURPOSE 2

Constructive Practicum: Becoming an Independent Learner (PCA 121/FLD 121) (3 credits)

Becoming an independent learner requires the abilities associated with planning one's own learning path. Tools, such as authentic assessments, can offer students opportunities to evaluate what topics they learn and how they learn these topics. By incorporating personal- and social-learning opportunities with experiential learning activities, students will gain the competencies necessary to become self-directed learners. This course will provide students insights into their own met cognitive processes by allowing learners to explore the ways each of us obtain, process, and remember knowledge and skills we will call upon in the future. Students will be able to take charge of their own learning.

Understanding Self in the World (HUM 121) (3 credits)

This self-assessment course requires students to question their identity from perspectives of

world religion, literature, art, philosophy, and psychology. Course lectures are supplemented by field trips to museums and art galleries.

Latin for Writers II (LAT 121) (3 credits)

Through careful reading, translation, and analysis of Latin sentences, students learn to analyze and describe a sentence as a structure of logical relationships and to effectively monitor their use of the written word. They further study the influence of Latin on the development of English vocabulary, Roman history and the influence of Roman culture on the development of Western literacy and civilization.

Critical Thinking and Writing Through the Study of Literature (ENG CC 110) (3 credits)

Math II: Introductory to Statistical Reasoning (MTH 121) (3 credits)

Today's global and technologically oriented economy requires well-developed quantitative skills. This course fosters proficiency in the content, methods, and strategies of higher-level quantitative analysis. Students are introduced to the practical methodology and underlying concepts of data analysis. Topics covered include exploratory vs. confirmatory statistics; summary measures and distributions of single variables; bi-variable statistical analysis and relationships between variables; discovering patterns and structure in data; and re-expression of data.

Semester 3

PURPOSE 3

Constructive Action Practicum: Communicating with Others: Interpersonal Relations and Conflict Resolution (PCA 231, FLD 231) (3 credits)

In this Constructive Action Practicum, students understand the cycle of conflict, learn to turn conflict into cooperation, develop an awareness of personal attitudes in conflict situations, and master the critical elements of effective interpersonal communication such as active listening, detecting hidden agendas, and practicing win-win negotiations.

The Human Experience and Cooperation (SSC 231) (3 credits)

This is a course in the history of cooperation in human development. In approaching this topic, we take an interdisciplinary approach, drawing on the fields of social psychology, anthropology, and literature. We examine both cooperation and competition in the course, but our emphasis will be on the study of cooperation, its advantages and disadvantages, how to promote it, and what happens to a human society when cooperation fails. We pay particular attention to how cooperation relates to evolution and how the model of the cooperative organization is today being championed in the world of business.

Human Biology and the Life Sciences (BIO CC 180) (3 credits)

Writing through Literature and Philosophy (ENG 231) (3 credits)

While reading through a wide variety of literary and philosophical sources, students reflect upon their own educational experiences and develop their own theories about teaching and learning. Students submit different forms of exposition (narrative, description, analysis, comparison, and argument) in three-stages: pre-writing, drafting, and revision in a bi-weekly “writing workshop” class.

Math III: Quantitative Methods & Medical Statistics (MTH 231) (3 credits)

This course examines statistics within its social and historical contexts; how statistical analysis makes social inquiry more objective and scientific. Students learn the historical development and the philosophy of statistics, the use (and reuse) of official statistics by the state, common ways statistics are used in research, and the use of statistics for social critique. Students learn to identify subjective ideology embedded in purportedly scientific arguments, while exploring the use of statistics in understanding social conditions, theory, and practice.

Semester 4

PURPOSE 4**Constructive Action Practicum: Living and Learning in Groups (PCA 241/FLD241)(3 credits)**

Learning to be a productive and useful group member is a vital skill, which must be learned in order to achieve success in the modern workplace. Be it a business or a social agency, today’s workplace counts on teams and work groups to get the business of the organization done. Even one unproductive member can slow down or divert the work of the organization. The course begins by first studying the theories that underlie the group process. Students then move from theory to practice by participating in various group activities

World History and Geography (HIS 241) (3 credits)

One of the most debated questions in history is why some groups, such as modern Europeans, have in general attained more power and higher standard of living than other groups such as Africans, Native Americans, Asians, etc. In this course, students receive an overview of specific event in world history such as major events how they happened and why they happened. From the migrations of hunter-gatherers out of Africa to emergence of food production around river valleys to eventual world domination by Europe and North America, learners examine the role of climate, geography and biology, including the effect on various groups of global warming and cooling, the horizontal or vertical layout of continents, genetic diversity and resistance to disease. Consideration of the East/West civilization conflict, students conclude the course by asking what has been the role of environment - desert, mountains, flood plains, access to ocean travel, etc. – in forming the cultural values and attitudes that now seem violently incompatible. In addition, the course provides opportunities to understand the “global experience” by a number of field studies using what New York City has to offer.

Linguistics for Writers (LIN 241) (2 credits)

This course covers written English from a linguistic perspective. Students learn the structure and use of English sentences on the written page: the tense structure of American English, and the

small cohesive devices of writers. Students learn about the social appropriateness of different kinds of writing. The course includes lectures, discussions of readings, analysis activities, presentations and language exercises.

Public Speaking and the Art of Persuasion (SPE CC 160) (3 credits)

Earth Science (ESC 241) (4 credits)

This course focuses on the study of the natural phenomena that structure the environment of the Earth such as the atmosphere and global temperatures, oceans and oceanic circulation, plate tectonics, cycles of rock change, designation of *spheres* (lithosphere, atmosphere, etc.) and other important geographical topics. Throughout the sequence, we will consider the interaction of physical geography and environmental change, the effect of climate on culture, and the relations between natural ecosystems and human population growth and distribution. In the laboratory portion of the course, we will practice our skills both online and experiential learning environments. Field trips to museums and geographic excursions will also be part of the laboratory experience.

Semester 5

Purpose 5

Constructive Action Practicum: Communicating across Cultures (PCA 351, FLD 351) (3 credits)

Students complete an ethnography of communication project in which they demonstrate their ability to interact with a diverse society. Students study an ethnic community different from their own, in direct contact with the citizens of the community. In the first part of the course, students acquire a theoretical background in the ethnography of communication and learn specific skills for planning, conducting and assessing an ethnographic interview. In the second part of the course they carry out the plan and assess the results.

Everyday Life in Urban Settings (URB 351) (3 credits)

This course examines the complex interaction of neighborhoods and individuals. It focuses on three institutions: family, school, and the subcultures of various groups - especially the "society" of youth. This sequence extends the study of urban history and politics on both macro- and microeconomic levels, including aspects of the Criminal Justice system. Students consider differences between scholarly knowledge and the influence of family and peers.

Language and Culture (ANT 351) (3 credits)

Students study the interconnection of language and culture in the multicultural and global age. This course focuses on the nexus of language, communication, and culture. Students develop knowledge, skills, and sensitivity necessary for effective cross-cultural communication. The course covers such topics as culture and conflict, verbal processes for speaking across cultures, gender-based language differences, and peace as an ethic for cross-cultural communication.

Political & Economic Philosophy (PSC CC 140) (3 Credits)

Economic Principles and Financial Literacy (ECO 351) (3 credits)

This course introduces students to economic reasoning and the basic economic concepts and theories used in micro- and macroeconomics. Students apply these theories in analysis of contemporary economic issues such as growth and economic cycles, prices, inflation, and unemployment. Economic techniques, including graphing and marginal analysis, are introduced and applied to practical issues of everyday life. In addition, students learn skills necessary for financial stability and literacy.

Semester 6

PURPOSE 6

Empowerment through the Arts (ART CC 170) (3 credits)

Urban Health and Ecology (URB 361) (3 credits)

This course presents an ecological interdisciplinary approach to the study of urban health. Students will examine the impact of the urban environment on population health, focusing on several health conditions influenced by the ecology of urban environments. Additionally, students will examine current efforts to improve the quality of life and health for citizens living and working in urban settings.

American Government (GOV CC 150) (3 credits)

Understanding Poetry, Drama, & Film (LIT 361) (3 credits)

Few writers have influenced the world of ideas more than William Shakespeare. This course studies the poetry of Shakespeare's plays. Students learn to read and appreciate Shakespeare's language and look for popular expressions which originated with the playwright. Students view some of the modern adaptations of Shakespeare's plays on film such as *Romeo and Juliet* and *Othello*, and compare these modern film versions with the original plays.

Creative Writing (ENG 361) (3 credits)

Students explore the possibilities of language by completing a one-act play. In the first part of this course, the student chooses what to write and is allowed free expression of creativity without restriction. Students are encouraged to work through creative blocks to find deeper, more honest elements of their creativity. As the course proceeds, students learn the difference between free expression and artistic creation and apply formal structure to their play. Through reading published plays, students explore various playwriting techniques

PURPOSE 7

Constructive Action Practicum: Empowering Urban Communities through Civic Engagement I (PCA 471, FLD 471) (4 credits)

The Constructive Action Practicum for semesters 7 and 8 is a two-semester capstone seminar (8 credits) in the planning/assessment and planning/implementation of a Constructive Action. Students address urban problems using basic research methodology. They distinguish between quantitative and qualitative approaches ranging from research design, data collection and sampling, and statistical result interpretation. Students review literature, write results, and understand data. Students understand different measurement models, their selection, and use them in their own research. They study theory and application of basic statistical concepts and how they affect designs of research, integrated with application of computer statistical programs. They also learn the language used in the field of urban research. Students develop a research hypothesis at their internship or job, develop a questionnaire or other survey instrument, create a plan of action based on survey results, implement the plan, and assess the results.

American Urban Politics (PSC 471) (4 credits)

This one-semester course delineates elements of urban politics such as international affairs and national and state politics. Students learn the relationships between various levels of government and political power. Participation as both citizen and professional in community life is considered in regard to the dynamics of city politics. New York City politics are compared with the politics of other cities (which, in various ways, have adopted different models of governance) such as Chicago, Los Angeles and San Francisco.

American Economic History I (ECO 471) (4 credits)

This course examines the history of the development of the United States into a modern industrial capitalist society. Political and cultural dimensions are explored, with a focus on global and domestic influences that shaped the economic system. Topics include class, race and gender, international trade, immigration and slave trade, technological change, and war.

Music, Religion and Philosophy (HUM 471) (4 credits)

This course places music in the context of social systems which produce it, concentrating on the use of music in the life of cities. After an introductory session on ancient music and music theory (Pythagoras and Plato), students examine the elements of music: rhythm, melody and harmony. The focus of this course is on public use of music in the modern period: Beethoven's "revolutionary" symphonies; concert halls and opera houses; the role of music in nationalism and cultural definition; Wagner's "total work of art" and his musical utopia, the Bayreuth Festival; blues and jazz as alternatives to the European mainstream; and rock, disco and hip hop. Each class session begins with a musical selection, which is discussed from historical and musicological perspectives, including an examination of the score.

PURPOSE 8

Constructive Action Practicum: II: Empowering Urban Communities through Civic Engagement II (PCA 481, FLD 481) (4 credits)

The Constructive Action Practicum for semesters 7 and 8 is a two-semester capstone seminar (8 credits) in the planning/assessment and planning/implementation of a Constructive Action. Students address urban problems using basic research methodology. Students will demonstrate all 9 Dimension Specific Abilities in the two-semester capstone Constructive Action.

American Urban Culture (SSC 481) (4 credits)

The fourth core of the Urban Studies major is a one semester course which addresses urban culture in two dimensions: forms of artistic representation, especially literature, music, visual arts, such as film, television, painting, sculpture and architecture; and forms of intellectual and ideological representation. The latter includes an examination of cultural concepts such as modernism and postmodernism, and race, gender and ethnicity in aesthetic forms, and cultural studies. This course includes class and individual visits to museums, plays and films, walking architectural tours; and class demonstrations in records, visual representations of artistic works, and guest lectures by practitioners in the arts and cultural criticism.

American Economic History II (ECO 481) (4 credits)

This course examines corporate power and the concentrated political influence of interest groups. Topics covered include monopoly, and effects such as price fixing. Significant labor reform movements of the first two decades of the 20 century are studied, including radical responses to the domination of capital, mass striking, and the rise of social political parties. Students explore other social and economic events in regard to the African-American experience from this period, and the writings of African-American intellectuals Booker T. Washington and WEB Du Bois.

MCNY Great Books Seminar (URB 482) (4 credits)

The MCNY Great Books Seminar is the culmination of the liberal arts program at Metropolitan College of New York. In this course, students study classic texts of the world's great civilizations, ranging from Homer and the Bible to Confucius and the Koran, from Plato and Augustine to the Upanishads and Emerson. They read and study texts that have made a difference in what we humans believe and how we act in the world. Topics may focus on one author or tradition or on a number of authors and several traditions or on a period of history, e.g., the Renaissance, the Enlightenment, etc

Bachelors in Professional Studies in Human Services

The Bachelors in Professional Studies Program is comprised of 8 semesters of 15 credits each. Courses for each semester are structured around a Purpose which represents a competency area within the field of Human Services. In addition to the course work, students also engage in field work in a human services agency where they research and plan, implement and assess a project, which we call a Constructive Action. The 8 semesters or Purposes for the Human Services Program are as follow:

PURPOSE 1: SELF-ASSESSMENT AND PREPARATION FOR PRACTICE

PURPOSE 2: PROMOTING EMPOWERMENT THROUGH PROFESSIONAL RELATIONSHIPS

PURPOSE 3: PROMOTING EMPOWERMENT THROUGH WORK IN GROUPS

PURPOSE 4: PROMOTING EMPOWERMENT THROUGH TEACHING AND COMMUNICATION

PURPOSE 5: PROMOTING EMPOWERMENT THROUGH COUNSELING

PURPOSE 6: PROMOTING EMPOWERMENT THROUGH COMMUNITY LIAISON

PURPOSE 7: PROMOTING EMPOWERMENT THROUGH SUPERVISION

PURPOSE 8: PROMOTING EMPOWERMENT THROUGH CHANGE MANAGEMENT

The courses for each Purpose or competency area in the Human Services Program are organized in terms of the MCNY Dimensions: Purpose, Values & Ethics, Self & Others, Systems and Skills.

The Purpose Dimension

Every semester of your education at Metropolitan College is organized around a specific Purpose whose achievement benefits you (the professional-in-training) and those you work with. Each Purpose represents a particular way to help people become empowered and calls for particular kinds of knowledge and action. The Purpose Dimension is concerned with bringing together knowledge from the five Dimensions in an organized way to achieve the Purpose.

The Values and Ethics Dimension

Values are the beliefs that guide people's decisions and actions. Ethics refers to the study and adoption of principles to govern one's conduct. Human Service professionals need to be clear about their own values, respect the values of others, and act ethically.

The Self and Others Dimension

The Self and Others Dimension is concerned with people (including oneself), their individual identity and their relationships and interactions with others. It is also concerned with exploring the human condition.

The Systems Dimension

A system is a group of interacting parts that forms an entity. Examples of systems that Human Service professionals need knowledge about are families, communities, the human body, service agencies, political systems, and the global economy. Systems often serve as resources.

The Skills Dimensions

A skill is a technique for doing something, and the ability to do it competently. Every Purpose requires its own particular kinds of skills. Communications, math and technology skills are among the skills for which Human Service professionals have a recurring need. In Skills A, you learn how to persuade people through rational argumentation (critical thinking and writing); in Skills B you prepare yourself to do the kind of mathematics that professionals need.

Course Descriptions

Semester 1

PURPOSE 1: Self Assessment and Preparation for Practice

Self Assessment and Preparation for Practice (CON 111 CON) (2 credits)

Becoming a professional requires a commitment to life-long learning. The Constructive Action for the first semester concentrates on self assessment and planning for professional development as the cornerstone of the educational process and a first step in every professional relationship. A key concept, empowerment, is explored in practice, as students learn to assess and expand their own empowerment as learners and professionals.

Purpose: Clinical Seminar: Introduction to the Constructive Action (SEM 111 PUR) (2 credits)

Integration of theory from other Dimension seminars into the Constructive Action and its documentation; clarification of professional goals, documentation and assessment; critical thinking and analysis.

Values and Ethics: Contemporary Values and Classical Ethics (ETH CC 120) (3 credits)

Self and Others: Human Biology and the Life Sciences (BIO CC 180) (3 credits)

Systems: Introduction to Social Systems (SOC 111 SYS) (2 credits)

Major social systems which impact on lives, including family, religion, community, education, and work.

Skills A: Computer Applications for Profit and Non-Profit Management (MIS CC 130) (3 Credits)

Skills B: Mathematics for Human Services I (MTH 111 SKI) (0 credits)

Mathematical reasoning and problem solving as a contribution to such professional capabilities as observing and assessing individuals and systems, presenting observations and assessments in quantitative form, and interpreting others' presentations.

Semester 2

PURPOSE 2: Promoting Empowerment through Professional Relationships

Promoting Empowerment through Professional Relationships (CON 121 CON) (2 credits)

In their second semester, students explore the factors that need to be considered as they work to build relationships which promote citizen and organizational empowerment. They will learn to analyze professional relationships within the context of the organization as a bureaucracy, and to identify and compare the diagnostic descriptions of the citizen provided by the citizen, by other participants in the service situation, and in the literature.

Purpose: Clinical Seminar (SEM 122 PUR) (2 credits)

Integration of theory from other Dimension seminars into the Constructive Action and its documentation; analytical and communication skills. Students demonstrate, in the Constructive Actions performed in the field and simultaneously documented, how they have established professional relationships in order to provide and/or improve services to one or more citizens.

Values & Ethics: Critical Thinking and Writing Through the Study of Literature (ENG CC 110) (3 credits)

Self and Others: Social and Developmental Psychology I (PSY 121 SEL) (3 credits)

This course uses a life span approach to study the bio-psycho-social factors that affect human development and behavior at each life cycle stage (childhood, adolescence, adulthood and aging) to understand the resultant behavior and development from an ecological, strengths perspective.

Systems: Social, Political and Economic Aspects of Service Delivery Systems (PSC 121 SYS) (2 credits)

Emphasis on the characteristics of bureaucracies in Human Services.

Skills: Math for Human Services II (MTH 122 SKI) (2 credits)

Application of Mathematics to life; the Human Service workplace; emphasizes cooperative learning in collaborative exercises; inclusion of real data; graphing technology.

Practicum (FLD 121 FLD) (1 credit)

All students are expected to be in a paid or volunteer human service position in which they can carry out a Constructive Action and confront the challenges involved in developing productive, professional relationships.

Semester 3

PURPOSE 3: Promoting Empowerment through Work in Groups

Promoting Empowerment Through Work in Groups (CON 232 CON) (2 credits)

In this semester, student-practitioners will learn and apply concepts and skills that can be applied to work with families, learning groups in organizations, as well as service teams and other staff groups. They will study the ethical issues involved in group membership and non-membership, including issues of power, responsibility and integrity. They will study theory from sociology and social psychology relating to group behavior, concentrating on the role of family and other primary groups in the socialization process.

Purpose: Clinical Seminar (SEM 232 PUR) 2 credits

Integration of theory from other Dimension seminars into the Constructive Action and its documentation; analytical and communication skills. For their Constructive Actions and documentations, students must identify a specific group to work with as human service practitioners. They will demonstrate the growing empowerment of individual members and of the group as a whole through their work together.

Values and Ethics: Group Values, Norms, and Morality (PSY 231 VAL) (2 credits)

The social context for the formation of values and norms; stages of attachment and independence in groups; illustrations from literature and the other humanities.

Self and Others: Social and Developmental Psychology II (PSY 231 SEL) (3 credits)

Interdisciplinary study of models of group interaction; comparison, evaluation and application of models; historical and developmental progression of the family, examining the controversial roles of gender and parenting historically; ; illustrations from literature and the other humanities;

Systems: The Sociology of Group Behavior (SOC 231 SYS) (2 credits)

Ethnic and racial relations from an American and global perspective; intergroup conflict; racism and discrimination.

Skills: Statistics for Group Analysis (MTH 231 SKI) (2 credits)

Introduction to statistical reasoning; collecting, analyzing, and interpreting data related to groups, public health, distribution of income, and census studies.

Practicum (FLD 232 FLD) (2 credits)

At their field site and under supervision, students will be expected to lead a group, and to carry out a Constructive Action demonstrating growth of empowerment through the group.

Semester 4

PURPOSE 4: Promoting Empowerment through Teaching and Communication

Promoting Empowerment through Teaching and Communication (CON 242 CON) (2 credits)

When empowerment is the aim of human service delivery, teaching is an essential part of effective, professional performance. As a basic human service function, teaching plays a part in every work and organizational relationship.

Purpose: Clinical Seminar (SEM 242 PUR) (2 credits) Integration of theory from other Dimension seminars into the Constructive Action and its documentation; analytical and communication skills. In each Constructive Action and documentation, the student must show that through teaching and communication, he/she has tried to increase empowerment for two or more citizens.

Values and Ethics: Developmental and Comparative Study of Educational Philosophies (HIS 241 VAL) (2 credits)

Topics include the function of education, methods and special issues; examples from literature and the other humanities.

Self and Others: Theories of Learning and Cognitive Development (PSY 242 SEL) (2 credits)

Genetic, developmental, and cultural factors that affect learning; comparison of traditional and nontraditional models; practical applications.

Systems: American Government (GOV CC 150) (3 credits)

Skills: Using Introductory Statistics for Teaching and Communication (MTH 241 SKI) (2 credits)

Solve statistical problems and evaluate data from the Constructive Action by applying appropriate statistical concepts and methods.

Practicum (FLD 242 FLD) (2 credits)

In their work or internship site, each student will be expected to identify a situation where they can work under supervision to promote the empowerment of two or more people by functioning as teacher and/or communicator.

PURPOSE 5: Promoting Empowerment through Counseling

Promoting Empowerment Through Counseling (CON 352 CON) (2 credits)

Professionals must be prepared to meet people where they are to help them move forward toward greater self-direction by exploring and realistically assessing their feelings, needs, and abilities as the basis for making choices. This area of performance requires an especially trusting and thoughtful relationship. Topics will include various theoretical definitions and cultural interpretations of the basic human needs, conditions that frustrate these needs, ways of coping with frustration and deprivation, comparative study of major descriptions and etiological explanations of normal and abnormal behavior, the associated helping techniques, and the underlying assumptions about human nature.

Purpose: Clinical Seminar SEM 352 PUR (2 credits)

Integration of theory from other Dimension seminars into the Constructive Action and its documentation; analytical and communication skills. For their Constructive Actions and documentations, students must identify a specific client to work with as human service practitioners. They will demonstrate the growing empowerment of the individual by helping him/her to achieve greater self-direction and freedom of choice.

Values and Ethics: Legal and Ethical Issues in Counseling (LAW 351 VAL) (2 credits)

Legal and ethical issues involved in counseling; i.e. confidentiality, malpractice, etc.; professional codes of ethics.

Self and Others: Models of Counseling (PSY 351 SEL) (2 credits)

An overview of major theories of counseling, including psychoanalytic, cognitive-behavioral, and existential models. Illustrations from the humanities and literature.

Systems: Counseling Systems from the Economic, Political, and Technological Perspectives (PSC 351 SYS) (3 credits)

Macro and Micro systems inherent in the contemporary counseling process

Skills: Professional Skills for Counseling (PSY 351 SKI) (2 credits)

Interviewing styles; assessment methods; interpretation of data; stages of the counseling relationship.

Practicum (FLD 352 FLD) (2 credits)

At their field site and under supervision, students will be expected to lead a group, and to carry out a Constructive Action demonstrating growth of empowerment of the individual.

PURPOSE 6: Promoting Empowerment through Community Liaison

Promoting Empowerment Through Community Liaison (CON 362 CON) (2 credits)

This semester introduces the student to working with communities as an indispensable area of professional activity. The community is considered both as the constituency seeking service and as a source of service for its members. Students examine the role of communities as political, economic, social, and cultural forces in various societies, and the implications for the rights and duties of citizens. Communities as a formative influence in human growth and development are emphasized.

Purpose: Clinical Seminar (SEM 362 PUR) (2 credits) Integration of theory from other Dimension seminars into the Constructive Action and its documentation; analytical and communication skills. Students will be expected to carry out a Constructive Action in which they serve as a bridge between the needs and concerns of one or more communities and the diverse resources provided by organizations. In this way, they will help individuals and/or groups to become more empowered as members of a community. A community survey is an integral part of the semester's work.

Values and Ethics: Comparative Philosophies of Communities (PSC 361 VAL) (2 credits)

Comparative political, social, legal, and economic philosophies, including differing views on mutual obligations of individuals and their political and economic sources; the ethic of individualism versus the ethic of community; community issues in human service practice; selections from literature and the other humanities.

Self and Others: Community Psychology (SOC 361 SEL) (2 credits)

Problems and issues in community relations; psychological bases of community; approaches to understanding the characteristics of community members; selections from literature and the other humanities.

Systems: Social, Political and Economic Dynamics of Communities (PSC 361 SYS) (2 credits)

Communities as social systems; the impact of federal, state, and local politics; economic and cultural differences; how consensus is achieved.

Skills: Empowerment Through the Arts (ART CC 170) (3 Credits)

Practicum (FLD 362 FLD) (2 credits)

In their work or internship, students will be expected to act, under supervision, as liaison between a community and one or more organizations, or between agencies serving the same community, and carry out a related Constructive Action to achieve the Purpose.

Semester 7

PURPOSE 7: Promoting Empowerment through Supervision

Promoting Empowerment Through Supervision (CON 472 CON) (2 credits)

This semester introduces students to the theory and techniques that promote empowerment through effective supervision. In service organizations, supervision has the special meaning of assuming responsibility for enabling other employees, through teaching, counseling, and administrative support, to make the best use of their abilities in behalf of the citizens they serve, and the organization in which they are employed.

Purpose: Clinical Seminar (SEM 472 PUR) (2 credits) Integration of theory from other Dimension seminars into the Constructive Action and its documentation; analytical and communication skills. Students are expected to carry out a Constructive Action that focuses on promoting the empowerment of citizens through more effective supervision of co-workers.

Values and Ethics: Political & Economic Philosophy (PSC CC 140) (3 Credits)

Self and Others: Marketing for Non-Profit Organizations (MKT 471 SEL) (2 credits)

Communication, preparing press releases, news and feature articles, effective media strategies.

Systems: Managing Human Resources (SOC 471 SYS) (2 credits)

Issues of control and compliance; self concept; motivation theory; selections from literature and the other humanities.

Skills: Accounting for Non-Profit Organizations (ACC 471 SKI) (2 credits)

Key financial concepts; preparation and presentation of budgets and financial statements; accounting and reporting guidelines; controlling the non-profit organization; tax and compliance reporting requirements; bookkeeping.

Practicum (FLD 472 FLD) (2 credits)

In their work or internship site, students will work under supervision and carry out a Constructive Action that provides supervisory support for co-workers involved in direct service.

Semester 8

PURPOSE 8: Promoting Empowerment through Change Management

Promoting Empowerment through Change Management (CON 483 CON) (2 credits)

This semester serves in a sense as a summation of the entire program of studies. While all previous Purposes have carried the implication of change, this Purpose focuses on the specific issues, practical problems, and methodologies involved in a concentrated effort to bring about constructive change that would improve services.

Purpose: Clinical Seminar SEM 483 PUR 2 credits Integration of theory from other Dimension seminars into the Constructive Action and its documentation; analytical and communication skills. In their final Constructive Action, students will research, design, and attempt to put into action a significant service change. This includes identifying the support systems and resources needed to plan, gain approval for, and implement the change.

Values and Ethics: Philosophies of Change and their Impact on Social Policy (PSC 481 VAL) (2 credits)

Concepts of freedom and determinism, a historical perspective; economic development as an aspect of change; public policy as a strategy for social and economic change; selections from literature and the other humanities.

Self and Others: The Individual, the Organization, and Social Change (SOC 481 SEL) (2 credits)

Strategies for evaluating the impact of change on individuals and groups; theories of risk taking; predicting the results of specific response to change; selections from literature and the other humanities.

Systems: Social Policy and Planned Change: Processes and Strategies (MGT 482 SYS) (2 credits)

Political views of change and their relation to class and power; links between political, economic, and social change at macro and micro levels.

Skills: Public Speaking and the Art of Persuasion (SPE CC 160) (3 credits)

Practicum (FLD 483 FLD) (2 credits)

Students will be expected to draw from prior semesters to plan and activate, through their supervised organizational work and Constructive Actions, a service change. They must demonstrate that this service change is expected to make a significant and lasting contribution to organizational improvement and citizen empowerment.

Master of Science in Education (Childhood 1-6) Program

This 1-year, 3-semester, 43-credit program combining class work, field experiences and student teaching to prepare candidates to be effective teachers of students in diverse urban schools. The program leads to initial teacher certification in Education (Childhood 1-6) upon graduation and successfully completing NYSED requirements, including passing grades on certifying exams.

The program is designed for recent college graduates, career changers and uncertified teachers. This program is for full-time graduate students only. Students can begin in the fall, spring or summer semester. Students are expected to complete the entire program with their entering cohort class within twelve consecutive months. In compliance with NYSED regulations, the program consists of 120 hours of field experiences during the first semester. During the second and third semesters, students will participate in two student teaching experiences each lasting 32 or more full school days.

Semester 1

PURPOSE 1 - Developing Effective Relationships with Key Constituencies

Purpose Seminar: Introduction to Purpose Centered Education (EDU 510 PUR) (2 credits)
Introduction of Purpose-Centered Education and the teaching model. Examination of both the primary relationships with students, and the secondary ones with professionals, parents and other members of the community. Focus on enhancing those relationships and conditions that contribute to the creation and support of quality educational practices that are needed for students to be effectively educated.

Constructive Action: Observation and Participation in School and Community Settings (EDU 510 CON) (2 credits)

The Constructive Action requires participation in supervised field experiences. Pre-service teachers research, analyze and develop a plan of action to establish positive, appropriate professional relationships and utilize school-community resources in support of students' cognitive development. As part of a 120 hours pre-student teaching field experience, participation in collaborative partnerships with school personnel including family strengthening partnerships for the benefit of all students including students with disabilities.

Self and Others: Child/Adolescent Development and Learning (EDU 510 SEL) (2 credits)

Focus on acquiring a range of teaching strategies derived from an examination of pertinent psychological theories and research. Analysis of major theoretical perspectives which guide current teaching methods with reference to classroom applications. Topics include but not limited to: the process of acquiring and using knowledge, perceptual recognition, attention, memory, imagery and language, student assessment and evaluation. Consideration of identifying children/adolescents with special needs, with emphasis on the psychological basis of suitable curricula adaptations and methods, including the use of assistive and instructional technology to improve the capabilities of students with disabilities.

Systems: Social Issues And Trends In Urban Education (EDU 512 VAL) (2 credits)

An introduction to the philosophical, historical, and social foundations of the American public school system. Study of selected texts in the history of educational thought is followed by a brief overview of the political, economic, and social forces that have shaped past and present educational practice. The course covers policy debates over No Child Left Behind, inclusion, school choice, and privatization, as well as the rights and responsibilities of teachers, professional ethics, and teacher accountability.

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

Examination of curriculum, goals, methods, and materials for teaching mathematics including methods of enrichment and remediation in mathematics for students with disabilities in grades one through three. Development of number sense, place value, addition, subtraction, multiplication, and division concepts with an emphasis on the constructivist approach towards teaching and learning mathematics. Examination and utilization of national and state standards to plan and assess lessons. Includes demonstrations, discussion, materials review and use of instructional and assistive technology to effectively teach mathematics to meet the diverse needs of all learners.

Communication Skills: Reading Instruction for Primary Grades (EDU 510 COM) (2 credits)

Teaching the language-related processes with special emphasis on developmental reading including the characteristics of learners with disabilities. Emphasis on the practices of reading instruction: curriculum, basic reading strategies, research-validated methods of instruction, diagnostic teaching, classroom organization, assessment of reading programs, and use of assistive and instructional technology for improvement of learning for all students including students with disabilities. Special consideration given to the examination of literature appropriate for diverse cultural groups, individual learning styles and special needs for enrichment and remediation. Exploration of the writing process and the integration of reading and writing instruction.

Semester 2

PURPOSE 2 – Teaching Effectively

Purpose Seminar: Analysis of Teaching Behavior (EDU 520 PUR) (1 credit)

Primary focus on providing each student teacher with the opportunity to synthesize understanding of elementary education and the national/state learning standards. In their first student teaching practicum, student teachers blend theory, trends and practice as materials, activities, standards, subject matter and assessment relate to the primary grades in the context of an actual elementary school classroom.

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

Develop, implement and evaluate an organized plan with objectives and strategies to effectively teach a primary elementary school class in the role of a student teacher. Emphasis on facilitating children's academic, social and ethical development through rigorous curriculum planning and

effective teaching practices. Student teachers practice acquired skills and gradually assume increased responsibility for instruction, classroom management, and other related duties for a class of students under the supervision of college faculty and a certified teacher who has responsibility for the class.

Values and Ethics: Classroom Management for Academic and Social Growth (EDU 521 VAL) (2 credits)

Examination and development of effective classroom management skills that optimize student learning. Focus on establishing and maintaining a classroom environment conducive to both academic and social-emotional learning. Emphasis on preventing disruptive behavior by developing positive teacher-student relationships, engaging instruction, in a caring classroom learning environment to meet the instructional needs of diverse learners including the managing behavior and promoting development of positive social interaction skills of students with disabilities. Student teaching experiences in the lower grades provide resources for course discussions.

Values and Ethics: Project SAVE Education Seminar (SEM 521 VAL) (0 credit)

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).

Self and Others: Curriculum Development and Assessment in Special Education (EDU 521 SEL) (2 credits)

This course examines and applies the basic principles underlying developing and planning curriculum with assessment for all students with exceptional learning needs, including students with autism. A strong emphasis will be placed on designing and assessing curriculum using research-validated methods including the teaching of reading and mathematics and methods of enrichment and remediation in reading and mathematics. The course includes curriculum planning by adapting instructional strategies, including implementing assistive and instructional technology, which correlates with learning styles and skill levels for students with disabilities and students without disabilities. In addition, the application of curriculum-based measurement, diagnosis and evaluation techniques of students with disabilities is integrated with the end-of-semester capstone Constructive Action research project required of student teachers this semester.

Systems: Teaching Social Studies in the Elementary School (EDU 520 SYS) (3 credits)

The course examines the learning concepts and structures using various instructional approaches that are the basis of the elementary social studies curriculum. Student teachers develop and use a social studies unit to teach students to make informed and reasoned decisions for the public good as future citizens of a multicultural democratic nation in a global society. Topics to be studied in preparing curricula include social studies concepts, facts, scope and sequence, learning standards, performance outcomes and unit planning for students of various backgrounds and

learning capabilities. Instruction includes developing skills in teaching students to use technology to acquire information, to communicate, and to enhance learning.

Technical Skills: Teaching and Learning Mathematics with Technology in Grades 4-6 (EDU 522 SKI) (3 credits)

This course builds on *Teaching and Learning Mathematics with Technology in Grades 1-3*. Examination of curriculum, goals, methods, and materials for teaching mathematics in grades four through six. Upper elementary grade examination on the topics of number sense, place value, and problem-solving that integrates addition, subtraction, multiplication and division skills. Focus is also on the teaching of fractions, decimals, percents, geometry, measurement, statistics, probability, and algebra in grades four through six. The lessons that student teachers develop for this course are differentiated to meet the diverse needs of all types of learners. The use of instructional and assistive technology and developing skills in teaching students to use technology to acquire and enhance mathematical learning.

Communication Skills: Reading Instruction for Upper Grades (EDU 520 COM) (2 credits)

Extends the view of language and the reading processes to the upper elementary student. Increasing competence in basic reading strategies, research-validated methods of instruction, including diagnostic teaching of reading and writing across the curriculum for the benefit of students with disabilities. Continued emphasis on the reading/writing relationship, the use of assistive and instructional technology for improvement of learning, and methods of enrichment and remediation for all students including students with disabilities.

Semester 3

PURPOSE 3 – Meeting the Unique Needs of all Learners

Purpose Seminar: Analysis of Teaching Behavior (EDU 530 PUR) (1 credit)

The Purpose and its accompanying Constructive Action for the final semester is designed to help student teachers create classroom environments that will best meet the needs of all learners. Focusing on cognitive styles, social-emotional behaviors, gender identification, cultural variation and position in the group, student teachers acquire a variety of approaches and techniques which enable them to define the range of learners in their classroom and to try out different methods and content which are tailored to the unique needs of their students. This comprehensive, integrated view of learners embraces children with special needs, including gifted children and those that are intellectually or physically challenged.

Constructive Action: Teaching Practicum Grades 4-6 (EDU 530 CON) (3 credits)

Develop, implement and evaluate an organized plan with objectives and strategies to effectively teach an upper elementary school class in the role of a student teacher. The upper elementary school classroom serves as a background for building on the strengths of children in need of specialized teaching. Student teachers proceed into their second major teaching practicum; they increase their awareness of how students are genuinely different and how these differences can be addressed.

Self and Others: Exploring Cultural Diversity Through the Arts (EDU 530 SEL) (2 credits)

Development and application of children's learning experiences in the expressive arts - art, music, dance, literature and other artistic modes of expression. Approaches in developing age-appropriate materials, activities and techniques that reflect cultural traditions in response to the unique needs of diverse students in inclusive settings. Exploration of the ways in which the arts clarify and enhance academic curriculum and lead to opportunities for creative problem-solving and critical thinking.

Systems: Science Methods and Curriculum (EDU 530 SYS) (3 credits)

Life sciences, the earth sciences and the physical sciences provide the context for developing competency in constructing and carrying out science investigations with students.

Understandings of the structure of the science disciplines, child development and science standards combine to address the needs of all students in inclusive settings. Theories of learning, guide the inquiry process as science laboratory management techniques are explored. Emphasis will be placed on participatory activities that prospective teachers can use to develop their students' science literacy. Student teachers develop and use a science unit. Instruction includes developing skills in teaching students to use technology as a resource to information and enhance learning of scientific concepts.

Technical Skills: Inclusion: Teaching Strategies and Classroom Management (EDU 531 SKI) (3 credits)

Focus on the daily aspects of classroom management and teaching strategies for the inclusion of students with disabilities and English Language learners. Theory and practice interweave as student teachers plan and manage teaching and learning environments for individuals with disabilities in general education settings. Instruction includes selecting and using developmentally appropriate materials, using assistive and instructional technology and designing curriculum to address the needs and learning styles of upper grade students in diverse and inclusive educational settings, and strategies for collaborating with families. Consideration of various behavior interventions that improve classroom behaviors and promote the development of positive social interaction skills of students with disabilities.

Communication Skills: Diagnostic and Remedial Techniques In Reading (EDU 530 COM) (2 credits)

Focus on effective approaches to teach reading, writing and language problems in inclusive classrooms. Knowledge of the commonality of basic needs and developmental stages of upper-elementary school children as a background for building on the strengths of students with literacy difficulties. Naturalistic and standardized assessment protocols are examined, in order to diagnose, evaluate, for literacy problems of students with disabilities. Curriculum development for instructing students with disabilities including methods for teaching reading and methods of enrichment and remediation in reading for preventive and corrective approaches as applied to practice. Consideration of reading and writing in the content areas provide opportunities to select and adapt materials and texts to meet the needs of unique learners. Instruction includes the use of assistive and instructional technology in teaching literacy for students with disabilities.

Master of Science in Education (Dual Childhood 1-6/Special Education) Program

This 1-year, 3-semester, 46-credit program combines class work, field experiences and student teaching to prepare candidates to be effective teachers of students with disabilities in diverse urban schools. The program leads to initial teacher certification in both Childhood Education (grades 1-6) and Teaching Students with Disabilities (Special Education), upon graduation and successfully completing NYSED requirements, including passing grades on CST Multi-Subject (002) and the CST Students with Disabilities (060) certification exams.

This program is designed for recent college graduates, career changers and uncertified teachers. This program is for full-time graduate students only. Students can begin in the fall, spring or summer semester. Students are expected to complete the entire program with their entering cohort class within twelve consecutive months. In compliance with NYSED regulations, the program consists of 120 hours of field experiences during the first semester. During the second and third semesters, students will participate in two student teaching experiences each lasting 32 or more full school days.

Semester 1

PURPOSE 1 - Developing Effective Relationships with Key Constituencies

Purpose Seminar: Introduction to Purpose Centered Education (EDU 510 PUR) (2 credits)
Introduction of Purpose-Centered Education and the teaching model. Examination of both the primary relationships with students, and the secondary ones with professionals, parents and other members of the community. Focus on enhancing those relationships and conditions that contribute to the creation and support of quality educational practices that are needed for students to be effectively educated.

Constructive Action: Observation and Participation in School and Community Settings (EDU 510 CON) (2 credits)

The Constructive Action requires participation in supervised field experiences. Pre-service teachers research, analyze and develop a plan of action to establish positive, appropriate professional relationships and utilize school-community resources in support of students' cognitive development. As part of a 120 hours pre-student teaching field experience, participation in collaborative partnerships with school personnel including family strengthening partnerships for the benefit of all students including student with disabilities.

Values and Ethics: Foundations of Special Education (EDU 511 SYS) (3 credits)

This course covers the historical, social, legal, behavioral, medical, pedagogical and technological foundations of special education. The focus is on developing and incorporating a foundational knowledge base, understandings, and practical skills into professional practice in serving students who manifest mild, moderate, severe and multiple disabilities, including students with autism. The course also includes recognizing and evaluating the characteristics of

students with exceptional learning needs and the continuum of services available in exceptional student education.

Self and Others: Child/Adolescent Development and Learning (EDU 510 SEL) (2 credits)

Focus on acquiring a range of teaching strategies derived from an examination of pertinent psychological theories and research. Analysis of major theoretical perspectives which guide current teaching methods with reference to classroom applications. Topics include but not limited to: the process of acquiring and using knowledge, perceptual recognition, attention, memory, imagery and language, student assessment and evaluation. Consideration of identifying children/adolescents with special needs, with emphasis on the psychological basis of suitable curricula adaptations and methods, including the use of assistive and instructional technology to improve the capabilities of students with disabilities.

Systems: Social Issues And Trends In Urban Education (EDU 512 VAL) (2 credits)

An introduction to the philosophical, historical, and social foundations of the American public school system. Study of selected texts in the history of educational thought is followed by a brief overview of the political, economic, and social forces that have shaped past and present educational practice. The course covers policy debates over No Child Left Behind, inclusion, school choice, and privatization, as well as the rights and responsibilities of teachers, professional ethics, and teacher accountability.

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

Examination of curriculum, goals, methods, and materials for teaching mathematics including methods of enrichment and remediation in mathematics for students with disabilities in grades one through three. Development of number sense, place value, addition, subtraction, multiplication, and division concepts with an emphasis on the constructivist approach towards teaching and learning mathematics. Examination and utilization of national and state standards to plan and assess lessons. Includes demonstrations, discussion, materials review and use of instructional and assistive technology to effectively teach mathematics to meet the diverse needs of all learners.

Communication Skills: Reading Instruction for Primary Grades (EDU 510 COM) (2 credits)

Teaching the language-related processes with special emphasis on developmental reading including the characteristics of learners with disabilities. Emphasis on the practices of reading instruction: curriculum, basic reading strategies, research-validated methods of instruction, diagnostic teaching, classroom organization, assessment of reading programs, and use of assistive and instructional technology for improvement of learning for all students including students with disabilities. Special consideration given to the examination of literature appropriate for diverse cultural groups, individual learning styles and special needs for enrichment and remediation. Exploration of the writing process and the integration of reading and writing instruction.

Semester 2

PURPOSE 2 – Teaching Effectively

Purpose Seminar: Analysis of Teaching Behavior (EDU 520 PUR) (1 credit)

Primary focus on providing each student teacher with the opportunity to synthesize understanding of elementary education and the national/state learning standards. In their first student teaching practicum, student teachers blend theory, trends and practice as materials, activities, standards, subject matter and assessment relate to the primary grades in the context of an actual elementary school classroom.

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

Develop, implement and evaluate an organized plan with objectives and strategies to effectively teach a primary elementary school class in the role of a student teacher. Emphasis on facilitating children's academic, social and ethical development through rigorous curriculum planning and effective teaching practices. Student teachers practice acquired skills and gradually assume increased responsibility for instruction, classroom management, and other related duties for a class of students under the supervision of college faculty and a certified teacher who has responsibility for the class.

Values and Ethics: Classroom Management for Academic and Social Growth (EDU 521 VAL) (2 credits)

Examination and development of effective classroom management skills that optimize student learning. Focus on establishing and maintaining a classroom environment conducive to both academic and social-emotional learning. Emphasis on preventing disruptive behavior by developing positive teacher-student relationships, engaging instruction, in a caring classroom learning environment to meet the instructional needs of diverse learners including the managing behavior and promoting development of positive social interaction skills of students with disabilities. Student teaching experiences in the lower grades provide resources for course discussions.

Values and Ethics: Project SAVE Education Seminar (SEM 521 VAL) (0 credits)

The seminar includes study of the warning signs within a developmental and social context that relate to school violence and other troubling student behaviors. The values, regulations and policies relating to a safe nonviolent school climate through effective classroom management techniques and the integration of social problem-solving and other academic supports that promotes a nonviolent school environment. The required non-credit seminar complies with Project SAVE (Safe Schools Against Violence in Education Act).

Self and Others: Curriculum Development and Assessment in Special Education (EDU 521 SEL) (2 credits)

This course examines and applies the basic principles underlying developing and planning curriculum with assessment for all students with exceptional learning needs, including students with autism. A strong emphasis will be placed on designing and assessing curriculum using research-validated methods including the teaching of reading and mathematics and methods of enrichment and remediation in reading and mathematics. The course includes curriculum planning by adapting instructional strategies, including implementing assistive and instructional technology, which correlates with learning styles and skill levels for students with disabilities

and students without disabilities. In addition, the application of curriculum-based measurement, diagnosis and evaluation techniques of students with disabilities is integrated with the end-of-semester capstone Constructive Action research project required of student teachers this semester.

Systems: Teaching Social Studies in the Elementary School (EDU 520 SYS) (2 credits)

The course examines the learning concepts and structures using various instructional approaches that are the basis of the elementary social studies curriculum. Student teachers develop and use a social studies unit to teach students to make informed and reasoned decisions for the public good as future citizens of a multicultural democratic nation in a global society. Topics to be studied in preparing curricula include social studies concepts, facts, scope and sequence, learning standards, performance outcomes and unit planning for students of various backgrounds and learning capabilities. Instruction includes developing skills in teaching students to use technology to acquire information, to communicate, and to enhance learning.

Technical Skills: Teaching and Learning Mathematics with Technology in Grades 4-6 (EDU 522 SKI) (3 credits)

This course builds on *Teaching and Learning Mathematics with Technology in Grades 1-3*. Examination of curriculum, goals, methods, and materials for teaching mathematics in grades four through six. Upper elementary grade examination on the topics of number sense, place value, and problem-solving that integrates addition, subtraction, multiplication and division skills. Focus is also on the teaching of fractions, decimals, percents, geometry, measurement, statistics, probability, and algebra in grades four through six. The lessons that student teachers develop for this course are differentiated to meet the diverse needs of all types of learners. The use of instructional and assistive technology and developing skills in teaching students to use technology to acquire and enhance mathematical learning.

Communication Skills: Reading Instruction for Upper Grades (EDU 520 COM) (2 credits)

Extends the view of language and the reading processes to the upper elementary student. Increasing competence in basic reading strategies, research-validated methods of instruction, including diagnostic teaching of reading and writing across the curriculum for the benefit of students with disabilities. Continued emphasis on the reading/writing relationship, the use of assistive and instructional technology for improvement of learning, and methods of enrichment and remediation for all students including students with disabilities.

Semester 3

PURPOSE 3 – Meeting the Unique Needs of all Learners

Purpose Seminar: Analysis of Teaching Behavior (EDU 530 PUR) (1 credit)

The Purpose and its accompanying Constructive Action for the final semester is designed to help student teachers create classroom environments that will best meet the needs of all learners. Focusing on cognitive styles, social-emotional behaviors, gender identification, cultural variation and position in the group, student teachers acquire a variety of approaches and techniques which enable them to define the range of learners in their classroom and to try out different methods and content which are tailored to the unique needs of their students. This comprehensive,

integrated view of learners embraces children with special needs, including gifted children and those that are intellectually or physically challenged.

Constructive Action: Teaching Practicum Grades 4-6 (EDU 530 CON) (3 credits)

Develop, implement and evaluate an organized plan with objectives and strategies to effectively teach an upper elementary school class in the role of a student teacher. The upper elementary school classroom serves as a background for building on the strengths of children in need of specialized teaching. Student teachers proceed into their second major teaching practicum; they increase their awareness of how students are genuinely different and how these differences can be addressed.

Self and Others: Exploring Cultural Diversity Through the Arts (EDU 530 SEL) (2 credits)

Development and application of children's learning experiences in the expressive arts - art, music, dance, literature and other artistic modes of expression. Approaches in developing age-appropriate materials, activities and techniques that reflect cultural traditions in response to the unique needs of diverse students in inclusive settings. Exploration of the ways in which the arts clarify and enhance academic curriculum and lead to opportunities for creative problem-solving and critical thinking.

Systems: Science Methods and Curriculum (EDU 530 SYS) (3 credits)

Life sciences, the earth sciences and the physical sciences provide the context for developing competency in constructing and carrying out science investigations with students. Understandings of the structure of the science disciplines, child development and science standards combine to address the needs of all students in inclusive settings. Theories of learning, guide the inquiry process as science laboratory management techniques are explored. Emphasis will be placed on participatory activities that prospective teachers can use to develop their students' science literacy. Student teachers develop and use a science unit. Instruction includes developing skills in teaching students to use technology as a resource to information and enhance learning of scientific concepts.

Technical Skills: Inclusion: Teaching Strategies and Classroom Management (EDU 531 SKI) (3 credits)

Focus on the daily aspects of classroom management and teaching strategies for the inclusion of students with disabilities and English Language learners. Theory and practice interweave as student teachers plan and manage teaching and learning environments for individuals with disabilities in general education settings. Instruction includes selecting and using developmentally appropriate materials, using assistive and instructional technology and designing curriculum to address the needs and learning styles of upper grade students in diverse and inclusive educational settings, and strategies for collaborating with families. Consideration of various behavior interventions that improve classroom behaviors and promote the development of positive social interaction skills of students with disabilities.

Communication Skills: Diagnostic and Remedial Techniques In Reading (EDU 530 COM) (2 credits)

Focus on effective approaches to teach reading, writing and language problems in inclusive classrooms. Knowledge of the commonality of basic needs and developmental stages of upper-

elementary school children as a background for building on the strengths of students with literacy difficulties. Naturalistic and standardized assessment protocols are examined, in order to diagnose, evaluate, for literacy problems of students with disabilities. Curriculum development for instructing students with disabilities including methods for teaching reading and methods of enrichment and remediation in reading for preventive and corrective approaches as applied to practice. Consideration of reading and writing in the content areas provide opportunities to select and adapt materials and texts to meet the needs of unique learners. Instruction includes the use of assistive and instructional technology in teaching literacy for students with disabilities.

Credentialed Alcohol and Substance Abuse Counseling Certificate Program (CASAC)

A Non-Degree Certificate Program Approved by the New York State Office of Alcoholism and Substance Abuse Services

The Audrey Cohen School for Human Services and Education offers a non-degree certificate program in Substance Abuse/Chemical Dependency, and Gambling (including Alcohol and Nicotine Dependence) Counseling. The MCNY Credentialed Alcohol and Substance Abuse Counseling Program (CASAC) focuses on the psychopharmacological and physiological aspects of drugs, signs, symptoms, and stages of alcoholism, individual and group counseling skills, the ethics of confidentiality, family treatment, and multicultural issues including cultural competence. The CASAC program is specifically designed to address the needs of those who wish to prepare for a career Credentialed Alcohol and Substance Abuse Counselor (CASAC), a Qualified Health Professional (QHP) in substance abuse/chemical dependency counseling or those who wish to enhance their skills as social workers, psychologists, psychiatrists, rehabilitation counselors, mental health counselors, substance abuse counselors, marriage and family therapists, and school counselors.

The CASAC program is currently offered at the Manhattan campus located at 431 Canal Street on a continuous basis and may be completed in two semesters. Students may avail themselves of OASAS Learning Thursday Webinars as well as the Center for Substance Abuse (CSAP) Pathways on line courses for additional CASAC course credit. Classes are small and taught by OASAS Credentialed Instructors. A high school diploma or GED is required to enroll in the program.

COURSES

CASAC # 001

Overview of Substance Abuse/Chemical Dependency Including Alcohol and Nicotine Dependency and Gambling Addiction Treatment: Psychosocial and Pharmacological Counseling

CASAC #002

Overview of Substance Abuse and Chemical Dependency Treatment Within the Context of the Family

CASAC #003

Signs, Symptoms and Stages of Substance Abuse/Chemical Dependency, Problem/Pathological Gambling and Co-Existing Disorders

CASAC #004

Group Counseling Skills/Techniques in Addressing Substance Abuse/Chemical Dependency

CASAC # 005

Professional Ethics and Confidentiality in Substance Abuse/Chemical Dependency Counseling

NOTE: Students are required to access the Mandated Reporter Training (minimum of 2 clock hours) via online. This is required when students take CASAC #005.

CASAC #006

Diverse Populations, Cultural Competence and Multicultural Issues in the Treatment of Substance Abuse/Chemical Dependency

CASAC #007

Theories and Principles of Substance Abuse/Chemical Dependency Counseling

CASAC #008

Assessment and Treatment Planning with Substance Abusing/Chemically Dependent Consumers

Meet the Faculty of the Audrey Cohen School for Human Services and Education

PROFESSOR

Theodor Damian

Professor
BA, Bucharest University
PhD, Fordham University
PhD, Bucharest University
Th.M., Princeton Theological Seminary
Human Services Program

Richard Grallo

Professor
BA, Boston College
MA, New York University
MS, Massachusetts Institute of Technology
PhD Educational Psychology, New York University
Human Services and American Urban Studies Programs

Adele Weiner

Professor
BA, SUNY Binghamton
MSW, Adelphi University
PhD, State University of New Jersey, Rutgers
Human Services Program

ASSOCIATE PROFESSOR

Joanne Ardovini

Associate Professor
BS, Marist College
MA, State University of New York, College at Brockport
PhD, Western Michigan University
Human Services Program

Fahamisha P. Brown

Associate Professor
AB, Loyola University in Chicago
MA, Loyola University in Chicago
PhD, Boston College
Human Services and American Urban Studies Programs

Steven Cresap

Associate Professor

BA, Cornell University
PhD, Cornell University
Human Services Program and Education Program

Charles Gray

Associate Professor
BA, Syracuse University
MSW, New York University
DSW, Yeshiva University
Human Services Program

Heide Hlawaty

Associate Professor and Chair of General Education & Liberal Arts Programs
BS, SUNY Stony Brook
MA, Hunter College
EdD, St. John's University
American Urban Studies and Education Programs

Grace Roosevelt

Associate Professor
BA, Barnard College
MA and EdD, Teachers College, Columbia University
Human Services and Education Programs

Doru Tsaganea

Associate Professor
MA, University of Bucharest, Academy of Economic Studies
MA, City University of New York, Graduate Center
PhD, University of Bucharest, Academy of Economic Studies
PhD, City University of New York, Graduate Center
Human Services and American Urban Studies Programs

Vanda Wark

Associate Professor
BA, Shepherd College, West Virginia
MA, Teachers College, Columbia University
EdM, Teachers College, Columbia University
EdD, Teachers College, Columbia University
Human Services and American Urban Studies Programs

ASSISTANT

Eric Fuchs

Assistant Professor
MEng, McGill University, Montreal

MPhil, CUNY Graduate Center
PhD, CUNY Graduate Center
Education and Human Services Programs

Clyde Griffin

Assistant Professor
BA, Ohio State University
MA, Ohio State University
EdD, Teacher's College at Columbia University
Human Services Program

Natasha R. Johnson

**Assistant Professor and Coordinator of Human Services, Bronx Campus
BA, Columbia University
J.D. CUNY School of Law**
Human Services Program

Lynn Sally

Assistant Professor
BA, University of California at Berkeley
MA, New School University for Social Research
PhD, New York University
Human Services and American Urban Studies Programs

Jessica L. Zarian

Assistant Professor
BA, St. John's University
MS, St. John's University
EdD, St. John's University
Education Program

THE SCHOOL FOR BUSINESS

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

The centerpiece of these academic programs is the College's Purpose-Centered model, where students work methodically every semester to further increase their understanding of the business world, by formulating a business plan or undertaking an industry analysis of their choice. These programs also recognize that business is a dynamic field and, as such, the department is dedicated to updating its curriculum consistent with changes in industry and the mission of MCNY. Through Purpose-Centered Education, both the undergraduate and graduate programs aim to provide students with the necessary skills to perform in the business world. Specifically, the MBA program seeks to develop an effective business professional who can lead in a changing global environment. The BBA programs seek to prepare students for entry-level opportunities in the field of business, entrepreneurial initiatives and graduate level education in business. The college has also adopted a set of learning outcomes which are part of the learning goals identified for the School for Business. These learning goals for the School for Business are those qualities that students are expected to achieve upon completion of the respective programs. The outcomes are those variables that measure the effectiveness of the program goals and student learning. These learning outcomes are mapped to the college's universal 24-abilities.

Associate of Science in Business

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

Bachelor of Business Administration

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

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 carry out a Constructive Action. This living case study is Purpose specific and demonstrates the student's application of academic theories, concepts and skills to his 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 or internship setting. The constructive Action must relate to the semester's Purpose. Thus, the student's grasp of theory is assessed twice, once in the classroom and again as it becomes the basis for action in the

Constructive Action.

Bachelors of Business Administration in Healthcare Systems Management

The Bachelors of Business Administration degree in Healthcare Systems Management is a performance-based program in the School of Management at MCNY. This Purpose-Centered program focusing on healthcare management requires 120 credits to graduate, spans eight purposes (semesters) for 15-week duration each semester, and can be completed in two years and eight months. The eight purposes of this track comprise of Self-Assessment & Career Development, Developing Professional Relationships in Healthcare, Healthcare Quality Management, Assessing Community Healthcare Needs, Marketing Healthcare, Managing Human Resources in Healthcare, Managing Fiscal and Economic Resources in Healthcare, and Developing a Business Plan in Healthcare Services. The Purpose-based Constructive Action each purpose constitutes practicum in the form of a live project to integrate and utilize the knowledge and skills acquired in the five dimension courses of each purpose: Constructive Action, Self and Others, Values and Ethics, Systems, and Skills.

MBA in General Management

MCNY's MBA in General Management offers ambitious business professionals a chance to attain the skill sets and knowledge base that improve an individual's ability to contribute to his or her organization. While addressing subjects covered in more traditional MBA programs, our course of study requires students to go to the next level, take what they've learned, and apply it to a real business situation.

MBA in Financial Services

Metropolitan College offers the only MBA in the region specifically designed for the financial services sector. What differentiates this MBA from all others is that this program addresses how the financial service businesses function. Based on over 43 years of research and development, the MCNY clinical approach to learning is deeply rooted in business and highly responsive to shifts that regularly occur in international business. The curriculum reflects cutting-edge global business education with an infusion of ethics, communications and technological applications to produce graduates who are financial service specialists (familiar with every aspect of that industry), and who have also mastered the art of applying what they learn to actual business situations while working.

MBA in Media Management

The first of its kind in the nation, it remains the only one year accelerated specialized MBA program in Media Management, fusing the study of general MBA core competencies in economics, finance, marketing, operations, management, and accounting with intensive exploration of media specific fields essential for effective media management. The MCNY Media Management MBA program provides students with the tools necessary to successfully navigate the unique nuanced business, operations and management characteristics of the media and entertainment industries by providing students with a comprehensive analytical overview of the media industries including entertainment law, new media, broadcast, film, music and publishing industries, media marketing, advertising & public relations, arts administration & cultural heritage management, and media theory.

General Education:

The *General Education Plan* is part of the foundation of undergraduate education at MCNY. It aims to foster the intellectual, personal, and professional growth of all students. It prepares them to advocate for social justice as they encourage positive changes in their workplaces and communities. To this end, the *Common Curriculum*, in conjunction with program-specific general education courses, will comprise MCNY's *General Education Plan*. This plan provides a rigorous, coherent, and integrated cluster of courses that develops knowledge in history, aesthetics, politics, oral and written communication, values and ethics and mathematical and scientific reasoning.

The *Common Curriculum* contains 8 existing courses (24 credits) that are centralized in the Business, Human Services, and American Urban Studies curricula. The course names are as follows:

5. American Government	5. Contemporary Values and Classical Ethics
6. Political and Economic Philosophy	7. Public Speaking and the Arts of Persuasion
7. Computer Applications for Profit and Non-Profit Management	9. Human Biology & the Life Sciences
8. College Writing: Critical Thinking and Writing	10. Empowerment through the Arts

The following *Common Curriculum* course descriptions are consistent for all undergraduate programs:

(ENG CC 110) Critical Thinking and Writing Through the Study of Literature (3 credits)

This course uses the framework of Purpose-Centered Education to help you develop critical thinking and writing skills. You will develop these skills by learning to critically analyze sentences, to construct effective paragraphs, to use narrative (story telling) and argumentation as styles of writing and by learning to apply the MCNY Dimensional Analysis to works of literature.

(ETH CC 120) Contemporary Values and Classical Ethics (3 credits)

Introduction to values including definition, sources, relation to social rules, clarification, conflicts and their resolution; empowerment and its roots in history; illustrations from literature and the other humanities.

(MIS CC 130) Computer Applications: For-Profit and Non-Profit Organizations (3 credits)

In this course students will learn the most important aspects of Microsoft Office. The course will begin with a quick overview of the Office Suite, as well as the Windows OS and Internet Explorer. After which student will then move on to the essential features for Word, Excel, Access and PowerPoint. Hands-on labs will include the use of Object Linking and Embedding (OLE) to create integrated Office documents. The last section of the course provides an overview of Outlook.

(PSC CC 140) Political & Economic Philosophy (3 credits)

The ideas and values that serve as the foundation of our political system; how our system differs from others; the inter-relationship between business and government; major political theories regarding the nature of authority, standards of justice, the ideal of liberty and its limitations, conceptions of a just and good society, and the best form of government

(GOV CC 150) American Government (3 credits)

An analysis of current political systems with emphasis on the United States, including decision making under different ideologies, and how individual interests become positive or negative forces for group decisions, at local, national, and international levels. This course explores the structure and dynamics of American national government, providing a broad-based introduction to the ideas and institutions that shape politics in the contemporary United States. 3 credits.

(SPE CC 160) Public Speaking and the Art of Persuasion (3 credits)

Public speaking is an essential skill of leadership. Students are introduced to the tradition of public speaking and persuasion techniques. Through readings and other activities, students improve public speaking and critical thinking skills. This course emphasizes analysis, reasoning, organization, and presentation of evidence.

(ART CC 170) Empowerment through the Arts (3 credits)

Art is a form of human communication that often transcends the literal. Art has been used to empower individuals and groups to share their voices, creative visions, and beliefs to a larger social order. Urban environments in particular have been the breeding ground to many influential art forms and artists. For this course, art will be broadly defined as activities that engage the imagination, creative spirit, and intellectual curiosity in the service of aesthetic production. Some specific examples of art that have been used to empower urban subjects include creative writing, such as novels, short stories, and poetry; visual art, such as painting, murals, photography, and sculpture; all aspects of music production, including composing, playing an instrument, and singing; and all forms of kinesthetic art such as dancing, acting, and performance art.

(BIO CC 180) Human Biology and the Life Sciences (3 credits)

This course presents human biology as a life science and covers health issues. Students learn how systems fail and what kinds of medical interventions can be successful. Current issues in the life sciences, including common human diseases, genetic engineering, stem cell research and the impact of humans on the planet's ecosystems are explored.

Associate of Science in Business

Course Descriptions:

Semester 1

PURPOSE 1

Constructive Action Dimension: Developing Career Goals (FLD 112 PCA) (3 credits)

To create a Constructive Action document that will highlight personal assessment and the professional development of oneself. Applications of business research to areas of management and decision making; students engage in applications of primary and secondary research to business problems; students learn to develop and implement research strategies, and learn to analyze and present their findings. 3 credits.

Values & Ethics Dimension: ~~College Writing I~~: Critical Thinking & Writing through the Study of Literature (ENG CC 110) (3 credits)

Self & Others Dimension: Human Biology and the Life Sciences (BIO CC 180) (3 credits)

Systems Dimension: Principles of Business (BUS 111 SYS) (3 credits)

This course emphasizes management as a process that includes planning, organizing, staffing, directing, and controlling for establishing and accomplishing business objectives. The interrelationships that exist in various businesses will be examined. The economic structure of the private sector will be examined and students will be introduced to major concepts in finance, marketing, and other functional management areas. 3 credits.

Skills Dimension: Computer Applications: For-Profit and Non-Profit Organizations (MIS CC 130) (3 credits)

Semester 2

PURPOSE 2

Constructive Action Dimension: Developing Team Dynamics (FLD 122 PCA) (3 credits)

This weekly seminar serves as the work group for the Constructive Action. Classes and individual sessions with students center around discussions of the processes and materials necessary to accomplish the project for the Purpose. The Constructive Action for Purpose II focuses on becoming effective group leaders and members through an understanding of group behavior at all levels. Readings and materials are presented to supplement the other classes and clarify the performance area, with special emphasis on persuasion skills, group dynamics, and the influence of cultural variables. 3 credits.

Values & Ethics Dimension: Contemporary Values & Classical Ethics (ETH CC 120) (3 credits)

Self & Others Dimension: Principles of Sociology (SOC 121 SEL) (3 credits)

This course will introduce you to sociology as way of asking and answering questions, as a way of thinking, and as a scientific study. In general, sociologists are interested in the relationship between individuals and society, between personal experiences and larger social conditions and historical events. To understand the perspectives, methods, and theories that sociologists use, we will focus on inequality, and, in particular, on social class, gender, race and ethnicity. 3 credits.

Systems Dimension: Principles of Management (BUS 121 SYS) (3 credits)

This course examines the nature of management and the interpersonal and analytical skills managers need to be successful. Students will examine the manager's role with emphasis on planning, organizing, leading, and controlling in a variety of organizations including profit and not-for-profit organizations. Students will examine management theories on leadership, motivation, and communication and how these can be applied to manager's every day role. 3 credits.

Skills Dimension: Business Math (MTH 123 SKI) (3 credits)

This survey course is designed to provide students with fundamental quantitative concepts and skills essential in today's business world. Various mathematical areas, including decimals and fractions, are introduced in light of business problem solving. In addition, other topics covered are annuities, present value, interest, insurance, taxation and investments. Equations and graphing will also be illustrated. 3 credits.

Semester 3

PURPOSE 3

Constructive Action Dimension: Crafting a Marketing Strategy (FLD 232 PCA) (3 credits)

The purpose of this course is to analyze the role of corporate finance techniques (theory) in the strategic planning process, and to develop a conceptual and analytical understanding (skills) of financial management by using in-class (hands-on) application exercises relevant to several formulas taught during class sessions. 3 credits.

Values & Ethics Dimension: Public Speaking and the Art of Persuasion (SPE CC 160) (3 credits)

Self & Others Dimension: Principles of Marketing (MKT 231 SEL) (3 credits)

Introduction to the basic principles and concepts of marketing theory and practice. Topics include: the marketing environments, marketing mix and segmentation, product planning,

distribution, promotion, and service marketing. Students will examine marketing concepts in relation to key constituencies of companies. Current topics will be used as examples. 3 credits.

Systems Dimension: Macroeconomics (ECO 231 SYS) (3 credits)

This course is an introductory macroeconomics course that provides students with an overview of how the economy operates and choices made given scarcity and limited resources. Students in this course will examine the major factors that affect output, unemployment, and inflation. Using the tools of economics such as supply and demand analysis students will examine how the gross domestic product is measured (GDP), what impacts economic growth and productivity as well as unemployment and inflation. Students will also examine how monetary and fiscal policies are developed and in the U.S and the role of the Federal Reserve System, money markets and government influence economic outcomes. 3 credits.

Skills Dimension: Principles of Accounting I (ACC 231 SKI) (3 credits)

An introduction to accounting instruction is provided with microcomputers as an accounting tool. In addition, accounting is examined as a tool for organizing business information. Financial accounting is the field of accounting that provides economics and financial information for external users, such as investors and creditors. 3 credits.

Semester 4

PURPOSE 4

Constructive Action Dimension: Identifying Ventures (FLD 242 PCA) (3 credits)

Examines the various aspects of starting, acquiring, and operating a small business enterprise. It involves comprehensive discussions of problems encountered by small businesses. A study of management principles and procedures provided methods of resolving these problems. 3 credits.

Values & Ethics Dimension: American Government (GOV CC 150) (3 credits)

Self & Others Dimension: Entrepreneurship (MGT 241 SEL)

Systems Dimension: Microeconomics (ECO 241 SYS) (3 credits)

This course will cover the area of economics commonly defined as microeconomics which is concerned with the individual parts of the economy such as individual businesses or industries, individual consumers, and individual products. Students examine the theories and concepts underlying individual areas of economic activity, as well as the dynamics of price, market structure, and operations of the firm. 3 credits.

Skills Dimension: Principles of Accounting II (ACC 241 SKI) (3 credits)

Accounting procedures in relation to payroll; valuation of resources and intangibles; the differences between partnerships and corporations; analysis and interpretation of financial statements; the impact of taxes upon business decisions. The course strives to make students

versant in accounting so that they feel confident in the business setting and have the tools to excel in their work. 3 credits.

Bachelor of Business Administration

The Bachelor's degree program, 120 credits, and takes 8 semesters to complete. Semesters are fifteen weeks in length, and three full Purposes are offered each year, so if a student attends classes consecutively for eight Purposes, he or she will receive a bachelor's degree in two years and eight months. Each Purpose carries 15 credits. The complete degree program requires 120 credits.

Course Descriptions:

Semester 1

PURPOSE 1

Constructive Action Dimension: Developing Career Goals (FLD 112 PCA) (3 credits)

To create a Constructive Action document that will highlight personal assessment and the professional development of oneself. Applications of business research to areas of management and decision making; students engage in applications of primary and secondary research to business problems; students learn to develop and implement research strategies, and learn to analyze and present their findings. 3 credits.

Values & Ethics Dimension: Critical Thinking & Writing through Literature (ENG CC 110) (3 credits)

Self & Others Dimension: Human Biology (BIO CC 180) (3 credits)

Systems Dimension: Principles of Business (BUS 111 SYS) (3 credits)

This course emphasizes management as a process that includes planning, organizing, staffing, directing, and controlling for establishing and accomplishing business objectives. The interrelationships that exist in various businesses will be examined. The economic structure of the private sector will be examined and students will be introduced to major concepts in finance, marketing, and other functional management areas. 3 credits.

Skills Dimension: Computer Applications: For-Profit and Non-Profit Organizations (MIS CC 130) (3 credits)

Semester 2

PURPOSE 2

Constructive Action Dimension: Developing Team Dynamics (FLD 122 PCA) (3 credits)

This weekly seminar serves as the work group for the Constructive Action. Classes and individual sessions with students center around discussions of the processes and materials necessary to accomplish the project for the Purpose. The Constructive Action for Purpose II focuses on becoming effective group leaders and members through an understanding of group behavior at all levels. Readings and materials are presented to supplement the other classes and clarify the performance area, with special emphasis on persuasion skills, group dynamics, and the influence of cultural variables. 3 credits.

Values & Ethics Dimension: Contemporary Values & Classical Ethics (ETH CC 120) (3 credits)

Self & Others Dimension: Principles of Sociology (SOC 121 SEL) (3 credits)

This course will introduce you to sociology as way of asking and answering questions, as a way of thinking, and as a scientific study. In general, sociologists are interested in the relationship between individuals and society, between personal experiences and larger social conditions and historical events. To understand the perspectives, methods, and theories that sociologists use, we will focus on inequality, and, in particular, on social class, gender, race and ethnicity. 3 credits.

Systems Dimension: Principles of Management (BUS 121 SYS) (3 credits)

This course examines the nature of management and the interpersonal and analytical skills managers need to be successful. Students will examine the manager's role with emphasis on planning, organizing, leading, and controlling in a variety of organizations including profit and not-for-profit organizations. Students will examine management theories on leadership, motivation, and communication and how these can be applied to manager's every day role. 3 credits.

Skills Dimension: Business Math (MTH 123 SKI) (3 credits)

This survey course is designed to provide students with fundamental quantitative concepts and skills essential in today's business world. Various mathematical areas, including decimals and fractions, are introduced in light of business problem solving. In addition, other topics covered are annuities, present value, interest, insurance, taxation and investments. Equations and graphing will also be illustrated. 3 credits.

Semester 3

PURPOSE 3

Constructive Action Dimension: Crafting a Marketing Strategy (FLD 232 PCA) (3 credits)

The purpose of this course is to analyze the role of corporate finance techniques (theory) in the strategic planning process, and to develop a conceptual and analytical understanding (skills) of financial management by using in-class (hands-on) application exercises relevant to several formulas taught during class sessions. 3 credits.

Values & Ethics Dimension: Public Speaking and the Art of Persuasion (SPE CC 160) (3 credits)

Self & Others Dimension: Principles of Marketing (MKT 231 SEL) (3 credits)

Introduction to the basic principles and concepts of marketing theory and practice. Topics include: the marketing environments, marketing mix and segmentation, product planning, distribution, promotion, and service marketing. Students will examine marketing concepts in relation to key constituencies of companies. Current topics will be used as examples. 3 credits.

Systems Dimension: Macroeconomics (ECO 231 SYS) (3 credits)

This course is an introductory macroeconomics course that provides students with an overview of how the economy operates and choices made given scarcity and limited resources. Students in this course will examine the major factors that affect output, unemployment, and inflation. Using the tools of economics such as supply and demand analysis students will examine how the gross domestic product is measured (GDP), what impacts economic growth and productivity as well as unemployment and inflation. Students will also examine how monetary and fiscal policies are developed and in the U.S and the role of the Federal Reserve System, money markets and government influence economic outcomes. 3 credits.

Skills Dimension: Principles of Accounting I (ACC 231 SKI) (3 credits)

An introduction to accounting instruction is provided with microcomputers as an accounting tool. In addition, accounting is examined as a tool for organizing business information. Financial accounting is the field of accounting that provides economics and financial information for external users, such as investors and creditors. 3 credits.

Semester 4

PURPOSE 4

Constructive Action Dimension: Identifying Ventures (FLD 242 PCA) (3 credits)

Examines the various aspects of starting, acquiring, and operating a small business enterprise. It involves comprehensive discussions of problems encountered by small businesses. A study of management principles and procedures provided methods of resolving these problems. 3 credits.

Values & Ethics Dimension: American Government (GOV CC 150) (3 credits)

Self & Others Dimension: Entrepreneurship (MGT 241 SEL)

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.

Systems Dimension: Microeconomics (ECO 241 SYS) (3 credits)

This course will cover the area of economics commonly defined as microeconomics which is concerned with the individual parts of the economy such as individual businesses or industries, individual consumers, and individual products. Students examine the theories and concepts underlying individual areas of economic activity, as well as the dynamics of price, market structure, and operations of the firm. 3 credits.

Skills Dimension: Principles of Accounting II (ACC 241 SKI) (3 credits)

Accounting procedures in relation to payroll; valuation of resources and intangibles; the differences between partnerships and corporations; analysis and interpretation of financial statements; the impact of taxes upon business decisions. The course strives to make students versant in accounting so that they feel confident in the business setting and have the tools to excel in their work. 3 credits.

Semester 5

PURPOSE 5

Constructive Action Dimension: Developing Implementation & Change Plans (FLD 352 PCA) (3 credits)

Students will understand the requirement and application of innovation and creativity in the market place in order to survive. Because of the increasingly competitive nature of the ever-changing global business environment, this course will deliver an intensive, hands-on approach to develop the creative and innovative skills of students. Throughout the course, they will address the areas in relation within this realm and then demonstrate these skills that must always be honed and refined. 3 credits.

Values & Ethics Dimension:

Values and Ethics Dimension: Political & Economic Philosophy (PSC CC 140) (3 credits)

Self & Others Dimension: Organizational Theory and Behavior (BUS 351 SEL) (3 credits)

This course deals with organizational structure, development, change, conflict, culture, productivity, growth, power and politics. Students will study relevant concepts regarding organization effectiveness as a function of structure and context, degrees of formality/informality; specialization; standardization; hierarchies and leadership; organizational complexity; company size and position in the firm's projected life cycle; issues of centralization; professionalism; personnel; organizational technology; quality of work life; interdepartmental relations and conflict; decision making processes; internal and external means of communications. 3 credits.

Systems Dimension: Business Law (LAW 351 SYS) (3 credits)

Drawing upon a review of the fundamentals of our legal system, this course will provide the student with an introduction to basic concepts of our system of jurisprudence, legal processes

and procedures, the methods for establishing and ending business relationships, and the laws regulating our business transactions. 3 credits.

Skills Dimension: Principles of Project Management (MIS 351 SKI) (3 credits)

This course will introduce students to project management fundamentals, with an emphasis on planning. Concepts such as the definition of a project, the nature of the project team, and the role and function of the project manager are presented. An effective project manager must organize resources, work under tight deadlines, control project change and generate maximum team performance. Topics covered include: project life cycles, organization and charters, work breakdown structures, responsibility matrixes; the planning, budgeting and scheduling of systems. PERT, Gantt charts, earned value systems, project management software are also introduced. 3 credits.

Semester 6

PURPOSE 6

Constructive Action Dimension: Creating a Human Resource Plan (FLD 362 PCA) (3 credits)

This course is designed to provide an in-depth review, with hands-on applications, of current Human Resource Management theory and practice. We will consider Human Resource Management in the context of corporate strategy, with particular emphasis upon the value organizations place on their human resources. This course is also designed to be an active learning experience --- emphasizing practical learning by doing, through field work, and through an examination of the bottom-line implications of Human Resource Management. 3 credits.

Values & Ethics Dimension: Managerial & Business Writing (ENG 361 VAL) (3 credits)

Students are expected to actively evaluate real life situations within the text. After completion of this course students will have many of the basic skills that will enable them to analyze, build a thesis statement, a paragraph, the body and conclusion of the essays discussed above, in order to prepare them for the modern day business professions

Self & Others Dimension: Human Resources Management (MGT 361 SEL) (3 credits)

Personnel administration in business organizations. Topics include employee recruitment and development, employee policies and procedures, job descriptions, training, performance evaluations, wage and salary administration and benefits; labor relations, employee safety and health as well as issues of international human resource management.

Systems Dimension: Managerial Statistics (MTH 361 SYS) (3 credits)

Introduction to descriptive statistics. how accounting data can be analyzed, interpreted and applied by management in planning and controlling business activities. An interdisciplinary approach is provided through the mix of topics involving economics, mathematics, finance and

statistics. Topics included probability theory, population and sampling, statistical inference, decision theory, and presentation of data, including use of computers. 3 credits.

Skills Dimension: Advertising and Public Relations (MKT 361 SKI) (3 credits)

Principles and techniques for creating the basic forms of sales, advertising, and public relations materials. The focus is on effective written communications which support the various types of marketing efforts common to most businesses. 3 credits.

Semester 7

PURPOSE 7

Constructive Action Dimension: Creating Financial Plans (FLD 472 PCA) (3 credits)

This course is designed to give students a working knowledge of financial markets and the institutions that serve as intermediaries in the financial market. The role of the Federal Reserve, monetary policy, and financial intermediation will be emphasized. 3 credits.

Values & Ethics Dimension: Humanities: World Civilizations (HUM 471 VAL) (3 credits)

This course will survey world civilizations from A.D. 1500 to the present. The purpose is to familiarize students with the major events that occurred during this period in world history. Emphasis will be placed on illustrating how these major events combined to create the base of political, economic, social and cultural trends that shape contemporary world affairs. 3 credits.

Self & Others Dimension: International Business & Economics (BUS 471 SEL) (3 credits)

This course has a twofold purpose: to familiarize students with the world map as it exists today in terms of changed and changing national boundaries, and to study the global distribution of natural resources and industries as the basis of international trade relations. 3 credits.

Self & Others Dimension: Principles of Finance (FIN 471 SEL) (3 credits)

This course covers the basic fundamentals of finance that affect all businesses. Basic principles and techniques of financial management applicable to sound business decision-making are studied, emphasizing important financial concepts such as financial statement analysis, financial forecasting and budgeting, financial ratio analysis, net present value and internal rates of return. This course provides an overview of the fundamental principles of financial theory and practice. Students will become familiar with the financial organization and operation of a business and look at how financial decisions are made within the context of the overall corporation. 3 credits.

Skills Dimension: Operations Management (BUS 471 SKI) (3 credits)

This course will focus on project design and management; the planning, control and evaluation of operations; resource allocation; product development; individual and team job design and measurement; work scheduling; materials management and purchasing; capacity planning; facility layout; quality of the work environment; and technological change. 3 credits.

PURPOSE 8

Constructive Action Dimension: Actualization of the Business Plan (FLD 482 PCA) (3 credits)

As a capstone initiative, students are required to develop a business plan. They design the plan, do research and forecasting, and gain support for the plan and engage in a comprehensive examination of business considerations. 3 credits.

Values & Ethics Dimension: Promoting Empowerment Through the Arts (ART CC 170) (3 credits)

Self & Others Dimension: E-commerce & the Digital Economy (ECO 481 SEL) (3 credits)

As the Internet continues to impact virtually all segments of society, it is becoming more critical for students as well as those entering or already in the workforce, to understanding the forces and dynamics behind the Digital Economy. The impacts of Internet-based Electric Commerce (EC) are probably the most significant and certainly the most widely felt. Becoming 'EC-literate' is becoming one of the requirements for success in the new digital economy. 3 credits.

Systems Dimension: Strategic Planning & Business Policy (BUS 481 SYS) (3 credits)

Introduce students to the possibilities, the challenges, and the rewards of running a business enterprise. It will introduce the student to: What managers must do and do well to make a company a winner in the game of business. strategy and Business Policy cuts across the whole spectrum of business and management which focuses on the corporation as a whole and its interactions with its environment. 3 credits.

Skills Dimension: Financial Analysis & Modeling (FIN 481 SKI) (3 credits)

This course provides students with the additional tools they need to assess the implications of creating a new venture or evaluating an existing firm. Uses spreadsheets and other software products to analyze the impacts of financial decisions related to financial statement analysis, cash budgeting, and cost of capital determination, capital budgeting, and capital structure choices. 3 credits.

Career Tracks

Entrepreneurship (MGT 482 VAL) (3 credits)

Examines the various aspects of starting, acquiring, and operating a small business enterprise. It involves comprehensive discussions of problems encountered by small businesses. A study of management principles and procedures provided methods of resolving these problems. 3 credits.

Principles of Finance (FIN 471 SEL) (3 credits)

This course covers the basic fundamentals of finance that affect all businesses. Basic principles and techniques of financial management applicable to sound business decision-making are

studied, emphasizing important financial concepts such as financial statement analysis, financial forecasting and budgeting, financial ratio analysis, net present value and internal rates of return. This course provides an overview of the fundamental principles of financial theory and practice. Students will become familiar with the financial organization and operation of a business and look at how financial decisions are made within the context of the overall corporation. 3 credits.

Advertising and Public Relations (MKT 361 SKI) (3 credits)

Principles and techniques for creating the basic forms of sales, advertising, and public relations materials. The focus is on effective written communications which support the various types of marketing efforts common to most businesses. 3 credits.

New Venture Financing (FIN 471 SKI) (3 credits)

This course will provide an overview of the role of development of new venture ideas, assessment of financial requirements, financial management of a small business, and entrepreneurial ventures. Students will examine the entrepreneur's and the investor's roles as well. Focus on the venture capital process and how they are formed and managed; accessing the public markets, mergers and strategic alliances. 3 credits.

Entrepreneurial Marketing (MKT 481 SKI) (3 credits)

This course will focus on the marketing plan and how entrepreneurs can effectively develop a plan that will market and grow their products. Specifically, students will learn how to use market research, surveys and emerging technologies for their entrepreneurial venture. Additionally, students will learn how to develop marketing strategies, segment their markets, develop the plan and identify a pricing strategy to enter the market. 3 credits.

Principles of Accounting I (ACC 231 SKI) (3 credits)

An introduction to accounting instruction is provided with microcomputers as an accounting tool. In addition, accounting is examined as a tool for organizing business information. Financial accounting is the field of accounting that provides economics and financial information for external users, such as investors and creditors. 3 credits.

Principles of Accounting II (ACC 241 SKI) (3 credits)

Accounting procedures in relation to payroll; valuation of resources and intangibles; the differences between partnerships and corporations; analysis and interpretation of financial statements; the impact of taxes upon business decisions. The course strives to make students versant in accounting so that they feel confident in the business setting and have the tools to excel in their work. 3 credits.

Intermediate Accounting (ACC 361 SKI) (3 credits)

This course is a continuation of Principles of Accounting. Students will learn to understand basic accounting procedures of such key tasks as payroll, valuation of resources and intangibles and the differences between partnerships and corporations. This will lead to the analysis and interpretation of financial statements and the impact of taxes upon business decisions. 3 credits.

Federal Income Taxation (ACC 472 SKI) (3 credits)

Federal income tax laws are analyzed, in term of principles and practices. Tax research methodologies are explored. The implications and consequences of income redistribution, through the tax code, are studied. The ethical issues involving federal income tax laws are discussed. 3 credits.

Managerial Accounting (ACC 481 SKI) (3 credits)

In this course we will study how managers can use this information to implement plans and improve the process of providing goods and services to customers. We will also see that the accounting information generated for financial reporting purposes is not particularly helpful when managers need to make decisions. The scope of the course embraces the use of accounting information for planning and control purposes in both operational and strategic decision-making. 3 credits.

Principles of Project Management (MIS 351 SKI) (3 credits)

This course will introduce students to project management fundamentals, with an emphasis on planning. Concepts such as the definition of a project, the nature of the project team, and the role and function of the project manager are presented. An effective project manager must organize resources, work under tight deadlines, control project change and generate maximum team performance. Topics covered include: project life cycles, organization and charters, work breakdown structures, responsibility matrixes; the planning, budgeting and scheduling of systems. PERT, Gantt charts, earned value systems, project management software are also introduced. 3 credits.

E-Commerce & the Digital Economy (ECO 481 SEL) (3 credits)

As the Internet continues to impact virtually all segments of society, it is becoming more critical for students as well as those entering or already in the workforce, to understanding the forces and dynamics behind the Digital Economy. The impacts of Internet-based Electric Commerce (EC) are probably the most significant and certainly the most widely felt. Becoming 'EC-literate' is becoming one of the requirements for success in the new digital economy. 3 credits.

Global Project Management (MIS 362 SKI) (3 credits)

Through this course, students will learn how managers can use managerial accounting studies information to implement plans and improve the process of providing goods and services to customers. This course will help students to understand the use of accounting information for planning and control purposes in both operational and strategic decision-making. 3 credits.

Advanced Project Management (MIS 471 SKI) (3 credits)

Advanced technological developments, increased competition and a global marketplace are all factors leading to Project Management becoming a central activity in most industrial organization across the world and across various different industries. This is a rapidly evolving field where new ideas and tools are constantly being added. 3 credits.

Strategic Portfolio & Program Management (MIS 482 SKI) (3 credits)

This course provides students with the additional tools they need to assess the implications of creating a new venture or evaluating an existing firm. Including: company's financial

statements; understand risk analysis versus profitability analysis; and evaluate income versus cash flows. 3 credits.

Bachelor of Business Administration (BBA) in Healthcare Systems Management

The Bachelors of Business Administration degree in Healthcare Systems Management is a 120 credit program, which spans eight purposes (semesters) for 15-week duration each semester, and can be completed in two years and eight months.

Credit Allocation

Credits are awarded across all eight purposes. Each purpose entails 15 credits and the entire degree program 120.

Semester 1

PURPOSE 1

Constructive Action Dimension: Self Assessment & Career Development (HSM 111 PCA) (3 credits)

This course introduces the entering student to the “Purpose-Centered Education” philosophy of the College. It develops an understanding of the linkage between the classroom and the workplace in our delivery system. It also teaches the student the essential elements of the execution and presentation of the “Constructive Action.” In this first course students learn the alternative forms of presentation and are required to select one of these forms for their Constructive Action documentation. 3 credits.

Values and Ethics Dimension Critical Thinking & Writing through Literature (ENG CC 110) (3 credits)

Self & Others Dimension: Human Anatomy and Physiology (HSM 111 SEL) (3 credits)

Humans largely share a common biology. This course presents human biology and links it with human health. It examines structure and functions of human body; chemistry of life processes; cells, tissues and organs systems; disease mechanisms and infection control; nutrition and metabolism, genetics, genetic diseases and Gene Therapy. 3 credits.

Systems Dimension: Principles of Business (BUS 111 SYS) (3 credits)

This course will serve as a general introduction to the field of business management. The course will emphasize management as a process that includes planning, organizing, staffing, directing, and controlling for establishing and accomplishing business objectives. The interrelationships that exist in various businesses will be examined. The economic structure of the private sector will be examined and students will be introduced to major concepts in finance, marketing, and other functional management areas. This course will serve as a foundation for advanced work in

subsequent Purposes (semesters). This background will aid students in making a self-assessment about their future role as a businessperson (managerial career development). 3 credits.

Skills Dimension: Medical Terminology (HSM 111 SKI) (3 credits)

This course is designed to develop a functioning knowledge of Medical Terminology building skills by learning prefixes, suffixes, roots, and abbreviations. Students learn the basic structure and functions of the human body, and become familiar with general diseases and ailments. Students will gain skills essential to understand Medical Terminology used in a health-care related field. This course will focus on the many components of a medical term and how to break down a medical term by simply knowing the meaning of the prefix or suffix. 3 credits.

Semester 2

PURPOSE 2

Constructive Action Dimension: Developing Professional Relationships in the Healthcare Field (HSM 121 PCA)

This Purpose emphasizes the role that communication plays in the successful conduct of any interaction, with specific emphasis on those that take place within the Healthcare field. Students will learn how to present information using a variety of media: written, oral, audiovisual, etc. and will be required to select an alternative medium (other than a written report) to present the results of their Constructive Action. 3 credits.

Values and Ethics Dimension: Public Speaking and the Art of Persuasion (SPE CC 160) (3 credits)

Self & Others Dimension: Health Services Management I (HSM 121 SEL) (3 credits)

The focus of this course will be on the functions and responsibilities associated with the direct management of people in service delivery settings. Motivation, discipline, performance appraisal, communications, and monitoring are targeted. Overview of management issues in a variety of organizational settings and the larger public health environment are examined as well as the managerial functions and problem solving strategies, financial management principles, and management models for change; develops specific skills in program management, budgeting, workforce development, and managing intersectoral programs. 3 credits.

Systems Dimension: Computer Applications: For-Profit and Non-Profit Organizations (MIS CC 130) (3 credits)

Skills Dimension: Medical Insurance (HSM 121 SKI) (3 credits)

This course teaches students the basics of health insurance, the health insurance claim form, guidelines for claims submission and processing. Student will also learn the HIPAA regulations, collections, and Healthcare payers including managed care systems, private insurance, Medicare, state programs, workers' compensation, Tricare and CHAMPVA. Use of the ICD-9-CM and CPT coding manuals as well as a computerized encoder is also incorporated. 3 credits.

PURPOSE 3

Constructive Action Dimension: Quality Management in the Healthcare Field (HSM 231 PCA) (3 credits)

This course introduces the entering student to the “Purpose-Centered Education” philosophy of the College. It develops an understanding of the linkage between the classroom and the workplace in our delivery system. It also teaches the student the essential elements of the execution and presentation of the “Constructive Action.” In this first course students learn the alternative forms of presentation and are required to select one of these forms for their Constructive Action documentation. 3 credits.

Values & Ethics Dimension: Contemporary Values & Classical Ethics (ETH CC 120) (3 credits)

Self & Others Dimension: Health Services Management II (HSM 231 SEL) (3 credits)

The course focuses on teaching the students the basic principles and techniques of quality management in healthcare. It emphasizes methods of assessing, measuring, and improving healthcare services. The course further focuses on applying quality concepts and tools to real-life situations. Students learn attributes of quality most important to healthcare stakeholders including legislative mandates, regulatory agencies and accreditation groups that influence healthcare quality activities. Moreover, the students gain knowledge in the qualitative and quantitative process improvement tools, collect and analyze data to identify improvement priorities and frame risk management strategies. 3 credits.

Systems Dimension: Principles of Management (BUS 121 SYS) (3 credits)

This course examines the nature of management and the interpersonal and analytical skills managers need to be successful. Students will examine management theories on leadership, motivation, and communication and how these can be applied to manager’s everyday role. 3 credits.

Skills Dimension: Managerial Statistics (MTH 361 SYS) (3 credits)

Introduction to descriptive statistics. how accounting data can be analyzed, interpreted and applied by management in planning and controlling business activities. An interdisciplinary approach is provided through the mix of topics involving economics, mathematics, finance and statistics. Topics included probability theory, population and sampling, statistical inference, decision theory, and presentation of data, including use of computers. 3 credits.

PURPOSE 4

Constructive Action Dimension: Assessing Community Healthcare Needs (HSM 241 PCA) (3 credits)

This course introduces the entering student to the “Purpose-Centered Education” philosophy of the College. It develops an understanding of the linkage between the classroom and the workplace in our delivery system. It also teaches the student the essential elements of the execution and presentation of the “Constructive Action.” In this Purpose 4 Constructive Action: Assessing Community Healthcare Needs, students will examine issues critical to the development of effective health programs focusing. Additionally, students will use this Constructive Action to build on previous work and identify areas of potential inquiry for future examination. 3 credits.

Values and Ethics Dimension: Diversity in Healthcare (HSM 241 VAL) (3 credits)

The course is designed to cover issues and expectations surrounding Healthcare services in a multicultural and diverse environment. It emphasizes dimensions and complexities of caring for people from diverse cultural backgrounds. The course further examines traditional Healthcare beliefs and healing practices prevalent among ethnically diverse populations, and impact of social, political, and demographic changes as well as perceptions on today’s illnesses and Healthcare. 3 credits.

Self & Others Dimension: Community Health Services (HSM 241 SEL) (3 credits)

The course is designed to provide students with an introduction to community health services. It will examine the foundations of community and national health in terms of organization, resources, programming, and special populations. Theory and practice of Healthcare delivery are evaluated in occupational settings such as schools and worksites. The relationship between coordinating networks, health service organizations, government, and voluntary-based health agencies are examined. The course will cover issues of mental, maternal, infant and child health. The impact of environment on human health will also be examined. The course is designed to provide students with the knowledge required to: assess individual, community, and national needs for health education; conduct evaluation and research related to health education; serve as a health education resource person; and communicate and advocate for health and health education. 3 credits.

Systems Dimension: Macroeconomics (ECO 231 SYS) (3 credits)

This course is an introductory macroeconomics course that provides students with an overview of how the economy operates and choices made given scarcity and limited resources. Students in this course will examine the major factors that affect output, unemployment, and inflation. Using the tools of economics such as supply and demand analysis students will examine how the gross domestic product is measured (GDP), what impacts economic growth and productivity as well as unemployment and inflation. Students will also examine how monetary and fiscal policies are developed and in the U.S and the role of the Federal Reserve System, money markets and government influence economic outcomes. 3 credits.

Skills Dimension: Pathophysiology (HSM 241 SKI) (3 credits)

This course is a basic study of the functioning of human body organ systems; their disorders and diseases including symptoms, causes, diagnosis, diagnostic tests, treatment and management, and invasive and non-invasive surgical techniques. The course also discusses Pharmacology and most commonly used drugs. Genetic basis of diseases and disorders and use of gene therapy in curing them is also discussed. Further, the role of nutrition as a cause and treatment of diseases is examined. 3 credits.

Semester 5

PURPOSE 5

Constructive Action Dimension: Marketing Healthcare (HSM 351 PCA) (3 credits)

In this Purpose students learn the basic principles of marketing, with special emphasis on the marketing of Healthcare services. Students will use a variety of alternative media to develop examples of marketing activities and will select one of those mediums, not previously utilized, in the documentation of their Constructive Action. 3 credits.

Values and Ethics Dimension: Political & Economic Philosophy (PSC CC 140) (3 credits)

The ideas and values that serve as the foundation of our political system; how our system differs from others; the inter-relationship between business and government; major political theories regarding the nature of authority, standards of justice, the ideal of liberty and its limitations, conceptions of a just and good society, and the best form of government. 3 credits.

Self & Others Dimension: Principles of Marketing (MKT 231 SEL) (3 credits)

Introduction to the basic principles and concepts of marketing theory and practice. Topics include: the marketing environments, marketing mix and segmentation, product planning, distribution, promotion, and service marketing. Students will examine marketing concepts in relation to key constituencies of companies. 3 credits.

Systems Dimension: Microeconomics (ECO 241 SYS) (3 credits)

This course is an introductory course in microeconomic theory. The course introduces students to the principles of microeconomics and provides a basic understanding of how microeconomics functions in today's society. 3 credits.

Skills Dimension: Principles of Psychology (HSM 351 SKI) (3 credits)

This course will encompass a broad introduction to the field of psychology, one of the social sciences. Among the topics covered are: gathering data on the causes and correlates of behavior, key figures in psychology and their theories, examples of research findings from the major subareas of the field, and using psychological knowledge to improve the quality of our lives. This survey of psychology will acquaint students with the major concepts and terminology of the discipline and give a better understanding of self and others. 3 credits.

PURPOSE 6

Constructive Action Dimension: Managing Human Resources in Healthcare (HSM 361 PCA) (3 credits)

In this Purpose students learn the basic principles of managing human resources, with specific emphasis on the management of those resources in the Healthcare field. For their Constructive Action, students are expected to select a situation involving the management of individuals within a health field context. The Constructive Action documentation will be developed using a medium which has not been previously utilized in the preparation of other required materials. 3 credits.

Values and Ethics Dimension: Promoting Empowerment Through the Arts (ART CC 170) (3 credits)

Self & Others Dimension: Health Informatics (HSM 361 SEL) (3 credits)

The material covered in this course includes overview of health informatics; health data, information, and knowledge; electronic health records, health information exchange; health data standards; health information privacy, security, and ethics; consumer health informatics; mobile technology; evidence-based medicine; electronic prescribing; telemedicine; bioinformatics; public health informatics; and e-research and resources.

Systems Dimension: Human Resource Management (HSM 361 SYS) (3 credits)

The course will examine corporate and departmental HR strategy, equal employment law and preventive employee relations, diversity in the workplace, employee training and development, trends in compensation and benefits, international HR practices, and career planning. During the 15-week semester, students may also examine Human Resource Management issues they may face during their business careers. Throughout, students will utilize, and critically review, a variety of HR and corporate web-sites, various pamphlets, and current employment literature. 3 credits.

Skills Dimension: Accounting (ACC 231 SKI) (3 credits)

Accounting procedures in relation to payroll; valuation of resources and intangibles; the differences between partnerships and corporations; analysis and interpretation of financial statements; the impact of taxes upon business decisions. The course strives to make students versant in accounting so that they feel confident in the business setting and have the tools to excel in their work.

PURPOSE 7

Constructive Action Dimension: Managing Fiscal & Economic Resources in Healthcare (HSM 471 PCA) (3 credits)

Emphasis on this Purpose is on developing an understanding of basic principles of finance, particularly those that apply to organizations in the Healthcare field. For their Constructive Action, students are required to illustrate a situation involving an aspect of Healthcare financing and to create the required documentation using a medium which has not been previously utilized. 3 credits.

Values and Ethics Dimension: American Government (GOV CC 150) (3 credits)

Self and Others Dimension: Principles of Finance (FIN 471 SEL) (3 credits)

This course provides students with the additional tools they need to assess financial information and data to draw implications of creating a new venture or evaluating an existing firm. Students in the class will use spreadsheets and other software products to analyze the impacts of financial decisions related to financial statement analysis, cash budgeting, and cost of capital determination, capital budgeting, and capital structure choices. 3 credits.

Systems Dimension: Healthcare Financing (HSM 471 SYS) (3 credits)

This course provides students with the additional tools they need to assess financial information and data to draw implications of creating a new venture or evaluating an existing firm. Students in the class will use spreadsheets and other software products to analyze the impacts of financial decisions related to financial statement analysis, cash budgeting, and cost of capital determination, capital budgeting, and capital structure choices. 3 credits.

Skills Dimension: Medical Coding & Billing Procedures (HSM 471 SKI) (3 credits)

This course prepares students to process and manage third-party reimbursement and patient accounts receivables in non-hospital settings. The students will use electronic medical billing software in simulated practice. Emphasis is placed on medical terminology and the proper use of ICD-9 and CPT codes. 3 credits.

PURPOSE 8

Constructive Action Dimension: Creating a Business Plan for Healthcare Services (HSM 481 PCA) (3 credits)

This is the capstone course for the baccalaureate in Healthcare Management. Students are expected to complete a Constructive Action project which synthesizes their learning in the previous semesters. The documentation for this project should utilize a medium which has not

been previously used and integrate elements of other Constructive Action documents to demonstrate an understanding of the integrity of the Program. 3 credits.

Values and Ethics Dimension: Regulatory Aspects of Healthcare (HSM 482 VAL) (3 credits)

The course is designed to introduce learners to legal and ethical issues and expectations that are encountered by professionals in the health care services field. Emphasis is placed on application of legal and ethical principles in both healthcare management and clinical contexts so that students have an awareness of the complexity and interrelated aspects that all healthcare professionals encounter on a daily basis, and how a coordinated effort among each member of the healthcare team is required to maximize patient care, protection of patient rights and dignity, as well as guarding against litigation brought about by clients. 3 credits.

Self and Others Dimension: Introduction to Gerontology (HSM 481 SEL) (3 credits)

The course covers physiological, social, psychological and economic aspects of aging and explores strategies aimed at enhancing the quality of life by providing adequate information and services for elderly. The course employs a multidisciplinary approach and develops paradigms and awareness of the process of human aging by providing understanding of scientific, cultural, social and economic aspects of aging. 3 credits.

Systems Dimension: Technology & Innovation in Healthcare (HSM 481 SYS) (3 credits)

The course will introduce students to the concept of innovation and how Healthcare organization can use innovative practices to provide access and quality of care. In this course students are encouraged to think creatively about the current Healthcare issues in our nation and how best to address these using technology. The material covered in this course includes an examination of concepts of Healthcare technologies and their development, the impact of technology in the Healthcare industry and the relationships that develop as a result of these advancements. Students will also examine the innovative products that are utilized by physicians, hospitals and Healthcare providers/organizations that are in high demand. 3 credits.

Skills Dimension: Principles of Project Management (MIS 351 SKI) (3 credits)

This course will introduce students to project management fundamentals, with an emphasis on planning. Concepts such as the definition of a project, the nature of the project team, and the role and function of the project manager are presented. An effective project manager must organize resources, work under tight deadlines, control project change and generate maximum team performance. Topics covered include: project life cycles, organization and charters, work breakdown structures, responsibility matrixes; the planning, budgeting and scheduling of systems. PERT, Gantt charts, earned value systems, project management software are also introduced. 3 credits.

MBA in General Management

The MBA program in General Management comprises three purposes (1 - 3) and 45-credits, which revolves around five dimensions: Purpose, Value and Ethics, Self and Other, Systems and Skills. MBA Foundation courses provide students with the undergraduate-level business competencies and remediation that are prerequisite requirements to start the core courses in the MBA Programs. MBA students that do not have the core skills, experience and education in these areas are afforded the opportunity to learn the basics of these subjects prior to beginning their mastery of them in the MBA program.

Foundation Courses

Managerial Statistics (MBA 501 FDN) (1.5 credits)

This foundation course introduces students to statistics useful for their MBA studies and for solving managerial problems. Students will learn a variety of techniques and tools to solicit, evaluate and communicate information for problem solving purposes. The course teaches the concepts and applications of business statistics, as well as providing the students the opportunity to observe and actually carry out computer-generated solutions using SPSS and Microsoft Excel. 1.5 credits.

Principles of Management & Marketing (MBA 502 FDN) (1.5 credits)

This foundation course teaches management principles to tomorrow's business leaders by weaving three threads: strategy, entrepreneurship and active leadership. Students will also be exposed to key concepts of marketing in today's business environment such as service, sustainability, ethics and social responsibility, global coverage, and metrics. 1.5 credits.

Principles of Financial Accounting (MBA 503 FDN) (1.5 credits)

This foundation course teaches fundamental accounting procedures and the uses of accounting information. Topics include: recording transactions; controlling, costing and analyzing inventories; reporting and controlling liquid assets; measuring and reporting long-operating assets; current and contingent liabilities; the time value of money; analyzing and reporting owners' equity; balance sheets and statements of cash flow; and managing and accounting for corporate income tax. 1.5 credits.

Principles of Economics & Finance (MBA 504 FDN) (1.5 credits)

This foundation course help students to understand the practicality and relevance of economics and finance with a variety of illustrations and insights. Economics topics include: classical vs. modern economic thought; supply and demand; elasticity; competition and Monopoly; inflation and unemployment. Finance topics include: the federal reserve system; FOMC and the money market; interest rates; financial Structure; investment decisions. 1.5 credits.

PURPOSE 1 - Industry and Venture Assessment

Constructive Action Seminar: CA 1: Strategic Industry Analysis (GMT 615 PCA) (3 credits)

Students conduct comprehensive strategic analysis of the industry of their proposed entrepreneurial/intrapreneurial venture and the specific segments of the respective related industry involving their proposed venture for their Constructive Action. They will acquire basic research techniques and methodologies necessary to explore and analyze business trends and needs; relate those needs to their respective proposed professional situations and then apply that knowledge to identify and decide upon a venture, which will satisfy an industry need, realize an opportunity, or solve an industry problem. It is expected that through this Constructive Action, as the students learn advanced business research techniques and industry assessment methods, they will apply the resulting statistical data to deciding upon the direction or extent of their respective entrepreneurial and/or intrapreneurial ventures.

Skills Dimension: Managerial Accounting (MBA 615 SKI) (3 credits)

Students create balance sheets and income statements; and use relevant cost data for managerial decision making. Topics include: accounting practices relating to asset valuation, profit determination, cost allocation and internal control procedures. Students learn to analyze cost data related to specific projects and to classify costs/expenditures as either product or period costs as well as techniques associated with cost/analysis reporting, decision making, planning and budgeting. Students also have the option of learning the use of accounting software and tools such as QuickBooks and PeachTree. 3 credits.

Self & Others Dimension: Emerging Technologies and Business Empowerment (GMT 615 SEL) (3 credits)

Theoretical, managerial, and hands-on approaches to the study of computers and information technologies for problem solving and decision making. Topics include: business intelligence; Web 2.0, Web 3.0 and beyond; mobile and electronic commerce; search engine and social media analytics; information systems; system components and properties; and types of information useful to end-users; strategic uses of computers and computer networks in organizations, to analyze systems, information flows, transaction processing, applications of database management; major trends; concepts, applications and technical alternatives in telecommunications. Students will work with standard applications software packages including Microsoft Office, spreadsheet applications, database management, graphics, as well as software specific to their respective areas of specialization. 3 credits.

Values & Ethics Dimension: Business Law & Ethics (GMT 616 VAL) (3 credits)

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. 3 credits.

Systems Dimension: Intra and Entrepreneurship & Business Management (GMT 615 SYS) (3 credits)

This course provides students with the knowledge and tools they need to launch a business so that it has the greatest chance for success. Student will learn step by step process of turning an idea into a profitable finished product, either as an entrepreneur starting a new business venture, or as an entrepreneur taking direct responsibility within a large corporation. 3 credits.

Semester 2

PURPOSE 2 - Business Planning, Development and Marketing

Constructive Action 2: Strategic Planning (GMT 725 PCA) (3 credits)

Students apply knowledge obtained and the strategic industry assessment conducted for their Constructive Action in the prior semester, to develop a comprehensive strategic business and marketing plan for their chosen entrepreneurial and/or intrapreneurial venture. They will also learn that a well-written and exhaustive business plan is not only important in developing an entrepreneurial or intrapreneurial opportunity, but also essential in determining the allocation of resources, obtaining them and successfully managing the resulting venture. When or where appropriate, students will also plan and build a website that can be used in marketing or implementing elements of their entrepreneurial and/or intrapreneurial venture. 3 credits.

Skills Dimension: Managerial Economics (MBA 725 SKI) (3 credits)

Basic principles and techniques of micro and macroeconomic analysis applicable to business decisions. Topics include fundamental legal and practical considerations of financing packages; market structure; pricing and resource allocations; applications of managerial strategy and public policy with an emphasis on competition; market power and a business firm's optimal response to government regulation. 3 credits.

Self & Others Dimension: Marketing in a Flat World (GMT 725 SEL) (3 credits)

The course covers the integrated marketing communication mix in a flat world where companies faces new challenges to remain competitive in a global market 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. 3 credits.

Values & Ethics Dimension: Project Leadership (GMT 725 VAL) (3 Credits)

This is an advanced course in project management and leadership on strategic change. The course emphasizes on the use of project management software and sound management principles in cost control, resource and staffing planning, project financial, and schedule management. Topics include organizational strategy; portfolio management; scope management; risk management; cost estimation and budgeting; project scheduling. 3 credits.

Systems Dimension: Organizational Behavior, Development & Transformation (GMT 725 SYS) (3 credits)

Conceptual and experiential approaches to the study of corporate culture, organizational structure, and human behavior in organizational contexts. Students study techniques for designing and developing a highly productive, effective and socially responsive work place. Topics include: work motivation; learning theory; conflict resolution; leadership; managerial styles; job design; performance evaluation and feedback; group dynamics; and issues of organizational power and politics. A broad spectrum of actual management case studies will be used to demonstrate effective approaches and strategies for dealing with organizational problems and opportunities. 3 credits.

Semester 3

PURPOSE 3 - Implementation, Actualization and Evaluation

Constructive Action 3: Strategic Management & Evaluation (GMT 735 PCA) (3 credits)

In this course, students will begin implementing their planned entrepreneurial and/or intrapreneurial venture, and strategically manage the actualization of their venture by setting into motion their respective business plans, identifying sources of financing and evaluating their successes and failures to apply lessons learned and adjust as needed. For this Constructive Action, students specifically will identify sources of financing and actualize business objectives by developing policies and allocating resources to implement their plans. They then will design key project metrics and indicators, monitor and evaluate the outcomes of implementation, further applying knowledge gained through practice by revising, adding, deleting or adjusting strategies as needed. By the end of the semester students will also assess the extent to which they were successful with their respective venture goals, and draft recommendations for further action. 3 credits.

Skills Dimension: Managerial Finance (MBA 735 SKI) (3 credits)

Overview of the effective management of financial resources. Topics include: analyzing fiscal data; budgeting; the construction of cash flow projections; financial statement analysis; taxation issues; internal and external reporting requirements; internal controls; the hiring and supervising of accounting staff and personnel; borrowing; basic risk and return concepts; security pricing and analysis; capital budgeting; the cost of capital; strategic planning and investment decisions. 3 credits.

Self & Others Dimension: People, Conflict, Negotiation & Resolution (GMT 735 SEL) (3 credits)

Students develop negotiation skills for use in various business contexts. Topics include: negotiation theory; the advantages and disadvantages of different negotiation styles and strategies; dispute prevention; litigation versus alternative resolution options; mediation; arbitration; court systems and litigation; trials and appeals involving individuals, multiple parties, coalitions or teams. Students will learn pre-negotiation preparation techniques; how to develop a personal negotiation style; how to engage in cross-cultural negotiations; and how to develop trust and build beneficial professional relationships. 3 credits.

Values & Ethics Dimension: Global Business & International Practicum (MBA 735 INT)

This course has a double purpose: to familiarize and understand the theories and practices of International Business, along with the geographic, demographic technological, political, economic, and sociocultural forces that impact cross-cultural, and also the influence of national / international media related to business management. Students will study the principles and problems that individuals, companies and institutions encounter in their business practices. The course will illustrate the changing nature of alliances, industries and government intervention. We will introduce some of the business principles and concepts in the United States along with the different management styles of other countries.

International Practicum

Each MBA program has its own travel study component which is built into the curriculum and included in the tuition. The destination for the study abroad trip for each program is selected annually, and may change from year to year. Participation in the study abroad trip is mandatory, except for very limited exceptions that may be granted by the Dean. Tuition rates are the published MCNY tuition rates regardless of whether students participate in the study abroad trip.

Study of international business practices and the geographic, demographic, technological, political, economic and sociocultural forces that impact cross-cultural business management. Topics include: theories of international trade and economic development; international monetary systems and foreign investment; comparative management; and managing for cross-cultural and multi-ethnic effectiveness both at home and abroad.

Systems Dimension: Innovation & Knowledge Management (GMT 735 SYS) (3 credits)

This course provides an overview of state-of-the-art enterprise Knowledge Management Systems that leverage a company's existing investments in intranets, data warehousing, data mining, groupware, and other collaboration technologies. Topics include managing the process of planning, coordinating, managing, sharing, and controlling organization's data assets; operates information systems to create, collect, process, disseminate, use, store, protect, and dispose of information. 3 credits.

MBA Financial Services

PROGRAM STRUCTURE

The MBA program in Financial Services comprises three purposes (1 - 3) and 45 credits, which revolves around five dimensions: Purpose, Value and Ethics, Self and Other, Systems and Skills. These dimensions form core of courses offered for each specific purpose. The course contents are geared toward achievement of the overall program goals. MBA Foundation courses provide students with the undergraduate-level business competencies and remediation that are prerequisite requirements to start the core courses in the MBA Programs. MBA students that do not have the core skills, experience and education in these areas are afforded the opportunity to learn the basics of these subjects prior to beginning their mastery of them in the MBA program. The three Purposes and the Courses offered in each are given below:

PURPOSE 1: INDUSTRY AND VENTURE ASSESSMENT

- PURPOSE: CA 1 - Strategic Industry Analysis
- SKILLS: Managerial Accounting
- SELF & OTHERS: Human Focused Technology for Finance
- VALUES & ETHICS: Financial Services Regulations & Financial Ethics
- SYSTEMS: Financial Markets & Institutions

PURPOSE 2: BUSINESS PLANNING, DEVELOPMENT AND MARKETING

- PURPOSE: CA 2: Strategic Planning
- SKILLS: Managerial Economics
- SELF & OTHERS: Marketing Modern Financial Services
- VALUES & ETHICS: Risk Management & Compliance
- SYSTEMS: Corporate Finance, Valuation & Policy

PURPOSE 3: IMPLEMENTATION, ACTUALIZATION AND EVALUATION

- PURPOSE: CA 3: Strategic Management & Evaluation
- SKILLS: Managerial Finance
- SELF & OTHERS: Contemporary Issues in Financial Services
- VALUES & ETHICS: Behavioral Finance / International Practicum
- SYSTEMS: *Investment Analysis & Portfolio management*

Foundation Courses

Managerial Statistics (MBA 501 FDN) (1.5 credits)

This foundation course introduces students to statistics useful for their MBA studies and for solving managerial problems. Students will learn a variety of techniques and tools to solicit, evaluate and communicate information for problem solving purposes. The course teaches the concepts and applications of business statistics, as well as providing the students the opportunity to observe and actually carry out computer-generated solutions using SPSS and Microsoft Excel. 1.5 credits.

Principles of Management & Marketing (MBA 502 FDN) (1.5 credits)

This foundation course teaches management principles to tomorrow's business leaders by weaving three threads: strategy, entrepreneurship and active leadership. Students will also be exposed to key concepts of marketing in today's business environment such as service, sustainability, ethics and social responsibility, global coverage, and metrics. 1.5 credits.

Principles of Financial Accounting (MBA 503 FDN) (1.5 credits)

This foundation course teaches fundamental accounting procedures and the uses of accounting information. Topics include: recording transactions; controlling, costing and analyzing inventories; reporting and controlling liquid assets; measuring and reporting long-operating assets; current and contingent liabilities; the time value of money; analyzing and reporting owners' equity; balance sheets and statements of cash flow; and managing and accounting for corporate income tax. 1.5 credits.

Principles of Economics & Finance (MBA 504 FDN) (1.5 credits)

This foundation course help students to understand the practicality and relevance of economics and finance with a variety of illustrations and insights. Economics topics include: classical vs. modern economic thought; supply and demand; elasticity; competition and Monopoly; inflation and unemployment. Finance topics include: the federal reserve system; FOMC and the money market; interest rates; financial Structure; investment decisions. 1.5 credits.

Semester 1

PURPOSE 1 - Industry and Venture Assessment

Constructive Action Seminar: CA 1: Strategic Industry Analysis (FIN 615 PCA) (3 credits)

Students conduct comprehensive strategic analysis of the industry of their proposed entrepreneurial/intrapreneurial venture and the specific segments of the respective related industry involving their proposed venture for their Constructive Action. They will acquire basic research techniques and methodologies necessary to explore and analyze business trends and needs; relate those needs to their respective proposed professional situations and then apply that knowledge to identify and decide upon a venture, which will satisfy an industry need, realize an opportunity, or solve an industry problem. It is expected that through this Constructive Action, as the students learn advanced business research techniques and industry assessment methods, they will apply the resulting statistical data to deciding upon the direction or extent of their respective entrepreneurial and/or intrapreneurial ventures. 3 credits.

Skills Dimension: Managerial Accounting (MBA 615 SKI) (3 credits)

Students create balance sheets and income statements; and use relevant cost data for managerial decision making. Topics include: accounting practices relating to asset valuation, profit determination, cost allocation and internal control procedures. Students learn to analyze cost data related to specific projects and to classify costs/expenditures as either product or period costs as well as techniques associated with cost/analysis reporting, decision making, planning and

budgeting. Students also have the option of learning the use of accounting software and tools such as QuickBooks and PeachTree. 3 credits.

Self & Others Dimension: Human Focused Technology for Finance (FIN 615 SEL) (3 credits)

The course focuses on enabling people and financial services organizations to harness the transformative power of technology. Topics include: security and information assurance; straight through processing; customer services and mobile technologies; SOA and Web services; cloud computing; trading technologies; risk management technologies; data and regulations; information systems; system components and properties; and types of information useful to end-users; strategic uses of computers and computer networks in organizations, to analyze systems, information flows, transaction processing, applications of database management; major trends; concepts, applications and technical alternatives in telecommunications. Students will work with standard applications software packages including Microsoft Office, spreadsheet applications, database management, graphics, as well as software specific to the financial services industry. 3 credits.

Values & Ethics: Financial Services Regulations & Financial Ethics (FIN 615 VAL) (3 credits)

A review of the circumstances that lead to the financial crisis of 2008, and the current federal laws and regulations that govern the financial services industries, including the Dodd–Frank Wall Street Reform and Consumer Protection Act of 2009; Federal Reserve Act of 1913; the Securities Acts of 1933, 1934 and 1940; the Monetary Control Act of 1980; the Riegle-Neal Act of 1994; and the Gramm-Leach-Bliley Act of 1999. Various laws protecting consumers in their financial services activities will be reviewed. The roles of the SEC, the state insurance commissions, and such self-regulatory organizations as the NYSE will be examined. 3 credits.

Systems Dimension: Financial Markets & Institutions (FIN 615 SYS) (3 credits)

In today's changing landscape of financial markets and institutions, there are enormous challenges in dealing with a diversity in financial products, services and policies. This course Topics include the history of banking and financial institutions, regulation and the role of the Comptroller of the Currency and other regulators, bank operations, credit analysis, non-credit services, personal banking, and the changing role of banks in the fast changing financial services environments. 3 credits.

Semester 2

PURPOSE 2 - Business Planning, Development and Marketing

Constructive Action 2: Strategic Planning (FIN 725 PCA) (3 credits)

Students apply knowledge obtained and the strategic industry assessment conducted for their Constructive Action in the prior semester, to develop a comprehensive strategic business and marketing plan for their chosen entrepreneurial and/or intrapreneurial venture. They will also learn that a well-written and exhaustive business plan is not only important in developing an

entrepreneurial or intrapreneurial opportunity, but also essential in determining the allocation of resources, obtaining them and successfully managing the resulting venture. When or where appropriate, students will also plan and build a website that can be used in marketing or implementing elements of their entrepreneurial and/or intrapreneurial venture. 3 credits.

Skills Dimension: Managerial Economics (MBA 725 SKI) (3 credits)

Basic principles and techniques of micro and macroeconomic analysis applicable to business decisions. Topics include fundamental legal and practical considerations of financing packages; market structure; pricing and resource allocations; applications of managerial strategy and public policy with an emphasis on competition; market power and a business firm's optimal response to government regulation. 3 credits.

Self & Others Dimension: Marketing Modern Financial Services (FIN 725 SEL) (3 credits)

The course covers the function of marketing in the overall business and the relationship among various aspects of financial services. Topics include consumer behavior, market research, product planning and development, pricing, advertising strategies, budgeting, personal selling, media cross-marketing, marketing regulation, strategic marketing planning, international marketing, special events and sales promotion, public relations and publicity. 3 credits.

Values & Ethics Dimension: Risk Management & Compliance (FIN 725 VAL) (3 credits)

Students study the risk management process and its applications, including traditional and newer concepts of risk and applications in the financial services industries. Topics include the definition and characteristics of “risk”; types and components of risk management; analyzing and prioritizing risk; and such tools of risk management as hedging and derivatives; interest rate risk; market risk credit risk; off-balance-sheet risk; foreign exchange risk; sovereign Risk. 3 credits.

Systems Dimension: Corporate Finance, Valuation & Policy (FIN 725 SYS) (3 credits)

Corporate Finance provides insights in the rapidly evolving theory of finance as it relates to a corporation's investment in assets, financing, and dividends. It explains the ways in which analytical techniques are brought to bear on financial decision making and supplies the institutional material necessary for a solid understanding of the environment in which financial decisions are made. Topics include: value creation; analyzing performance and competitive position; estimating cost of capital; return on invested capital and growth; corporate portfolio strategy; capital structure. 3 credits.

Semester 3

PURPOSE 3 – Implementation, Actualization and Evaluation

Constructive Action 3: Strategic Management & Evaluation (FIN 735 PCA) (3 credits)

In this course, students will begin implementing their planned entrepreneurial and/or intrapreneurial venture, and strategically manage the actualization of their venture by setting into motion their respective business plans, identifying sources of financing and evaluating their successes and failures to apply lessons learned and adjust as needed. For this Constructive

Action, students specifically will identify sources of financing and actualize business objectives by developing policies and allocating resources to implement their plans. They then will design key project metrics and indicators, monitor and evaluate the outcomes of implementation, further applying knowledge gained through practice by revising, adding, deleting or adjusting strategies as needed. By the end of the semester students will also assess the extent to which they were successful with their respective venture goals, and draft recommendations for further action. 3 credits.

Skills Dimension: Managerial Finance (MBA 735 SKI) (3 credits)

Overview of the effective management of financial resources. Topics include: analyzing fiscal data; budgeting; the construction of cash flow projections; financial statement analysis; taxation issues; internal and external reporting requirements; internal controls; the hiring and supervising of accounting staff and personnel; borrowing; basic risk and return concepts; security pricing and analysis; capital budgeting; the cost of capital; strategic planning and investment decisions. 3 credits.

Self & Others Dimension: Contemporary Issues in Financial Services (FIN 735 SEL) (3 credits)

This is an advanced course to prepare students to further enhance their knowledge in specialized domains of the financial services sector. Students will have the option of selecting an area of specialization to master the skills and techniques of the underlying business structure. Students can choose as a wide variety of financial services topics for further specialization. Topics include: Money and Banking; Real Estate Industry; Insurance Industry; Venture Capital; Private Equity; Personal finance, etc. 3 credits.

Values & Ethics Dimension: Global Business & International Practicum (MBA 735 INT)

This course has a double purpose: to familiarize and understand the theories and practices of International Business, along with the geographic, demographic technological, political, economic, and sociocultural forces that impact cross-cultural, and also the influence of national / international media related to business management. Students will study the principles and problems that individuals, companies and institutions encounter in their business practices. The course will illustrate the changing nature of alliances, industries and government intervention. We will introduce some of the business principles and concepts in the United States along with the different management styles of other countries.

International Practicum

Each MBA program has its own travel study component which is built into the curriculum and included in the tuition. The destination for the study abroad trip for each program is selected annually, and may change from year to year. Participation in the study abroad trip is mandatory, except for very limited exceptions that may be granted by the Dean. Tuition rates are the published MCNY tuition rates regardless of whether students participate in the study abroad trip.

Study of international business practices and the geographic, demographic, technological,

political, economic and sociocultural forces that impact cross-cultural business management. Topics include: theories of international trade and economic development; international monetary systems and foreign investment; comparative management; and managing for cross-cultural and multi-ethnic effectiveness both at home and abroad.

Systems Dimension: Investment Analysis & Portfolio Management (FIN 735 SYS) (3 credits)

This course covers the operation of Wall Street and the securities industry, including investment banking and the securities exchanges. Focus is on the products, markets, vocabulary and players, the primary and secondary markets for securities including investment banking, the stock exchanges and over-the-counter transactions, margin, clearing and settlement, and industry technologies. 3 credits.

MBA Media Management

PROGRAM STRUCTURE

The MBA program in Media Management comprises three **Purposes** and revolves around five dimensions: Purpose, Value and Ethics, Self and Other, Systems and Skills. These dimensions form core of courses offered for each specific purpose. The course contents are geared toward achievement of the overall program goals. MBA Foundation courses provide students with the undergraduate-level business competencies and remediation that are prerequisite requirements to start the core courses in the MBA Programs. MBA students that do not have the core skills, experience and education in these areas are afforded the opportunity to learn the basics of these subjects prior to beginning their mastery of them in the MBA program. The three Purposes and the Courses offered in each are given below:

PURPOSE 1: INDUSTRY AND VENTURE ASSESSMENT

- PURPOSE: CA 1 - Strategic Industry Analysis
- SKILLS: Managerial Accounting
- SELF & OTHERS: New Media: Cyber, Social, Mobile and Beyond
- VALUES & ETHICS: Entertainment Law & Media Ethics
- SYSTEMS: Business and Economics of the Film Industry

PURPOSE 2: BUSINESS PLANNING, DEVELOPMENT AND MARKETING

- PURPOSE: CA 2: Strategic Planning
- SKILLS: Managerial Economics
- SELF & OTHERS: Media Marketing in Global Environment
- VALUES & ETHICS: Media Contract Drafting and Negotiation
- SYSTEMS: Music and Publishing Industries in the Digital Age

PURPOSE 3: IMPLEMENTATION, ACTUALIZATION AND EVALUATION

- PURPOSE: CA 3: Strategic Management & Evaluation
- SKILLS: Managerial Finance
- SELF & OTHERS: Arts Administration and Cultural Heritage Management
- VALUES & ETHICS: Media, Culture and Society/ International Practicum
- SYSTEMS: Managing Electronic Broadcasting Industries

MBA in Media Management

The MBA program in General Management comprises three **purposes** (1 - 3) and 45-credits, which revolves around five dimensions: Purpose, Value and Ethics, Self and Other, Systems and Skills.

Foundation Courses

Managerial Statistics (MBA 501 FDN) (1.5 credits)

This foundation course introduces students to statistics useful for their MBA studies and for solving managerial problems. Students will learn a variety of techniques and tools to solicit, evaluate and communicate information for problem solving purposes. The course teaches the concepts and applications of business statistics, as well as providing the students the opportunity to observe and actually carry out computer-generated solutions using SPSS and Microsoft Excel. 1.5 credits.

Principles of Management & Marketing (MBA 502 FDN) (1.5 credits)

This foundation course teaches management principles to tomorrow's business leaders by weaving three threads: strategy, entrepreneurship and active leadership. Students will also be exposed to key concepts of marketing in today's business environment such as service, sustainability, ethics and social responsibility, global coverage, and metrics. 1.5 credits.

Principles of Financial Accounting (MBA 503 FDN) (1.5 credits)

This foundation course teaches fundamental accounting procedures and the uses of accounting information. Topics include: recording transactions; controlling, costing and analyzing inventories; reporting and controlling liquid assets; measuring and reporting long-operating assets; current and contingent liabilities; the time value of money; analyzing and reporting owners' equity; balance sheets and statements of cash flow; and managing and accounting for corporate income tax. 1.5 credits.

Principles of Economics & Finance (MBA 504 FDN) (1.5 credits)

This foundation course help students to understand the practicality and relevance of economics and finance with a variety of illustrations and insights. Economics topics include: classical vs. modern economic thought; supply and demand; elasticity; competition and Monopoly; inflation and unemployment. Finance topics include: the federal reserve system; FOMC and the money market; interest rates; financial Structure; investment decisions. 1.5 credits.

Semester 1

PURPOSE 1 – Industry and Venture Assessment

Constructive Action Seminar: CA 1: Strategic Industry Analysis (MDM 615 PCA) (3 credits)

Students conduct comprehensive strategic analysis of the industry of their proposed entrepreneurial/intrapreneurial venture and the specific segments of the respective related industry involving their proposed venture for their Constructive Action. They will acquire basic research techniques and methodologies necessary to explore and analyze business trends and needs; relate those needs to their respective proposed professional situations and then apply that knowledge to identify and decide upon a venture, which will satisfy an industry need, realize an opportunity, or solve an industry problem. It is expected that through this Constructive Action, as the students learn advanced business research techniques and industry assessment methods,

they will apply the resulting statistical data to deciding upon the direction or extent of their respective entrepreneurial and/or intrapreneurial ventures. 3 credits.

Skills Dimension: Managerial Accounting (MBA 615 SKI) (3 credits)

Students create balance sheets and income statements; and use relevant cost data for managerial decision making. Topics include: accounting practices relating to asset valuation, profit determination, cost allocation and internal control procedures. Students learn to analyze cost data related to specific projects and to classify costs/expenditures as either product or period costs as well as techniques associated with cost/analysis reporting, decision making, planning and budgeting. Students also have the option of learning the use of accounting software and tools such as QuickBooks and PeachTree. 3 credits.

Self & Others Dimension: New Media: Cyber, Social, Mobile and Beyond (MDM 615 SEL) (3 credits)

Key to succeeding in today's "new" new media environment is an understanding that advances in technology has changed the nature of and consumer relationship with media. No longer simply receivers of media content, today's newest media involves the audience as producers of content. This course will focus on the business, role and impact of social networks, wikis, blog sites, and interactive audio and video sites, as well as information systems, system components and properties, and the types of information knowledge useful to end-users in today's changing media business models. The course will combine theoretical, managerial, and hands-on approaches for problem solving and decision making in media management environments. Students will work directly with emerging Web 2.0 and mobile technologies. 3 credits.

Values & Ethics Dimension: Entertainment Law & Media Ethics (MDM 615 VAL) (3 credits)

This course focuses on the fundamentals of contract law, the protection of intellectual property and the contractual relationships between various parties in the entertainment field, including the relationships between the artist and manager, and agents and clients media and sports fields. Students will also be provided an overview of the interrelationship between the law, ethics and business of the entertainment industries focusing on the scope of rights that attach to an entertainment enterprise, and the variety of legal, ethical and developmental issues raised in various entertainment business contexts. Emphasis will also be placed on understanding the specifics of entertainment industry power structures; methods of compensation and credit allocation; creative control; methods by which rights in a creative product may be transferred; grant of rights and representations; and warranties and indemnities relating to risks particularly characteristic of the entertainment industries. The course will also develop the argument that ethical considerations are important in the decision-making process and teach analytical reasoning skills that enable the student to identify and weigh competing ethical concerns in the managerial decision-making process in the media industries. 3 credits.

Systems Dimension: The Business and Economics of the Film Industry (MDM 615 SYS) (3 credits)

This course will serve as an overview of the economic and business structures of the motion picture art and entertainment industry from development to distribution, exhibition and after-marketing, including the methods of operation of the film industry and financing. Included in

the discussion will be an emphasis on the influence of social, technological, political and economic factors on changing artistic, financial, distribution and exhibition and aftermarket practices, both nationally and internationally. 3 credits.

Semester 2

PURPOSE 2 –Business Planning, Development and Marketing

Constructive Action 2: Strategic Planning (MDM 725 PCA) (3 credits)

Students apply knowledge obtained and the strategic industry assessment conducted for their Constructive Action in the prior semester, to develop a comprehensive strategic business and marketing plan for their chosen entrepreneurial and/or intrapreneurial venture. They will also learn that a well-written and exhaustive business plan is not only important in developing an entrepreneurial or intrapreneurial opportunity, but also essential in determining the allocation of resources, obtaining them and successfully managing the resulting venture. When or where appropriate, students will also plan and build a website that can be used in marketing or implementing elements of their entrepreneurial and/or intrapreneurial venture. 3 credits.

Skills Dimension: Managerial Economics (MBA 725 SKI) (3 credits)

Basic principles and techniques of micro and macroeconomic analysis applicable to business decisions. Topics include fundamental legal and practical considerations of financing packages; market structure; pricing and resource allocations; applications of managerial strategy and public policy with an emphasis on competition; market power and a business firm's optimal response to government regulation. 3 credits.

Self & Others Dimension: Media Marketing in a Global Environment (MDM 725 SEL) (3 credits)

Covering all fields of media this course will provide students with an overview of the principles of market research and design; marketing media-related products and services; the interdependent aspects of marketing, distribution, and exhibition in film, multimedia, broadcast, and non-broadcast industries; creating special events and sales promotion; public relations and publicity for media related products and services, artist management and promotion, character entertainment, music, publishing, etc. Students will also develop competencies in strategic planning that integrate digital media into corporate and brand marketing plans, including distribution channels, marketing campaigns, pricing strategies, and operational management of content creation and distribution. 3 credits.

Values & Ethics Dimension: Media Contract Drafting & Negotiations (MDM 725 VAL) (3 credits)

The entire entertainment industry is dependent upon the ability to negotiate “a deal” and then draft an agreement that reflects what the parties agreed to while protecting everyone’s rights and intellectual property assets. This class will provide an in depth overview of value issues inherent in contractual obligations, conflict resolution, and negotiation tactics. Students study the types of agreements and contracts necessary for prudent and profitable employment and media-industry operation, and will engage in individual and group conflict resolution role plays and deal making

negotiations as well as develop a fundamental ability to draft and read legal agreements. 3 credits.

Systems Dimension: Music and Publishing Industries in the Digital Age (MDM 725 SYS) (3 credits)

This course covers the business of the music and literary publishing industries, in the United States and in the global digital environment, and focuses on the current spectrum of product creation, financing, production, marketing, distribution and exhibition in light of the rapidly changing technologies, digital rights management and copyright issues and end-user/consumer practices. Students will follow the artistic, technical and commercial development of a music venture or literary and periodically published products from inception and creation through production, distribution dissemination and marketing, both nationally and internationally. 3 credits.

Semester 3

PURPOSE 3 – Implementation, Actualization and Evaluation

Constructive Action 3: Strategic Management & Evaluation (MDM 735 PCA) (3 credits)

In this course, students will begin implementing their planned entrepreneurial and/or intrapreneurial venture, and strategically manage the actualization of their venture by setting into motion their respective business plans, identifying sources of financing and evaluating their successes and failures to apply lessons learned and adjust as needed. For this Constructive Action, students specifically will identify sources of financing and actualize business objectives by developing policies and allocating resources to implement their plans. They then will design key project metrics and indicators, monitor and evaluate the outcomes of implementation, further applying knowledge gained through practice by revising, adding, deleting or adjusting strategies as needed. By the end of the semester students will also assess the extent to which they were successful with their respective venture goals, and draft recommendations for further action. 3 credits.

Skills Dimension: Managerial Finance (MBA 735 SKI) (3 credits)

Overview of the effective management of financial resources. Topics include: analyzing fiscal data; budgeting; the construction of cash flow projections; financial statement analysis; taxation issues; internal and external reporting requirements; internal controls; the hiring and supervising of accounting staff and personnel; borrowing; basic risk and return concepts; security pricing and analysis; capital budgeting; the cost of capital; strategic planning and investment decisions. 3 credits.

Self & Others Dimension: Global Business & International Practicum (MBA 735 INT)

This course has a double purpose: to familiarize and understand the theories and practices of International Business, along with the geographic, demographic technological, political, economic, and sociocultural forces that impact cross-cultural, and also the influence of national / international media related to business management. Students will study the principles and

problems that individuals, companies and institutions encounter in their business practices. The course will illustrate the changing nature of alliances, industries and government intervention. We will introduce some of the business principles and concepts in the United States along with the different management styles of other countries.

International Practicum

Each MBA program has its own travel study component which is built into the curriculum and included in the tuition. The destination for the study abroad trip for each program is selected annually, and may change from year to year. Participation in the study abroad trip is mandatory, except for very limited exceptions that may be granted by the Dean. Tuition rates are the published MCNY tuition rates regardless of whether students participate in the study abroad trip.

Study of international business practices and the geographic, demographic, technological, political, economic and sociocultural forces that impact cross-cultural business management. Topics include: theories of international trade and economic development; international monetary systems and foreign investment; comparative management; and managing for cross-cultural and multi-ethnic effectiveness both at home and abroad.

Values & Ethics Dimension: Media, Culture and Society (MDM 735 VAL) (3 credits)

This course will provide an historical, empirical and critical analysis of the role of media in the social production of meaning and the expansion of human knowledge and includes investigations of changes and trends in mass communications, providing general accounts of the role of media in society, accounts of the formative influences that shape the media, the way media affects social behavior and belief systems, and how the ideology of a group is produced and reproduced in its cultural practices. It will also include an examination of current modes of discourse that bear on media industries such as phenomenology, hermeneutics, semiotics, as well as structuralist, postmodern, Marxist and Feminist approaches to media research and analysis. Students will also explore the geographic, demographic, technological, political, economic and socio-cultural forces that impact upon the conduct of media management and the evolution of media industry corporate cultures from a national and international perspective. 3 credits.

Systems Dimension: Managing Electronic Broadcast Industries (MDM 735 SYS) (3 credits)

This course incorporates a total approach to the study of electronic media examining everything from the development of the radio, TV, and cable industries, to the business models of these broadcast media in both commercial and public broadcasting venues, to the emerging influence of telecommunication and web based technologies like Internet television. Students will also learn how programming is researched, developed, assessed and financed for on-air network and affiliate television and radio broadcast, cable bundling and tiering, off network and first run syndication, pay-per-view, public television, content and after market distribution, Internet streaming, podcasting, and interactive distribution formats, foreign distribution and direct broadcast satellite. This course will also analyze how media companies gather and use audience research to establish the economic value of media for advertising and also to select and develop products. 3 credits.

Meet the Faculty of the Business Programs

Full

Ralph A. Leal

Dean Emeritus, Professor
BBA, St. John's University;
MS, Columbia University;
MS, Long Island University;
School for Business

Tilokie Depoo

Dean & Professor of Management
BA, Long Island University
MA, New York University
Ph.D. Lynn University
School for Business

Associate

Solomon Appel

Associate Professor
BA, Yeshiva College of Yeshiva University
MBA, New York University
School for Business

Mohammad Bajwa

Associate Professor & Program Coordinator, Healthcare Systems Management
MS UAF
MS Strayer University
Ph.D, University of Wales
School for Business

Rachel Yager

Associate Professor & Program Coordinator MBA General Management & MBA Financial Services
BS, Nanyang Technological University of Singapore
MS, Institut National des Sciences Appliquees de Lyon
PhD, Institut National des Sciences Appliquées de Lyon)
School for Business

Assistant

David Rosner

Assistant Professor
BA Vassar College
MA, Brown University

Ph.D. Brown University
School for Business

Kristie Velasco

Adjunct Professor & Program Coordinator, MBA Media Management Program
B.A, Boston College
J.D., New York Law School.
School for Business

Davinder Kaur

Adjunct Professor & Program Coordinator, Undergraduate Business

BA, DeVry College of New York

MPM, Keller Graduate School of Management

Master of Public Administration

This unique, three-semester-long MPA can be completed in just one year. The program of study and practice has been designed specifically for working professionals with some related experience in a public agency, not-for-profit or profit-making setting, and provides the student with the skills necessary to enhance the organization's efficiency through applied learning. Each semester is 15 weeks long, and concentrates on an area essential to building leadership careers in public service.

Within the semester, classes are divided into seminars called Dimensions of Learning, Action, and Assessment. They are: Purpose, Values and Ethics, Self and Others, Systems, and Skills. These represent the five dimensions of holistic, empowering performance. Students explore the theoretical background behind each seminar, which will help them master the Purpose for that semester. As a whole, the seminars are designed to help the students:

1. Integrate theoretical material from the other four dimension classes.
2. Plan and carry out an effective innovation or pilot program at the work site.
3. Document their action and achievement in writing.
4. Assess the results and perform strategic planning for the future.

The three Purposes of the MPA are inter-related and lead to the completion of a Constructive Action (typically a thesis in more theoretical programs). An extensive research component is integrated into each semester's requirements. Graduate students are awarded the MPA upon the successful completion of 45 credits (15 credits per semester) and a grade point average of 3.0.

Semester 1

PURPOSE 1

Research Implementation and Documentation (PAA 610 CON) (3 credits)

Students will prepare a Constructive Action document in which they describe the organizational setting of research and report on the implementation of the research proposal they developed in the Purpose Dimension seminar.

Identifying Opportunities for Organizational Change (PAA 610 PUR) (2 credits)

The Purpose Dimension seminar is a forum in which students explore together the opportunities for change in their organizations. Each student will develop a formal proposal to conduct research on the existence of a problem, need, or opportunity for Constructive Action and gather background information about his or her organization that clarifies the setting in which the research takes place.

Organizational Behavior in Public and Nonprofit Organizations (PAA 610 SEL) (2 credits)

An interdisciplinary field of study known as organizational behavior is the basis of this Dimension's investigation into some of the issues that are fundamental to the successful

management of people in public and nonprofit organizations.

Introduction to Public Administration (PAA 610 SYS) (2 credits)

This course is about the theory of public administration and provides the foundation for the purpose of identifying an opportunity for change, as that lies in the gap between theory and what is actually being observed. We focus on the individual's relationship to the organization, ways to motivate employees to be productive while maintaining morale, the decision making process, budgeting and implementation. In tracing the evolution from classical public administration through behavioral public administration to what is now considered the "new" public administration, students will come to understand that as administrators their work occurs in a very politically charged environment and is very much affected by external circumstances.

Public Policy (PAA 610 VAL) (2 credits)

This course is intended to introduce students to different methods and/or approaches to the analysis of public policy. Underlying each approach is a specific ethical foundation that drives how policy problems are defined and subsequently solved. Students will learn about the policy process and how that process gets played out in a political environment, which, for all intents and purposes, represents the practical expression of values and/or political ideologies. Approaches to policy will range from the more conventional rational actor model, which parallels the traditional planning model, to the application of political theory for the purposes of teasing out the issues inherent to specific policies. Once these foundations are in place, students will have the opportunity to look at an array of policy issues that as public administrators and/or policy analysts they will have to address in their role as public sector professionals. These policies include welfare, healthcare, and wage regulation. The tools that students develop in this course will enable them to apply broader theories and methods of policy analysis to the more specific issues they will be engaging in their Constructive Actions.

Research Methods I (PAA 611 SK1) (2 credits)

Research Methods I represents the study of selected quantitative and qualitative methodologies needed to "assess need" in the Constructive Action and ability to select appropriate research methods for application to practical research problems, such as identification of research hypothesis, methods of data collection, techniques of data analysis and presentation and interpretation of project results and findings.

Computer-based Applications for Public Managers (PAA 612 SK2) (2 credits)

The purpose of this course is to introduce the current concepts in computer based information systems design and management. The course prepares the student for practical applications of the course concepts to support students in their professional work life, and academic projects in health care and public administration (e.g. oral presentations using PowerPoint, research reports, practical descriptive statistics using Excel worksheets). The intended focus of the course is operational and oriented toward utilization of management information systems. Students are given the opportunity to use the computer in a number of exercises to gain "hands on" experience with management uses of the computer through word processing, Excel spreadsheets, database

management, and PowerPoint presentation software.

Semester 2

PURPOSE 2

Program Implementation and Documentation (PAA 620 CON) (3 credits)

In a Constructive Action document, students will present their plan for a pilot program and program evaluation. They will also report on the implementation of the pilot program.

Initiating and Managing Organizational Change (PAA 620 PUR) (2 credits)

In this Purpose Dimension seminar, students will design a pilot program, based on the research findings, to address the problem they initially identified or alternative problem uncovered in the research. They will also design a program evaluation to determine the extent of the program's success. Finally, students will plan the implementation of their pilot programs.

Human Resource Management (PAA 620 SEL) (2 credits)

The public and non-profit sectors are dynamic because workers reflect the impact of governmental rules and regulations, organizational culture and the external environmental factors that they bring to the workplace. The focus of this course therefore will be to seek to better understand how such areas as employee recruitment, staffing, applicable state, local and governmental laws, organizational rules and requirements and other organizational factors ultimately define the field of Human Resource Management.

Non-profit Governance, Management and Marketing (PAA 620 SYS) (2 credits)

This course introduces students to nonprofit management, beginning with the history of philanthropy and the emergence of the nonprofit sector. Classical organizational theory and principles as well as current management and supervision practices are applied to the structure, resources and mission of the nonprofit organization. Special attention is focused on collaborative strategic planning.

Administrative Ethics (PAA 620 VAL) (2 credits)

In the administrative ethics Dimension, we will inquire into how the major traditions of ethical decision making define the professional, organizational, and societal obligations of public administrators and resolve ethical dilemmas that arise within and between these levels of obligation. This Dimension will also examine the ethical issues in planning and implementing organizational change.

Research Methods II (PAA 621 SK1) (2 credits)

This Skills Dimension class is the second course in research methods and a continuation of Research Methods I. It is based on the assumption that public administration practitioners can perform program design and evaluation tasks more effectively if they have knowledge and skills in the principles of quantitative research. This class will continue to introduce students to a variety of tools and techniques for analyzing data and, to make management and policy decisions

from such data. The course is designed to provide quantitative tools for managers, evaluators and analysts charged with formally evaluating program implementation and performance. These techniques will also aid the student in completing the Constructive Action "needs assessment" and in developing the Constructive Action Purpose 3 documents.

Budgeting and Financial Management (PAA 622 SK2) (2 credits)

Governments are being forced, whether by taxpayers, lenders or the economic conditions to become more entrepreneurial, more efficient and more effective in how they allocate resources to deliver goods and services. Think the Government Performance Act of 1993. In the last fifteen years, beginning in 1990 with the Chief Fiscal Officers Act, which led to formation of the Federal Accounting Standards Advisory Board, there have been approximately fifteen pieces of legislation aimed at making government more accountable. Accountability is the new "buzz word." In two recent news editorials - - one in The New York Times and the other in the Wall Street Journal - - the editors discussed proposed budget reforms both at the state (New York) and the federal level. This course will engage students in a discussion of how budgeting and financial management are used to shape policy and measure performance in governmental entities. There will also be some discussion and analysis of how budgets shape the ongoing operations of Not-for-Profit organizations. Further, students will engage in discussion and analysis of the social benefits versus the financial and economic costs of providing certain goods and services and examine the financial versus the non-financial measurement metrics for determining a program's or entity's success or failure.

Semester 3

PURPOSE 3

Program Evaluation and Recommendations (PAA 630 CON) (3 credits)

The final Constructive Action document will contain a report on the results of a program evaluation, a long-range proposal for service improvement, and a discussion of some of the most important considerations in strategic planning, such as the opportunities and threats represented by trends in the external environment. Students will integrate their work for three semesters into one comprehensive and coherent document.

Long Range Planning for Organizational Improvement (PAA 630 PUR) (2 credits)

In the third Purpose Dimension seminar, students will study the impact of the external environment on their organizations' programmatic activity and plans for the future. Based on a program evaluation, they will learn how to convert their pilot programs into long-range plans for service improvement in the form of a typical proposal for funding. Students will investigate the opportunities and challenges represented by external political, economic, social and technological trends that figure in long-range and strategic planning.

Intergovernmental Relations (PAA 630 SEL) (2 credits)

This course is about the American federal system of government, and how the division of power, authority, and functions impacts on the administrative process. We will trace the evolution of the federal system from what was known as dual federalism to cooperative and creative federalism,

which today is characteristic of intergovernmental relations. Students will come to understand how much of their functions as agency administrators involve interacting with their counterparts in other units of governance, and that these interactions can facilitate program implementation, insofar as intergovernmental relations are characterized by cooperation. Likewise, they will come to understand that the absence of cooperation greatly hinders effective implementation, and ultimately effective administration.

Public Economics (PAA 630 SYS) (2 credits)

The course for the Systems Dimension 3 is an introductory graduate course in economics principles and policy with emphasis to economics of public sector. It is recognized that public administration practitioners should gain competent knowledge of the functioning of the economic system and economic processes necessary for adequate management and policy decision making.

Politics and Policy (PAA 630 VAL) (2 credits)

This dimension explores the intersection between public policy and politics and how that intersection impacts on the administrative process. Public Administration is ultimately about the implementation of policy in a political universe. Public policy, however, says much about politics and the distribution of power and economic resources. Successful implementation cannot occur without fully grasping the political nature of the policy process. Ultimately what administrators are able to accomplish is not a function of managerial talent or unlimited resources, but what is politically possible. Similarly, what is politically possible affects what public policy in the end looks like.

Strategic Planning and Proposal Writing (PAA 631 SK1) (2 credits)

This Skills Dimension will cover the basic steps in strategic planning and the various types of proposals for funding. It is designed to complement some of the activities in the Purpose Seminar by assisting students in the conversion of their pilot programs into long-range proposals in the context of strategic planning.

Program Evaluation (PAA 632 SK2) (2 credits)

The class for the Skills Dimension in Program Evaluation is a graduate course in the methods of program evaluation employed in public policy and administration. It is based on the assumption that all program and agency stakeholders (e.g. administrators, elected officials, oversight agencies, citizens and staff) must understand the "value" of the programs they are responsible for. Specifically managers need to lead learning organizations in the collection and interpretation of data, which define program and organizational effectiveness. This analysis will ultimately improve both organizational program service delivery.

Master of Public Administration – Emergency and Disaster Management

The Masters of Public Administration in Emergency and Disaster Management is an advanced degree program which opens new career tracks for recent college graduates as well as those looking to change careers, and further develops the knowledge base of professionals already working in the field.

Comprehensive emergency and disaster management is a complex field that requires expertise in multiple areas. This highly-specialized degree will cover the planning, management, logistics, response, relief, recovery and economics associated with managing emergency situations.

This is a 16-month Master's degree requiring completion of 45 credits over four semesters of study. Included in the tuition and curriculum is an on-site study component which consists of a 7-10 day on-site excursion.

To accommodate working professionals, classes meet on Friday evenings and Saturday.

This unique program integrates the College's Purpose-Centered System of Education where student will develop actual comprehensive emergency management plans that functions as a real-world consulting assignment. This is done as a group project, with the students working together to develop a single, comprehensive, emergency management plan for an actual non-profit organization. The professor serves as "Project Manager" and students are assigned particular responsibilities based on their expertise and availability.

Semester 1

PURPOSE 1

Impact of Disaster on Cultures and Communities (MPA 511 SEL) (2 credits)

This course is designed to equip the student with an overview introduction to emergency management, focusing on the effects of disasters on different populations, and the current disaster response measures in place. The class is structured on the lifecycle of emergency management: mitigation, preparedness, response and recovery. Each student is expected to develop a basic understanding of these concepts and the current issues in emergency management, as well as gain insight into the public and private sector methods of managing crisis.

Evaluating Service Delivery Systems (MPA 512 SYS) (2 credits)

The role and function of the emergency manager and the nature of the decision-making process are inevitably tied to organizational structure and philosophy. If emergency manager expect to assess, shape, design, and direct programs effectively, it is essential that they become knowledgeable about the nature of organizations and how organizations behave when influenced by internal and external forces. The class will focus on the study of models of management, including scientific management, public administration, and human relations. Students will

examine the various models of management, carry out a comparative analysis of these needs, and use them as a way of understanding the philosophical, organizational, and managerial principles that guide them.

Research and Analysis Methods in Disaster Management (MPA 511 SKI) (2 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.

Values and Ethics for Administrative Decision Making (MPA 511 VAL) (2 credits)

The aim 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 the implications for the emergency manager. As administrators and professionals, students must, as a practical matter, make assumptions about what ethical standards should govern the management of staff, relationships in the organization as a whole, and work with citizens in crisis. In the Values and Ethics Dimension class, students will be challenged to clarify and reflect critically on their values and ethical standards.

Economics of Hazards and Disasters (MPA 511 SYS) (2 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 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 terrorism, 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.

Semester 2

PURPOSE 2

Identification of Organizational Disaster Needs / Field Experience (MPA 522 PCA/ MPA 522 FLD) (3 credits, 2 credits for field)

This Constructive Action course is designed to provide students with an overview of business

continuity/emergency operations planning for public, non-profit, and private organizations. Students will apply the Disaster Recovery Institute's first 5 Professional Practices of Business Continuity to create a Business Continuity Plan for a local business. Students will also complete the FEMA Emergency Management Professional Development Series. The process is designed to be collaborative, to encourage teamwork, and to give students a real-world experience in developing a plan. In later semesters, students will implement and assess the plan.

Systematic Approaches to Management (MPA 522 SYS) (2 credits)

The Systems Dimension class has been designed to introduce participants to the dynamics of management practice and to provide them with a wide variety of management techniques available to them as emergency management professionals. Surveying state-of-the-art management practices, this course will help participants gain an integrated picture of the management process as well as the skills required for effecting organizational change, increasing managerial and service efficiency, implementing program improvements and establishing systems for program evaluation.

Organizational and Municipal Continuity Planning (MPA 521 SKI) (2 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. We begin with a review of the literature that comprises the foundations of disaster preparedness research, and progress through the topics of organizational and governmental considerations in planning and on to a discussion of future trends in these fields. From there, students will examine the planning process that includes hazard analysis procedures (including vulnerability & risk assessments), emergency operations plan (EOP) development, and plan testing and maintenance. We will then delve into the often-overlooked links between planning initiatives and incident command, namely, the National Incident Management System (NIMS), and its command / management and multiagency coordination approaches. At that point we will explore the interface between field operations, the Emergency Operations Center (EOC) and disaster plans, with the course concluding as students craft and present a case study that examines a disaster planning topic of their choice.

Public Health Systems Preparedness (MPA 521 SYS) (2 credits)

This course deals with important health and management issues involved in crises and emergencies presented for the non-medical disaster manager. The wide range of medical and health issues inherent to crises and emergencies are described. The course covers topics such as differentiation between natural and man-mediated outbreaks in the community (SARS, influenza, smallpox, E. coli H-157, etc.); Methods for integrating medical, public health and psychological processes into disaster management; 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.

PURPOSE 3

Initiating and Managing a Disaster Recovery Plan / Field Experience (MPA 532 PCA/MPA 532 FLD) (3 credits, 2 credits for field)

In the third semester of the Constructive Action, students are expected to implement the disaster plan they developed in the second semester. Students will be involved in all phases of plan implementation at the customer's site; designing an implementation, education, and revision program; developing an ongoing assessment instrument; Creation of a P-D-C-A feedback loop to measure effectiveness of education and real organizational change. Students will be involved with direct customer consulting, education, assessment, and program re-evaluation.

Individual and Collective Responses to Disaster (MPA 532 SEL) (2 credits)

This course will review the impact of various types of disasters on individuals, groups and communities, with a focus on human services, vulnerable populations and various cultural groups. Students will be able to distinguish between myths about disaster response and how people actually react. The class will examine best practices such as Mental Health Focused Risk Communication, Psychological First Aid, Self-Care and Stress Management that can be employed throughout the disaster cycle to counteract the psychological impact of the incident. Students will gain an expanded awareness of the various strategies that have been developed to promote desired behavioral responses and compliance with disaster related directives.

Economic and Social Trends and the Organization of Services (MPA 532 SYS) (2 credits)

A topics course organized about the various work settings for emergency management with a focus on how they are similar to the traditional model and how they differ. Includes presentation from federal, local, private sector and not-for-profit perspectives. This 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, transit systems, healthcare, financial markets, environmental agencies, public utilities, banking, military, and education.

Private Sector Emergency Management (MPA 532 VAL) (2 credits)

Private sector industry provides well over 90% of critical human and infrastructure support, so proper emergency planning for these organizations is crucial to ensuring the health and safety of the public. This class will focus on the needs of private sector industry, their paradigms, and their shortcomings. There will be a significant focus on best practices case studies and how the private sector is leading the public sector in creating a prepared community.

Information Technology in Disaster Planning (MPA 533 VAL) (2 credits)

This Course reviews explores Information Technology (IT) from three major perspectives: What

constitutes IT in Western Society, the integration of IT in the practice and methodology of Disaster Planning, and finally, how IT can be employed to prevent, delay, respond, mitigate, and recover from disasters. IT in Western Society covers a broad range of technology from large scale mainframe computing environments, integrated networks, and the Internet, to local-area-networks, personal computing, personal digital assistants, and intelligent devices (such as GPS/Ultra-Wide Band RF Transceivers). This section will also describe best practices in regard to IT security, back-up and recovery and full Disaster Planning for the IT assets. Contemporary Disaster Planning incorporates a wide range of issues, and collects huge amount of data. IT systems support the practice and methodology of Disaster Planning in the collection of data, its assessment in terms of pertinence and use, threat probability and preparedness prioritization. The employment and deployment of IT for Disaster prevention, response and recovery is explored to include communications, assessment, and consequence management.

Semester 4

PURPOSE 4

Long Range Planning for Disaster Management / Field Experience (MPA 541 PCA/ MPA 541 FLD) (3 credits, 2 credits for field work)

Having experienced the development, implementation, and assessment of the organization's disaster plan, students will chose to analyze one aspect of the previous semesters' process to complete the P-D-C-A model and revise and improve the disaster plan development model.

Terrorism and Disaster Management (MPA 541 SEL) (2 credits)

The events of September 11, 2001 and the subsequent anthrax incidents brought growing attention to terrorism here in the United States. This course will focus on three important issues of major importance to both public safety officials and first responders: Fire/Emergency Procedures in High Rise Buildings; Chemical, Biological, Radiological, Nuclear and Explosives (CBRNE) Threats and Mitigation Techniques; and Advanced Communications Technology and Interoperability.

The Federal Government and Disaster Planning/Response (MPA 541 SKI) (2 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.

Topics in Emergency Management (MPA 541 SYS) (2 credits)

A topics course organized about the various work settings for emergency management with a focus on how they are similar to the traditional model and how they differ. Includes presentation from federal, local, private sector and not-for-profit perspectives. This 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, transit systems, healthcare, financial markets, environmental agencies, public utilities, banking, military, and education.

Meet the Faculty of the MPA Programs

FULL

Oren Levin-Waldman

Professor

BA, Temple University

Ph.D., Temple University

Master of Public Administration-Public Affairs and Administration Program

Louis Tietje

Professor

BA, Concordia University Chicago

MTS, Lutheran School of Theology at Chicago

Ph.D., Union Theological Seminary

Master of Public Administration-Public Affairs and Administration Program

ASSOCIATE

Philip Nufrio

Associate Professor

BA, Rutgers University

MPA, Syracuse University

Ph.D., Rutgers University

Master of Public Administration-Public Affairs and Administration Program

Pamela Ransom

Associate Professor

BA, Harvard University

Ph.D., Massachusetts Institute of Technology

Master of Public Administration-Public Affairs and Administration Program

The Master of Public Administration-Public Affairs and Administration program employs approximately 20 adjunct instructors per term.

The Master of Public Administration-Emergency and Disaster Management program employs approximately 15 adjunct instructors per term.