MBA in Media Management
Program Overview

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Metropolitan College of New York
School of Management
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AN OVERVIEW OF MBA PROGRAMS

The goals of the MCNY graduate business degree programs are to enhance students’ professional mobility, engage them in the development of the global business and social community and encourage exemplary moral and ethical behavior. Through the MBA programs, students are afforded the opportunity to broaden their knowledge of the field of entrepreneurship and/or ‘intrapreneurship’ in business and to develop the necessary skills for successful careers as entrepreneurs or in corporate business environments throughout. At MCNY, the MBA programs are oriented towards a practitioner-based model where management theories are fully integrated within the curriculum and students are expected to complete their respective programs with a tangible outcome, through the Constructive Action (CA).

At the centerpiece of these programs is the College’s Purpose-Centered Education model, where students work methodically every semester to further increase their understanding of the world of business, while contributing to the development of their Constructive Actions, which focus on strategic analysis, planning and implementation to define innovative business models, products, customers, market segments and geographical markets for the future. These programs also recognize that business is a dynamic field and, as such, we are dedicated to regularly updating the curriculum consistent with changes in industry and the development of MCNY.

Upon completion, it is expected that the MCNY MBA student will graduate an effective business professional who can lead in a changing global environment and will demonstrate mastery of skills in leadership, communication, strategic thinking, diversity management, financial analysis, change management, and accountability that are necessary to successfully assume managerial responsibilities. After attaining an MBA from MCNY, graduates of the program will lead the process of change for self, others and for a sustainable global community.

Specifically, students will:

- Master the personal and professional skills necessary to lead and work within teams effectively;
- Master the skills to engage all relevant parties in the development of the global, business and social community;
- Master the skills to effectively operate in the global economic and business environment and develop long term strategies to positively impact business environments and organizations;
- Make ethical decisions guided by thought, analysis, and compassion.
HIGHLIGHTS OF THE MBA CURRICULA

- Purpose-Centered Education emphasizes inclusion of field experiential learning in Constructive Actions on specific and concrete projects related to students’ professional goals and development.
- MBA program degree requirements are 45 credits that can be completed in one year, plus 4 foundation courses of 1.5 credits each. Course load is 5 per Semester.
- Provides preparatory foundation courses for students who have no business background to ensure success in MBA program.
- Builds managerial and strategic thinking skills.
- Adopts state of the art technology in delivery of the curricula.
- Offers advanced industry-specific courses.
- Offers common courses to develop team building skills and opportunities for team work and ensures acquisition of core competencies across MBA programs.

MEDIA MANAGEMENT MBA PROGRAM

In addition to the general goals of the MCNY MBA program, students in the Media Management program will gain knowledge to: Develop models for successful exploitation and utilization of social and mobile media in the delivery of traditional entertainment industries; Manage and develop new successful business models in changing music and publishing industries in light of digitization and convergence; and, Be at the forefront of administration of successful business models for developing “new” media industries, entrepreneurial media ventures or improved service methods within media businesses with skills acquired through the Dimension classes and the Constructive Action.

The MCNY Media Management MBA program is specifically and uniquely designed to develop quality management practitioners in the media and entertainment industries capable of creating corporate cultures in which individual initiative, participation and autonomy will result in augmented self-esteem and job commitment, enhanced productivity, improved product quality and labor-management relations, strengthened global participation, and, ultimately, in increased profitability and responsible community awareness and civic participation. It does so by integrating management theory, practice and performance, focusing on the imaginative and entrepreneurial thinking and problem solving skills essential in today’s rapidly developing content driven and converging media environments.

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. Delivered by industry experts using MCNY’s Purpose Centered Education model, students combine this focused comprehensive analytical study of media industry topics with applied knowledge and practical skills gained through three semesters of hands on field experiential practica in media entrepreneurial and/or intrapreneurial Industry & Venture Assessment, Business Planning, Development & Marketing, and Venture Implementation, Actualization & Evaluation.

All of the MCNY MBA programs are integrated with the International Field Study - this applied program is tailored to ensure that students have the opportunity to work collaboratively in a pan-cultural environment in which they are exposed to new cultures and given the opportunity to explore them.
PURPOSE-CENTERED EDUCATION

At its core, the MCNY MBA programs are specifically and uniquely designed to develop superior management practitioners. Students who complete one of the MCNY MBA programs will be equally as capable of being a successful entrepreneur, as they are at creating socially responsible corporate cultures in which individual initiative, participation and autonomy will result in enhanced productivity, improved product quality and increased profitability, while providing them with greater job satisfaction. Rather than alternating an academic and internship or work-related semester as practiced in some work-study programs, the MCNY MBA curriculum requires simultaneous interaction between knowledge and action, study and practice, as each student is expected to develop and complete a real world Constructive Action during each Purpose.

A UNIQUE MODEL OF EDUCATION

An Introduction to Purpose-Centered Education:

MCNY is unique in its implementation of an educational model that will not only produce graduate skilled professionals but also instill in them a vision of social justice. MCNY’s Purpose-centered educational model also engages all students in both theoretical study and practical application. MCNY’s students master relevant theoretical frameworks of management, while simultaneously planning and implementing practical, career-related goals. The programs involve a distinctive blending of theory and practice within the work place and business industry, so that students learn in the classroom while simultaneously affecting positive results in the workplace.

Each semester of study is focused on specific and significant theme or Purpose. These Purposes must be implemented in actual work settings. Every semester, a student engages in a self designed “Constructive Action” – a real world activity in which students enact a special plan of action to improve the effectiveness of the workplace setting. Students learn from five perspectives called Dimensions which, when taken together, provide students with an integrated, comprehensive way of looking at organizational situations and designing solutions to specific problems. These dimensions constitute classes around which academic work is organized. The five Dimensions of knowledge and action include: Purpose; Values and Ethics; Self and others; Systems; and Skills. Thus, every semester students gain a comprehensive overview of the knowledge and practical skills necessary to successfully accomplish their selected purpose.
Students in all three MBA programs are required to complete three Purposes of integrated full-time study and practice in:

- **Industry and Venture Assessment** (Purpose 1)
- **Business Planning, Development and Marketing** (Purpose 2)
- **Venture Implementation, Actualization and Evaluation** (Purpose 3)

Each Purpose is applied to their selected area of specialization in General Management, Media Management, or Financial Services.

In the curricula, the following are achieved:

- Each Purpose provides the student the opportunity to actualize a realistic and beneficial social contribution by the end of the semester;
- Each Purpose contributes to increased student awareness and knowledge of the specific industry while developing the necessary managerial competencies to be successful in business;
- Each Purpose is supported by solid academic content and educational materials (i.e., new technology, software and case studies);
- Each Purpose seamlessly feeds into the subsequent Purpose and builds upon previous knowledge;
- The capstone experience is a culmination of the entire preceding Purposes;
- Technology and technical skills development is embedded in every Purpose.

In the **Industry and Venture Assessment Purpose**, students are asked to engage in strategic industry specific research activities and field assessments of their identified business, product, and/or service improvement, in order to define the scope, nature, method, etc., of their identified business, products, customers, market segments and the geographical markets for use in developing their Constructive Actions.

Through the **Business Planning, Development and Marketing Purpose**, students will be guided through the development of entrepreneurial or intrapreneurial (corporate venturing) strategic business development and marketing, while assessing the competitive environments and future performance prospects in furthering the development of their personal and unique ventures through Constructive Actions.

In the **Implementation, Actualization and Evaluation Purpose**, students are asked to implement, manage and evaluate their planned business venture. This effort involves critical decision making, planning, and evaluation; processes that serve as essential learning tools for alert managers because they require managers to critically integrate theory and practice in an ongoing fashion, making adjustments where necessary, to achieve their goals.
As students progress from one Purpose to the next, they will be moving within an integrated framework, where each semester will provide the foundation for the next. Each of the three Purposes represents an individual but essential phase of a long-term graduate-level business project, which combines applied knowledge and practice.

**DIMENSIONS OF LEARNING, ACTION AND ASSESSMENT**

MBA students integrate their performance through five (5) interdisciplinary perspectives called Dimensions: Purpose, Values and Ethics, Self and Others, Systems, and Skills. Dimensions integrate contents from diverse disciplines such as philosophy, history, law, psychology, economics, etc., with the professional Performance Areas (Purposes) essential to student's course of study. Together, the Dimensions provide students with a comprehensive way of analyzing workplace environments and enacting solutions to existing problems.

Each semester, the student will take classes representing the following “dimensions”, all emphasizing different but essential aspects of business administration.

**THE FIVE DIMENSIONS THAT COMPRISSE EACH PURPOSE SEMESTER:**

1. **Purpose/Professional Workshop**
   
   Students meet on a weekly basis with MBA faculty for supervised research and independent study, for discussion of their management related field experience, applicability of theory acquired in other Dimensions to their Constructive Action, and for guidance on their semester's Constructive Action goal, objectives and plan of action.

2. **Skills**
   
   The aim of this sequence is to help students develop the research, technical and communicative skills for planning, production, marketing, and performance measurement. Students study managerial methods of accounting, economics, and finance.

3. **Self and Others**
   
   The aim of this sequence is to help students deepen their understanding of the needs, problems and goals of individual participants in Management situations, including themselves, consumers, co-workers, and all levels of management in order to develop methods and systems that will promote beneficial and productive management and service.

4. **Values and Ethics**
   
   The aim of this sequence is to help students become aware of the kinds of ethical, moral and legal choices facing Management Professionals. Students will explore moral values and legal concerns related to ethical Management and quality service. They will develop critical frameworks for analyzing and evaluating issues that arise in connection with personal and
professional responsibility, accountability and job performance. They will develop their own framework for resolving ethical dilemmas and dealing with value conflicts.

5. Systems

The aim of the Systems sequence is to help students understand and analyze the systemic nature of various industries, markets and structures within the context of historical, political, economic, and social forces that have and continue to affect our past industrial economy.

THE PURPOSE DIMENSION AND THE CONSTRUCTIVE ACTION

The Purpose Dimension is where students actualize their Constructive Actions. The Purpose Dimension workshops are therefore, the critical forums where, via discussions, planning, research, and shared exploration of problems and solutions, student learning is assessed, clarified and put into contextual focus. In these workshops, each student contributes actively, bringing ideas, research findings, specific problems, and plans concerning his or her specific Constructive Action with a particular business venture in his/her particular industry, to share with other students of the workshop. Additionally, a goal of each workshop is to foster and apply skills critical to developing professional and mutually beneficial relationships among students. As mutual contributors, students will bring their insights from fieldwork, assigned readings, and lectures in the other Dimension classes into a focus that integrates theory with their individual Constructive Actions.

Each student’s Constructive Action will be specific to his/her area of interest. For example, a student may opt to create a new business, new products and services to serve unmet industry needs, or to enhance performance with business growth potentials by utilizing the knowledge acquired. Their Dimension classes will allow them to analyze and apply the statistical data, as well as the industry and field research acquired through field assessments conducted during internships, job site assessments, industry field interviews, or mentor match arrangements with professionals in similar business ventures.
THE CONSTRUCTIVE ACTION AND FIELD EXPERIENCE:

A critical part in the development of student’s Constructive Actions is the field placement. Students are required to apply what they have learned in the classroom with their experiences with real world products, companies and/or organizations.

Our program will ensure administrative oversight of CA field placements by working with the Career Services office, key alumni, industry leaders and a strong cadre of CA faculty.

We are actively cultivating a group of key leaders in the respective MBA industries to serve as field mentors to our students interested in entrepreneurial ventures in various major fields in the Financial Services, General Management and Media industries that will allow students’ opportunities for site visits and exposure to real world settings for learning as part of their CA.

As such, students must identify an appropriate field placement during each Purpose to execute their Constructive Action. The field experience may vary from one Purpose to the next if necessary and can be achieve via any of the following:

- **Existing Employment** – Ideally, students use their existing place of work for their Constructive Actions, provided that they can obtain information necessary for successful execution of the CA without violating their regulations regarding proprietary information, etc. Students must obtain express consent from their immediate supervisor. For students to use their existing employment, they will need consent from an immediate supervisor.

- **Internship** – Students can use a paid or non-paid internship to conduct their Constructive Actions each Purpose, which provides them with an immersion setting that allow students to actualize their Constructive Actions while simultaneously gaining practical business experience. Students who do not have work experience are encouraged to build their experiences through internship(s) and develop the skills necessary to compete in today’s changing economy.

- **Mentoring** - Students can utilize an academically facilitated business mentor or an industry expert who has expertise and actual experience sufficient to provide significant business guidance and direction in the selected area of the students’ Constructive Actions and who is willing to allow a student some real world exposures to their field. Mentors will need to be approved by the Program Coordinator and the faculty member supervising the student’s Constructive Action. Mentors can be secured from the College’s Mentoring Program, The Business Programs Advisory Board, or faculty who are not actively teaching the student’s CA course.
In each of the MBA Purposes, (each equivalent to one semester of work and having a designated credit allocation of fifteen credits) the student will develop a Constructive Action that will focus respectively on:

**Constructive Action in Purpose 1:**

**Strategic Industry Analysis**

In Purpose 1, the *Industry and Venture Assessment Purpose*, students will conduct comprehensive strategic analysis of their respective industry and the specific segments of the 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. Further, it is expected that students will integrate experiential knowledge acquired through their Constructive Action with the materials learned in each of the other Dimension Classes in the Purpose, which will cover quantitative managerial accounting skills, technology, legal/industry specific regulations and ethics, as well as specialized industry specific fields.

It is intended that while doing their Constructive Action, students will actively develop a strategic analytical report describing the results of their research as it pertains to their product, service, situation, respective industry, intended entrepreneurial and/or intrapreneurial ventures and operating environments as well as the market. A specific goal of their Constructive Action in Purpose 1 will also includes an analysis of their potential competition and consumers, along with a plan of action describing their research goals, objectives and strategies. At the end, students will present their research findings, which in turn, will serve as the necessary background material upon which to build an entrepreneurial or intrapreneurial strategic business and marketing plan in the following Purpose.

For their Purpose 1 Constructive Action document, students will master analytical, writing and communication skills by actively drafting and presenting their strategic research and assessment, describing their product, service or situation, respective industry and operating environments, the market, competition and consumers, along with a plan of action, which details their intended goals, objectives and strategies.
Constructive Action in Purpose 2:

**STRATEGIC PLANNING**

In Purpose 2, *the Business Planning, Development and Marketing Purpose*, applying knowledge obtained and the strategic industry assessment conducted for their Constructive Action in the prior semester, the students will 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.

It is expected that during this Constructive Action, students will integrate and apply the studies of the other Dimension classes, which will cover quantitative managerial economics skills, marketing, project management, and additional specialized industry fields, into the development, planning and marketing of their specific Constructive Action. When or where appropriate, students will also plan and build a website that can be used in marketing or implementing elements of their entrepreneurial/intrapreneurial venture in the next Purpose. It is expected that students will apply knowledge acquired through their field experiential learning placements, as well as through professional networking and communications with other business stakeholders to validate the value and strength of their plans.

For their Purpose 2 Constructive Action document, they will maintain a record of all progress in the form of logs, detailed with an evaluation of each recorded event to facilitate the revision of the business and marketing plans as necessary. They are required to explain how they are using their applied knowledge and ideas to actualize the Purpose. Finally, students will analyze the effectiveness of their plans by drawing on feedback from mentors, supervisors, and other significant participants as well as from knowledge acquired from each Dimension class.
Constructive Action in Purpose 3:

**STRATEGIC MANAGEMENT**

In Purpose 3, the *Implementation, Actualization and Evaluation Purpose*, for their Constructive Action, 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. Theoretical materials and skills obtained through the Dimension classes in this Purpose, covering quantitative managerial finances skills, topical industry issues, anthropological and global perspectives and even more specialized industry fields can be synergized with the knowledge gained and tested in prior Purposes.

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.

As part of their Purpose 3 Constructive Action documents, students will maintain a record of progress in the form of logs of business metrics and process recordings along with detailed evaluations of business and project performance to facilitate the application of knowledge. The inclusion of critical logs will assist students in evaluating their progress in revising or creating new strategies when necessary. Integral to the document will be an analysis of the effectiveness of their plans, which draws on feedback from mentors, supervisors or other significant field participants and business stakeholders, as well as from the knowledge acquired in the Dimension classes. This will allow students to practice their applied knowledge through the formulation, implementation and evaluation of the cross functional decisions that enable a business to achieve its objectives.
PROGRAM CORE COMPETENCIES

The program will help students develop seven competencies enumerated below:

1. LEADERSHIP
   b. Learning – Become a life-learner and encourage others to learn.
   c. Creativity – Develop products, services and organizations to respond to changing market conditions and growth opportunities.
   d. Technology - Adoption of contemporary technologies for business competitive edge.

2. COMMUNITY DEVELOPMENT
   a. Development – Apply knowledge to building vibrant, diverse and active communities to improve peoples’ lives.
   b. Engagement – Secure the input of relevant stakeholders including community leaders and constituents in the decision making process.

3. GLOBAL MANAGEMENT
   a. Management - Employ resources across cultures and countries in a changing global economy to maximize stakeholders’ value.
   b. Organization - Recognize the scarcity of resources and the challenges of its sustainability.
   c. Leadership - Develop organizational goals to identify growth opportunities in the global economy.

4. STRATEGIC PLANNING
   a. Creativity – Create innovative techniques to ensure long-term viability of organizations and appropriate outcomes.
   b. Planning – Apply strategic methodologies to all corporate initiatives and consider long term implications.

5. ACCOUNTABILITY
   a. Practice – Develop and apply organization-wide ethical standards for all stakeholders.
   b. Responsibility – Promote fairness, justice and equality.
   c. Full Disclosure – Provide accurate, timely, and relevant information to all stakeholders.

6. MANAGING CHANGE
   a. Innovation – Transform organizations, products and services to keep ahead of changing times and conditions.
   b. Project Management – Apply methodology to manage organization-wide revenue cycle processes.

7. FUNCTIONAL AREAS KNOWLEDGE
   Become an agent of change and growth for organizations.
CORE COMPETENCY ASSESSMENT

The program competencies will be assessed using these standards: ACBSP (Accreditation Council for Business Schools and Programs) Common Professional Components, ETS (Educational Testing Services) Major Field Tests, and MCNY’s Purpose Performance Abilities.

ACBSP COMMON PROFESSIONAL COMPONENTS

The MBA Programs are designed to meet common professional components as mandated by ACBSP (Accreditation Council for Business Schools and Programs) which, develops, promotes, and recognizes best practices that contribute to continuous improvement of business education and accredits qualified business programs to improve recruitment opportunities, increase networking and enhance articulation prospects. Benefits for Students include:

1. Relevancy and currency of faculty, programs, and courses to best serve students.
2. Ability to serve students by assuring a focus on quality performance.
3. Ongoing effort to provide excellent equipment, software, and learning resources.
4. Commitment to effective student services.
5. Students refer to accreditation status on resumes and in employment interviews.

ETS® MAJOR FIELD TESTS

The ETS® Major Field Tests are comprehensive MBA outcomes assessments designed to measure the critical knowledge and understanding obtained by students in a major field of study. The Major Field Tests go beyond the measurement of factual knowledge by evaluating students’ ability to analyze and solve problems, understand relationships and interpret material from their major field of study.

The Major Field Test for Master of Business Administration (MFT-MBA) assesses knowledge of specific information drawn from marketing, management, finance, and accounting. The test also includes questions that focus on international business, information technology, legal and regulatory environment of business, ethics and social responsibility in business, statistical analysis, managerial economics and e-commerce.

A unique feature of the MFT-MBA is that all of the questions on the test measure critical thinking ability — that is, the ability to interpret data, to apply concepts and ideas, and to analyze data, theories and relationships deductively and inductively. The overall scaled score can be considered a measure of a student’s critical thinking and reasoning within the domains of the MBA curricula.
MBA curricula encompass many subfields and specialties; this test covers the skills and subject matter determined by committees of faculty to be common to most programs. The distribution of the content areas with some examples of the topics covered is as follows:

I. Marketing
   A. Strategic Marketing
   B. Buyer Behavior
   C. Market Research
   D. Marketing Planning: Target Segments and Marketing Mix

II. Management
   A. Organizational Behavior
   B. Human Resource Management
   C. Organizational Theory
   D. Operations Planning/Management Science

III. Finance
   A. Corporate Finance
   B. Investments
   C. Financial Markets and Institutions

IV. Accounting
   A. Relevant Cost
   B. Resource Planning and Analysis
   C. Cost-Volume-Profit Analysis
   D. Product Costing
   E. Financial Reporting and Analysis

PURPOSE ACHIEVEMENT ABILITIES

The knowledge and action required to carry out a successful Constructive Action to achieve a worthwhile Purpose are embodied in 24 Abilities that are grouped by Dimension. Acquiring these abilities enable students to achieve the graduate education program objectives.

The Abilities constitute the standards for assessing student performance in each Purpose. Students are assessed twice on their use of the Abilities. In their Dimension classes, they are assessed on their development of the Abilities and their use of the 24 Abilities in a Constructive Action to achieve the Purpose. A Rubric is developed to use as a scoring tool for assessments of Constructive Actions. It has a set of criteria and standards linked to the Purpose.
The program will help students develop and apply these Purpose Performance Abilities:

**Purpose Dimension Abilities**
- a. Explore opportunities to improve the world
- b. Choose the best goal.
- c. Agree on a plan.
- d. Carry out the plan. Monitor progress and use of knowledge. Change plan as needed.
- e. Assess the results and plan the next steps.

**Skills Dimension Abilities**
- a. Identify and use appropriate critical thinking skills.
- b. Identify and use appropriate mathematical skills.
- c. Identify and use specialized skills required by the Purpose.

**Self and Others Dimension Abilities**
- a. Describe self in relation to the Purpose
- b. Appreciate experience and views of others.
- c. Build good relationships.
- d. Communicate through reading, writing, speaking, and other modes of expression.
- e. Promote growth in self and others.

**Values and Ethics Dimension Abilities**
- a. Clarify own values in relation to the Purpose.
- b. Describe individual and group values in past and present.
- c. Identify value issues as they arise.
- d. Use ethical reasoning.
- e. Act on ethical principles.
- f. Respect capacity of others to make the world better.

**Systems Dimension Abilities**
- a. Describe natural, social, and technological systems related to the Purpose.
- b. Develop conceptual modes of systems.
- c. Identify strengths of systems.
- d. Identify weaknesses of systems.
- e. Make systems better.
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. 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:** the 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:** the 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
PURPOSE 1 MEDIA MANAGEMENT MBA COURSE DESCRIPTIONS

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.

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.

New Media: Cyber, Social, Mobile and Beyond
MDM 615 SEL (3 Credits)
Since the emergence of the Internet as an integral part of our lives, and with the growing trends toward convergence and social networks, companies have been experimenting with the most effective ways to use the Internet and mobile media formats to contribute to their individual and organizational effectiveness as well as to advertise and grow their business. In the media industries, this has resulted in revolutionary restructuring of business models and led to the development of new media and even “newer” new media industries. 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. As a result, many businesses have been invented to operate solely over the Internet or create product solely for use with mobile hardware and most companies now conduct some portion of their business transactions over the Internet. 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.
Entertainment Law & Media Ethics
MDM 615 VAL (3 Credits)

This course emphasizes an 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. In addition, students cover the topics of the limits of a free press and the balance between the right to publish and the right to privacy (First Amendment), the torts of defamation, emotional distress and invasion of privacy as well as digital rights management. During the course, particular attention will be focused on the ethical issues that arise in these legal relationships. Students will also be encouraged to think critically about the broader context and consequences of the decisions they will make as media managers. To this end, the course will develop the argument that ethical considerations are important in the decision-making process and teach analytical and ethical decision making skills that enable the student to identify and weigh competing ethical concerns in the managerial decision-making process in the media industries. And, lastly, through specific examples and case discussion, the student will be made aware of the importance of understanding the interdependence of markets, ethics, and law in the media industries.

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 structure of the motion picture art and entertainment industry from development to distribution, exhibition and aftermarket, including the methods of operation of the film industry and financing. Included in the discussion will be an emphasis on the influence of social, technological, political and economic factors on changing artistic, financial, distribution and exhibition and aftermarket practices, both nationally and internationally.
PURPOSE 2 MEDIA MANAGEMENT MBA COURSE DESCRIPTIONS

CA 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.

Managerial Economics
MBA 725 SKI (3 Credits)

The course covers the 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.

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.

Media Contract Drafting & Negotiation
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.
The 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.
PURPOSE 3 MEDIA MANAGEMENT MBA COURSE DESCRIPTIONS

CA 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.

Managerial Finance
MBA 735 SKI (3 Credits)

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

Arts Administration & Cultural Heritage Management
MDM 735 SEL (3 Credits)

This course will look at market environment in which cultural heritage and art administrators work nationally and internationally, as well as the interrelationships, both formal and informal, between artists, other workers within these organizations, administrators and consumers. From small art galleries, to major Broadway productions, to regional ballet companies, this course will focus on the challenges meeting these cultural art administrators involved in working with creative talent and other artistic professionals in bringing these products to the consumer, and will consider the various for profit and nonprofit business models and organizational structures as well as marketing and funding strategies. Emphasis will be focused on how these industries are adapting to the changing technologies that pervade the media industries as well as the art-business relationship; the day to day management of cultural organizations; the management of one’s career as an artist; philanthropy and volunteerism; and government involvement in the arts.
Media, Culture & 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. This course works in tandem with the International Practicum.

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.

International Practicum
MBA 735 VAL

(Note: The Study abroad trip runs in tandem with the Values & Ethics Dimension Course.)

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.
MBA FOUNDATION COURSES

In order for students to succeed in the curriculum, introductory knowledge is required in statistics, management and marketing, accounting and economics and finance. Students who do not have this background will be granted the opportunity to acquire this prerequisite knowledge while enrolled in Purpose 1. Foundation courses with a 1.5 credit hours will be offered on-line so that students can complete them while in the program.

Managerial Statistics
MBA 501 FDN (1.5 Credits)

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

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

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

Principles of Financial Accounting
MBA 503 FDN (1.5 Credits)

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

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

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